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Oregon
University
System

Annual Report on OUS Performance

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Annual Report on OUS Performance

Since the inception of performance measurement within the Oregon University System (OUS), two parallel but separate tracks have developed in response to divergent goals and processes set out by the state and the State Board of Higher Education. As a result, one set of measures is reported to and amended by the Legislature, while a similar, but more focused, array has been used for almost ten years by the Board to monitor system activities around key outcomes. This report addresses systemwide performance results for 2005-06 on measures historically reported to the Board. The annual report on legislatively-approved measures will be submitted to the state and shared with the Board later this fall.

Summarized performance indicators for OUS as a whole are displayed in Table 1 and described below. Because faculty compensation is reported at an institutional level, data are not included in this system-level summary; this information will be included in the presidents' reports on institutional performance and targets to be presented to the Board in November 2006. In addition, the indicator for degrees in shortage areas has been excluded from this summary because the specific shortage areas vary among the institutions. This information, too, will be included in the presidents' reports.

Enrollment. Total credit enrollment, especially at the undergraduate level, has increased significantly in the five years between 2000-01 and 2005-06, reflecting the high priority placed on ensuring access, even during periods of constrained resources. Undergraduate enrollment in OUS grew 17% over this time while graduate enrollment grew by 12%. By comparison, undergraduate enrollment in the U.S. as a whole increased 13% and graduate enrollment increased 17% during the same period.¹

However, the rate of growth has slowed since 2002-03 at both the undergraduate and graduate levels. Between fall 2004 and fall 2005 undergraduate enrollment grew by 1% and graduate enrollment by less than 2%. Nevertheless, it should be noted that graduate enrollment in 2005-06 recovered the losses noted in last year's report. Following a 9% increase in 2001-02, enrollment of newly admitted undergraduates has remained relatively flat, with fall 2005 figures showing only 0.1% growth over the previous fall. This trend is reflected in Oregon freshman participation rates which have been declining since that time.

Student Persistence and Completion. The percentage of new freshman continuing to their second year has maintained a steady rate of 80% for five years since 2000-01. Annually, rates have fluctuated within one-half of a percentage; for the freshman cohort returning in 2004-05, the rate increased slightly, recovering the decline noted in the previous year.

¹ Source: National Center for Education Statistics, *Projections of Education Statistics to 2015*. Numbers for 2005 are estimates, pending availability of fall 2005 national enrollment data.

Campus initiatives to facilitate student progress and completion are showing success. Six-year graduation rates for students entering as freshmen and completing their degree at an OUS institution continue to improve, with steady increases over the past three years. In 2004-05, 58.7% of the freshman cohort entering six years earlier had completed their degree at an OUS institution, compared to 58.0% the previous year and 55.5% in 2001-02.

Graduation rates for 2004-05 reflect the progress of students entering OUS in 1999-00. The higher rates for this cohort cannot be attributed directly either to stronger academic preparation or tuition stability. Compared to their classmates one year earlier, this group entered with comparable average high school GPA and SAT scores. They also faced steep tuition increases in 2002-03, their fourth year in college.

Graduate Satisfaction and Success. Data on graduate satisfaction and success are obtained through a biennial survey of recent bachelor's graduates. Performance data for the OUS graduating class of 2005 were collected during April and May of 2006.

The graduate satisfaction measure reflects the percentage of bachelor's degree recipients who rate the quality of their overall educational experience at the institution as either "excellent" or "very good." Performance results for the class of 2005 showed 84.3% assessing their educational experience highly, up from 72% ten years earlier and the highest level yet obtained.

Graduate success for the purposes of this measure is defined as the percentage of bachelor's degree recipients who report that they are employed, continuing their studies, volunteering, or working at home approximately one year following their graduation. This percentage rose with the class of 2005 to 97.3%, following a drop two years earlier in the midst of a weakened economy. Not only are OUS graduates reaping the benefits of an improved job market, but the percentage of OUS graduates actively, but unsuccessfully, seeking work remains well below the state unemployment rate.

Degree Production and Internships. For two years – in 2002-03 and 2003-04 – OUS degree production grew dramatically, spurred by significant enrollment growth in earlier years. While the number of degrees awarded grew again in 2004-05 to 16,694, the rate of growth has slowed. Despite higher graduation rates, the slowing enrollment growth in recent years will likely be reflected in future degree production.

Internship data, like graduate satisfaction and success, are derived from the biennial survey recently completed for the class of 2005. Graduates were queried on their participation in a variety of experiential learning exercises, including internships, clinical or student teaching experience, fieldwork, practica, capstone projects, and community service learning opportunities. Among this group, 84% reported their participation in at least one form of experiential learning. While this figure is higher than those reported for previous graduating classes, comparisons are complicated by changes to the survey instrument. Efforts continue among Chancellor's Office and campus staff to accurately

identify and collect data – both internally and through the survey – on the many and varied opportunities for applied learning experiences.

Philanthropy. This measure is defined as the net worth of the institutions' affiliated foundations. While investment returns, current projects, and the nature of individual gifts will affect a foundation's net assets at any given time, an increase over time is a good indicator of external support and public confidence. Systemwide, total foundation net assets have shown strong growth in two subsequent years, growing 15.3% in 2003-04 and another 12.2% in 2004-05, the most recent year for which data are available. In this year, total assets reached \$960.6 million, boosted by the strength of fund-raising campaigns on several campuses. Detailed data regarding individual campus campaigns will be provided in the campus performance reports presented in November.

Sponsored Research. Sponsored research is a measure of faculty quality and productivity, as well as faculty and institutional entrepreneurship, reflecting in addition the competitive capacity of institutions to attract and retain respected and productive faculty with mature research programs. Increases in this measure bolster not only academic excellence and student support, but broader economic development initiatives within the state. OUS institutions continue to demonstrate strong annual growth in sponsored research dollars. Between 2000-01 and 2004-05, sponsored research expenditures grew by almost \$59 million to \$280.5 million, an increase of 26.5%. Adjusted for inflation, the increase is over \$39 million or 17.7%. Sponsored research funding from federal sources increased by 35% during this same period.

Students per Full-Time Faculty. After reaching a high of 27.9 in 2003-04, the ratio of students to full-time faculty declined in each of the two subsequent years to 25.7 in 2005-06. While an improvement, this remains higher than 24.3 five years earlier and the ratios of 22 or 23 seen through the early- and mid-1990s. Slowing enrollment growth and further gains in recouping the faculty losses seen in 2003-04 account for declining ratios in recent years.

As enrollment has increased, OUS institutions have attempted to work within continuing funding constraints by hiring more temporary, part-time faculty. Between 2000-01 and 2004-05, the percentage of part-time faculty grew from approximately one-quarter to one-third (24.8% to 33.2%). In 2005-06, however, that proportion decreased slightly to 32.3%, the first decline in several years. This small, but important, reversal followed the lifting of a two-year salary freeze and the 2005-2007 legislative allocation of a small fund – \$1 million – for faculty recruitment and retention.

Upcoming Performance Measurement Activities

Campus Performance and Target-Setting Reports. In a scheduled November report to the Board, university presidents will discuss campus performance trends and future targets in the context of their institutional goals, initiatives, and circumstances. Campus-level detail will be provided for the targeted and non-targeted measures presented in system aggregate in this report.

Performance Metrics Related to Board Long-Range Planning. The OUS performance measurement framework (Figure 1), developed as part of the Board's long-range plan adopted in September 2006, seeks to articulate the connection between goals, desired outcomes, critical success drivers, and metrics. While it remains a work in progress, when complete it should ideally provide a useful tool not only for accountability but for policy and strategy development at both the system and campus levels. As the Board continues to discuss strategic priorities, as well as system governance and operations, the performance framework and reporting structures will be reviewed and adapted to support these efforts.

Board Action

No Board action is required at this time. As the performance measurement framework and reporting guidelines are revised to address the goals and priorities arising from the Board's long-range planning, proposals for changes will be brought to the Board for approval.

Table 1
Oregon University System
Performance Indicator Summary 2006

	Total Credit Enrollment ¹	New UG Enrollment ²	Freshman Retention ³	Graduation Rate ⁴	Graduate Satisfaction ⁵	Graduate Success ⁶
2000-01	56,053 (UG) 13,455 (GR)	15,232	79.7%	56.0%	79.8%	96.0%
2001-02	59,888 (UG) 13,995 (GR)	16,591	80.3%	55.5%	-	-
2002-03	63,152 (UG) 14,959 (GR)	16,907	80.3%	57.0%	81.7%	93.9%
2003-04	64,516 (UG) 15,042 (GR)	16,717	79.8%	58.0%	-	-
2004-05	65,234 (UG) 14,832 (GR)	16,890	80.2%	58.7%	84.3%	97.3%
2005-06	65,810 (UG) 15,078 (GR)	16,902	Available May 2007	Available May 2007	-	-

Notes:

¹ Total unduplicated headcount of all students enrolled in an OUS institution during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering an OUS institution and graduating from any OUS institution within six years.

⁵ Percent of OUS bachelor's degree recipients rating the quality of the overall experience as "very good" or "excellent" on a 5-point scale.

⁶ Bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their studies, volunteering, or working at home.

Table 1 (continued)
Oregon University System
Performance Indicator Summary 2006

	Total Degrees Awarded ⁷	Internships ⁸	Philanthropy ⁹ (\$ in millions)	Sponsored Research ¹⁰ (\$ in millions)	Students per Full- Time Faculty Ratio ¹¹	Part-Time Faculty ¹²
2000-01	13,288	64.0%	\$771.7	\$221.7	24.3	24.8%
2001-02	13,729	-	\$740.6	\$238.4	25.3	29.6%
2002-03	15,274	49.1%	\$742.6	\$253.3	25.9	29.4%
2003-04	16,349	-	\$856.2	\$263.6	27.9	32.1%
2004-05	16,694	83.8%	\$960.6	\$280.5	27.0	33.2%
2005-06	Available Dec. 2006	-	Available Jan. 2007	Available Jan. 2007	25.7	32.3%

⁷ Total degrees (bachelor's, masters, doctoral, and first professional) awarded.

⁸ Proportion of bachelor's degree recipients completing an OUS-approved internship.

⁹ Net assets of affiliated foundations as reported in the audited financial statements of each institution (\$ in millions).

¹⁰ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

¹¹ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

¹² Percent of part-time faculty employed at all OUS institutions. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

Figure 1

OUS Performance Measurement Framework

	Access/Educated Citizenry	High Quality Learning	Knowledge Creation & Innovation	Economic, Civic & Cultural Benefits
Key measures	<ul style="list-style-type: none"> Degrees awarded, by level Degree completion rates for entering freshmen and community college transfers 	<ul style="list-style-type: none"> Metrics of learning outcomes (TBD) Employment and/or graduate program enrollment rate for recent OUS bachelor's recipients 	<ul style="list-style-type: none"> Research & development dollars per faculty Faculty publications, citations, exhibits (TBD) 	<ul style="list-style-type: none"> Degrees awarded in priority areas of labor force development Percent of employed recent graduates working in Oregon
Other indicators reported at the Board & System level	<ul style="list-style-type: none"> Net cost of attendance as percent of Oregon median family income Participation rate of Oregon high school graduates Enrollment of high-GPA students from Oregon high schools* Persistence to the second year Percent of Oregon high school graduates earning an OUS bachelor's degree (TBD) Credit hours taken by non-degree seeking students (TBD) 	<ul style="list-style-type: none"> Student advising (TBD) Research experience at the undergraduate level (TBD) Student participation in internships/experiential learning Graduate satisfaction with OUS preparation & educational experience Employer satisfaction with quality of OUS graduates Student/faculty ratio 	<ul style="list-style-type: none"> Volume of inventions License income Volume of start-ups & spin-offs Master's and doctoral degrees awarded in natural sciences, arts, humanities, social sciences, engineering, healthcare, and professions* 	<ul style="list-style-type: none"> R&D total dollar value Direct economic impact on Oregon's economy (TBD) Oregonians served by Extension Services programs Alumni volunteerism (TBD)
Additional measures monitored at the campus level	<ul style="list-style-type: none"> Enrollment in credit courses Student profiles, to the extent legally allowed and if cost effective (gender, race/ethnicity, age, geographic origin, full-time/part-time, parents' education, family income, etc.) College choices of high achievers Student costs & financial aid Time to degree Transfer & alignment Admission requirements Enrollment in non-credit courses 	<ul style="list-style-type: none"> Licensure & certification exam pass rates Classroom profiles (class sizes and formats, instructor rank, etc.) Instructional support (expenditures, facilities, library holdings, technology infrastructure and educational delivery, faculty compensation) Regularly updated faculty profiles (% full-time, tenure status, teaching loads, gender, race/ethnicity, academic awards, etc.) Accreditations, program recognition Graduate school entrance exam results Student awards & recognition 	<ul style="list-style-type: none"> Additional metrics related to priority focus areas: nanoscience & microtechnologies; sustainability & natural resources; neuroscience & biomedical research Faculty academic and research awards and recognition Research facilities Collaborative research and scholarship activity 	<ul style="list-style-type: none"> Contributions to industry clusters Contributions to community cultural vitality Assistance to and engagement with local & state businesses, industries, and communities Opportunities for continuing education for local communities Employment & spillover effects relative to regional economy

* This metric is not currently reported as a performance measure but it is reported by OUS in other published sources and is part of ongoing data collection and reporting.