

The logo for the Oregon University System is a vertical banner on the left side of the page. It features a blue gradient background that tapers to a point at the bottom. At the top, the text "Oregon University System" is written in a blue serif font. Below the text is a stylized graphic of a blue book with a white circular element around it, possibly representing a globe or a ring.

Oregon
University
System

Annual Report on OUS Performance

Prepared for the
Oregon State Board of Higher Education
October 2005
Revised December 2005

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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 as set out by the state and the Board. As a result, one set of measures is biennially 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. While focusing on the array of performance measures historically reported to the Board, this report also describes the directives of the 2005 Legislative Session for OUS state-level performance measurement.

Measures Reported to the State: Outcome of 2005 Legislative Session

The Oregon University System reported to the public and the 2005 Legislative Assembly on 31 legislatively-approved key performance indicators. In response to changes requested by individual legislators and recommendations from OUS and the Legislative Fiscal Office, an array of measures was approved as part of HB 5153-B. This expanded array accommodates the modifications requested by OUS and directs the development of a series of measures related to academic preparation in specific teaching and health care fields. Like all other state agencies, OUS is also directed to develop measures of satisfaction with “customer service” as outlined by the Department of Administrative Services. Table 1 presents performance measurement activity resulting from the 2005 Legislative Session and continuing measures to be reported by OUS for 2005-2007.

Measures Reported to the Board: System Performance Results for 2004-05

Summarized performance indicators for OUS as a whole are displayed in Table 2 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 targets. 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 between 1999-00 and 2004-05, reflecting the high priority placed on ensuring access, even during periods of constrained resources. Undergraduate enrollment in OUS grew 21% over this time while graduate enrollment grew by 10%. By comparison, undergraduate enrollment in the U.S. as a whole increased 13.5% and graduate enrollment increased 17% during the same period.¹ The rate of growth in OUS at both the undergraduate and graduate levels has slowed since 2002-03, perhaps

¹ Source: National Center for Education Statistics, *Digest of Education Statistics* (1999 data) and *Projections of Education Statistics* (2004 data). Numbers for 2004 are estimates, pending availability of fall 2004 national enrollment data.

in response to reduced affordability (higher tuition and lower financial aid) since that time. Graduate enrollment in 2004-05 actually decreased slightly – by 1.4% – from the previous year. In 2004-05, new undergraduate enrollment recovered most of the loss of the previous year, returning to near 2002-03 rates.

Student Persistence and Completion. The percentage of new freshmen continuing to their second year increased from 77.9% in 1999-00 to a steady rate of 80.3% for fall 2001 and 2002. For the 2003-04 cohort, the retention rate declined slightly to 79.8% despite campus efforts. Again, reduced affordability in 2003 and 2004 may have contributed.

Six-year graduation rates for students entering as freshmen and completing their degree at an OUS institution² grew in 2002-03 and again in 2003-04, to 57% and 58%, respectively, following three years of hovering between 55% and 56%. Graduation rates for 2003-04 reflect the progress of students entering OUS in 1998-99, in the second year of a four-year tuition freeze. While tuition stability may have contributed to the higher graduation rates reported here, the academic strength of the incoming student cohort is also likely to have contributed; both the average high school GPA and average SAT scores for first-time freshmen in 1998-99 were higher than for those entering five years earlier. Campus initiatives aimed at facilitating student retention and progress are also likely factors in this improvement.

Graduate Satisfaction and Success. Data on graduate satisfaction and success are obtained through a biennial survey of recent bachelor's graduates. Results from the most recent survey were reported last year for 2002-03 OUS graduates and are repeated here; performance data will be collected in 2006 for 2004-05 OUS graduates.

The graduate satisfaction measure reflects the percentage of bachelor's degree recipients who rate the quality of their overall experience at the institution as either "excellent" or "very good." Performance results for the class of 2003 showed 81.7% assessing their educational experience highly, up from 79.8% of the class of 2001.

Graduate success for purposes of this measure is defined as the percentage of bachelor's degree recipients surveyed 6 to 12 months following graduation who report that they are employed, continuing their studies, volunteering, or working at home. The percentage for the class of 2003 dropped to 93.9%, from 96% for the class of 2001. A weak economy and tough job market are likely causes. It should be noted, however, that for both classes the percentage of OUS graduates actively, but unsuccessfully, seeking work was lower than the state unemployment rate.

Degree Production and Internships. One of the most impressive results is in the number of degrees produced³. After several years in the 13,000 range, total degree

² Graduation rates reported for 1999-00 through 2002-03 have been recalculated to accommodate corrected degrees files submitted by campuses, and are not consistent with previous performance reports.

³ Degrees figures reported for 2000-01 through 2002-03 include additional degrees not previously submitted by campuses, and are not consistent with performance data reported prior to 2005.

production jumped to over 15,000 in 2002-03, an increase of 10.6%, followed by an additional 7% increase in 2003-04 to over 16,000. As reported last year, this dramatic increase may reflect the infusion of state resources in 1999-00 that permitted greater access and enrollment than had been possible before.

Internship data, like graduate satisfaction and success, are derived from the biennial survey, which will be updated in 2006 for the OUS graduating class of 2004-05. As reported last year, about half of OUS bachelor's degree recipients indicated they participated in an internship or related experiential learning opportunity. The majority of these graduates (84.3%) reported that the experience helped prepare them for their current activity. (The unusually high number for 2000-01 is likely a product of a slightly different survey question format in that year's survey.)

Philanthropy. This measure is defined as the net worth of the institution's affiliated foundation. While factors such as the specific nature of individual gifts, investment returns, and current projects will affect a foundation's net assets at any given time, an increase over time is a good indicator of external support. System-wide, total foundation net assets increased significantly in 2003-04 to \$856.2 million, the highest level recorded since the adoption of this performance measure. Fund raising campaigns on individual campuses will be addressed by presidents during their campus performance reports.

Research and Development. The capacity to grow external research funding is a measure of both faculty quality and productivity, and faculty and institutional entrepreneurship. This indicator is also related to faculty compensation as a measure of faculty quality – as institutions are able to improve their competitiveness in attracting and retaining productive faculty with mature research programs, the R&D expenditures will increase. Increases in this measure are important to advance the Board's academic excellence and economic development initiatives.

Between 1999-00 and 2003-04, total R&D expenditures increased by \$60.5 million, an increase of 29.8%, from \$203.1 million to \$263.6 million. Adjusted for inflation, the increase since 1999-00 is \$42.4 million or 20.9%.

Students per Full-Time Faculty. More than just a "workload" measure, the ratio of students to full-time faculty also reflects the extent to which faculty are able to provide student advising outside of the classroom, offer valuable but more time- and labor-intensive instructional formats (such as seminars, essay exams, or applied learning), and engage in research that advances important state and societal goals. While this ratio remained at 22 or 23 through the early and mid-1990s, it climbed to 24.5 in 1999-00, and increased steadily since then (with just a slight drop in 2000-01) to 27.9 in 2003-04, as enrollments grew without a commensurate increase in full-time faculty. In 2004-05, the ratio declined slightly to 27.0 as enrollment growth slowed and some of the dramatic faculty losses of the previous year were recouped.

As enrollment has increased, OUS institutions have attempted to work within continuing funding constraints by hiring more temporary, part-time faculty. Between 1999-00 and 2004-05, the percentage of part-time faculty grew from almost one-quarter to one-third – 24.6% to 33.2%. Although these faculty provide excellent instruction and are an important resource in meeting instructional demands, their growing proportion is worrisome. Part-time and adjunct faculty do not provide many of the important instructional services provided by regular rank faculty, such as student advising and mentoring, thesis guidance, work on extracurricular student projects, or curriculum and course development. The growing ratios of students to full-time faculty are evidence of the overall resource concerns that contribute to faculty departures and difficulties in successful faculty recruitment.

Future Performance Measurement Activities

Campus Performance and Target-Setting Reports. In a scheduled November report to the Board, university presidents will discuss campus performance 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.

Comprehensive Performance Measurement Review. Over the next two years, Chancellor's Office staff, working closely with OUS campuses, will undertake a comprehensive review of OUS performance indicators. Building on the draft conceptual model for monitoring and reporting OUS performance (Figure 1), this systemwide review process will seek to better align Board- and campus-generated measures with those reported to the State, tie OUS performance indicators more closely to current Board initiatives, focus primarily on high-level outcome measures, and collaborate with other state agencies (notably the Oregon Department of Community Colleges and Workforce Development) on common measures for statewide assessment. As part of this effort, OUS will conduct a review of peer lists currently in use, assess the communication of performance goals and results, explore options for coordinated survey activity, and validate data sources and definitions. Table 3 outlines the proposed components of this long-term assessment of performance monitoring and reporting.

Relationship to Board Long-Range Planning. As the Board moves further into long-range planning discussions, consideration will need to be given to the congruence of Board objectives and performance measurement. Among the questions that may be addressed are:

- What are the Board's desired outcomes and which are most critical?
- How do we develop an approach to performance expectations that integrates funding realities (in other words, how do we articulate trade-offs and return-on-investment strategies)?

- What type of performance measurement structure will accommodate the stratified goals of the state, the system, and each university?
- How can the Board most effectively monitor performance to assure its accountability function at the most appropriate level of detail?

Board Action

No Board action is required at this time, pending the outcome of the larger review of performance measures, and performance measurement issues raised during the Board's long-range planning discussions. In the future, the Board will be asked to approve new measures arising from the review and development activities of the next year or two.

Table 1
2005-2007 Legislatively-Approved Performance Measures
 (New measures are displayed in italics)

PM No.	2005-2007 Performance Measures	Change from 2003-2005
Affordability		
1	<i>Cost of attendance at OUS for a resident undergraduate (tuition & fees, room & board, other expenses) as a percent of Oregon median family income</i>	Replaces measure reporting the percent of Pell grant recipients and more closely aligns to legislative direction. Similar to measure reported in <i>Measuring Up</i> .
2	Percent of total cost of attendance at OUS covered by state and federal need-based aid for resident undergraduate financial aid recipients: <ul style="list-style-type: none"> • Financial aid including loans • Financial aid excluding loans 	
Access		
3	Number of entering first-time freshmen <i>Freshman participation rate</i>	New measure for Affordable Access proposed as part of OUS performance and accountability framework. Also requested by Co-chairs.
4	Number of students who are new Oregon community college transfers	
	Number & percent of students who are students of color	Removed from formal list of performance measures, but OUS is required to monitor and report data without targets. U.S. Supreme Court ruling restricts targets that might appear to be quotas.

Table 1 (continued)

PM No.	2005-2007 Performance Measures	Change from 2003-2005
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Access (continued)

	Number of undergraduates enrolled in credit courses	Removed from formal list of performance measures, but OUS is required to monitor and report data without targets. Co-chairs suggested deleting this measure. OUS uses this to monitor progress toward degree production
	Number of advanced degree students enrolled in credit courses	Removed from formal list of performance measures, but OUS is required to monitor and report data without targets. Co-chairs suggested deleting this measure. OUS uses this to monitor progress toward degree production. Graduate enrollment & degrees are important for knowledge economy workforce and knowledge creation.

Excellence

11	Percent of full-time freshmen who demonstrate progress by returning for the second year	
12	Percent of full-time freshmen starting and completing a bachelor's degree at any OUS university (6-year graduation rate)	
	<i>Average time to degree for students entering as full-time freshmen</i>	New measure for Student Progress proposed as part of OUS performance and accountability framework.
13	Percent of Oregon community college transfers completing a bachelor's degree at an OUS university (6-year graduation rate)	

Table 1 (continued)

PM No.	2005-2007 Performance Measures	Change from 2003-2005
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Excellence (continued)

	<i>Average time to degree for community college transfers</i>	New measure for Student Progress proposed as part of OUS performance and accountability framework. Addresses Subcommittee's request for measures of effectiveness of OUS/CC partnerships.
10	Ratio of students to full-time faculty	
7	Average rating of overall quality of experience by OUS bachelor's graduates (5-point scale)	
	<i>Percent of customers rating their overall satisfaction with the agency above average or excellent</i>	New customer service and satisfaction measures required by DAS for all state agencies. OUS may be able to adapt the existing measure (#7 above) to satisfy this requirement.
	<i>Percent of customers rating satisfaction with agency services above average or excellent for:</i> A. <i>Timeliness</i> B. <i>Accuracy</i> C. <i>Helpfulness</i> D. <i>Expertise</i> E. <i>Information Availability</i>	New customer service and satisfaction measures required by DAS for all state agencies.
23	Percent of graduates employed and/or continuing education	
24	Percent of employed graduates working in Oregon	
14	Total sponsored research & development dollars supported by external fund sources (\$ in millions)	OUS is directed to disaggregate data between federal and private sources for reporting, but continue to set targets for the total.

Table 1 (continued)

PM No.	2005-2007 Performance Measures	Change from 2003-2005
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Excellence (continued)

15	Sponsored research dollars per faculty at research/doctoral universities – OSU, UO, PSU (\$ in thousands)	
9	Philanthropy – foundation net assets (\$ in millions)	<p>OUS is directed to report data in the following categories, with targets established for the total:</p> <ul style="list-style-type: none"> • Capital projects • Faculty support (including chairs) • Scholarships • Other
	Number & percent of full-time, ranked instructional faculty who are faculty of color	OUS is required to monitor and report data without targets. U.S. Supreme Court ruling restricts targets that might appear to be quotas.

Economic Development

20	Total number of bachelor's degrees granted	
21	Total number of advanced degrees granted (master's, doctoral, and professional)	
22	Total number of degrees granted in engineering and computer science (all levels; includes multiple majors)	
	<i>Teachers prepared in foreign language instruction (developmental)</i>	Requested by Subcommittee.
	<i>Teachers prepared in special education (developmental)</i>	Requested by Subcommittee.
	<i>Teachers prepared in math instruction (developmental)</i>	Requested by Subcommittee.

Table 1 (continued)

PM No.	2005-2007 Performance Measures	Change from 2003-2005
Economic Development (continued)		
	<i>Graduates/completers prepared to work in health professions (developmental)</i>	Requested by Subcommittee.
	<i>OUS program completers prepared in nursing (EOU, OIT, and SOU) (developmental)</i>	Requested by Subcommittee.
6	Average rating of overall quality of engineering/computer science graduates by Oregon employers (5 point scale)	
19	Percent of bachelor's graduates completing an OUS-approved internship	
16	Number of inventions disclosed per year	
17	License income per \$100 million research per year	
18	Number of start-up/spin-off companies per year (developmental)	Redefined as developmental, pending review to identify a better data source.
25	External funds generated per state dollar invested in Statewide Public Services (SWPS)	
	<i>Number of volunteers associated with Statewide Public Services programs per FTE faculty in SWPS (Extension Service only)</i>	
	<i>Number of Oregon residents participating in activities sponsored through SWPS programs per FTE faculty in SWPS (Extension Service only)</i>	Addresses co-chairs' desire for a measure to report persons served by SWPS programs.
	Number of U.S. patent applications per year	Removed from formal list of performance measures, but OUS is required to monitor and report data without targets.
	Number of U.S. patents granted per year	Removed from formal list of performance measures, but OUS is required to monitor and report data without targets.

Table 2
Oregon University System
Performance Indicator Summary 2005

	Total Credit Enrollment ¹	New UG Enrollment ²	Freshman Retention ³	Graduation Rate ⁴	Graduate Satisfaction ⁵	Graduate Success ⁶
1999-00	53,906 (UG) 13,441 (GR)	14,832	77.9%	55.4%	79.9%	94.4%
2000-01	56,053 (UG) 13,455 (GR)	15,232	79.7%	56.0%	79.8%	96.0%
2001-02	59,890 (UG) 13,993 (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	Available April 2006	Available April 2006	Available Aug. 2006	Available Aug. 2006

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. Graduation rates have been adjusted upward for the years 1999-00 through 2002-03 to reflect corrected degrees data.

⁵ Percent of OUS bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-pt scale. The correction of a previously undetected coding error resulted in a slightly different performance rating for 2002-03 graduates than was reported in October 2004.

⁶ Bachelor degree recipients, surveyed six to twelve months following graduation, who report that they are employed, continuing their studies, volunteering, or working at home. The correction of a previously undetected coding error resulted in a slightly different performance rating for 2002-03 graduates than was reported in October 2004.



Table 2 (continued)
Oregon University System
Performance Indicator Summary 2005

	Total Degrees Awarded ⁷	Internships ⁸	Philanthropy ⁹ (\$ in millions)	R&D Expenditures ¹⁰ (\$ in millions)	Students per Full-Time Faculty Ratio ¹¹	Part-Time Faculty ¹²
1999-00	13,592	-	\$742.0	\$203.1	24.5	24.6%
2000-01	13,310	64.0%	\$771.7	\$221.7	24.3	24.8%
2001-02	13,808	-	\$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	\$263.3	27.9	32.1%
2004-05	Available Dec. 2005	Available Aug. 2006	Available Jan. 2006	Available Jan. 2006	27.0	33.2%

⁷ Total degrees (bachelor's, masters, doctoral, and first professional) awarded. Data reported for 2000-01 through 2002-03 include additional degrees not previously submitted by campuses and differ from performance data reported prior to 2005.

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

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

¹⁰ Research and development expenditures (\$ in millions) using grant funds from external sources (e.g., federal, private).

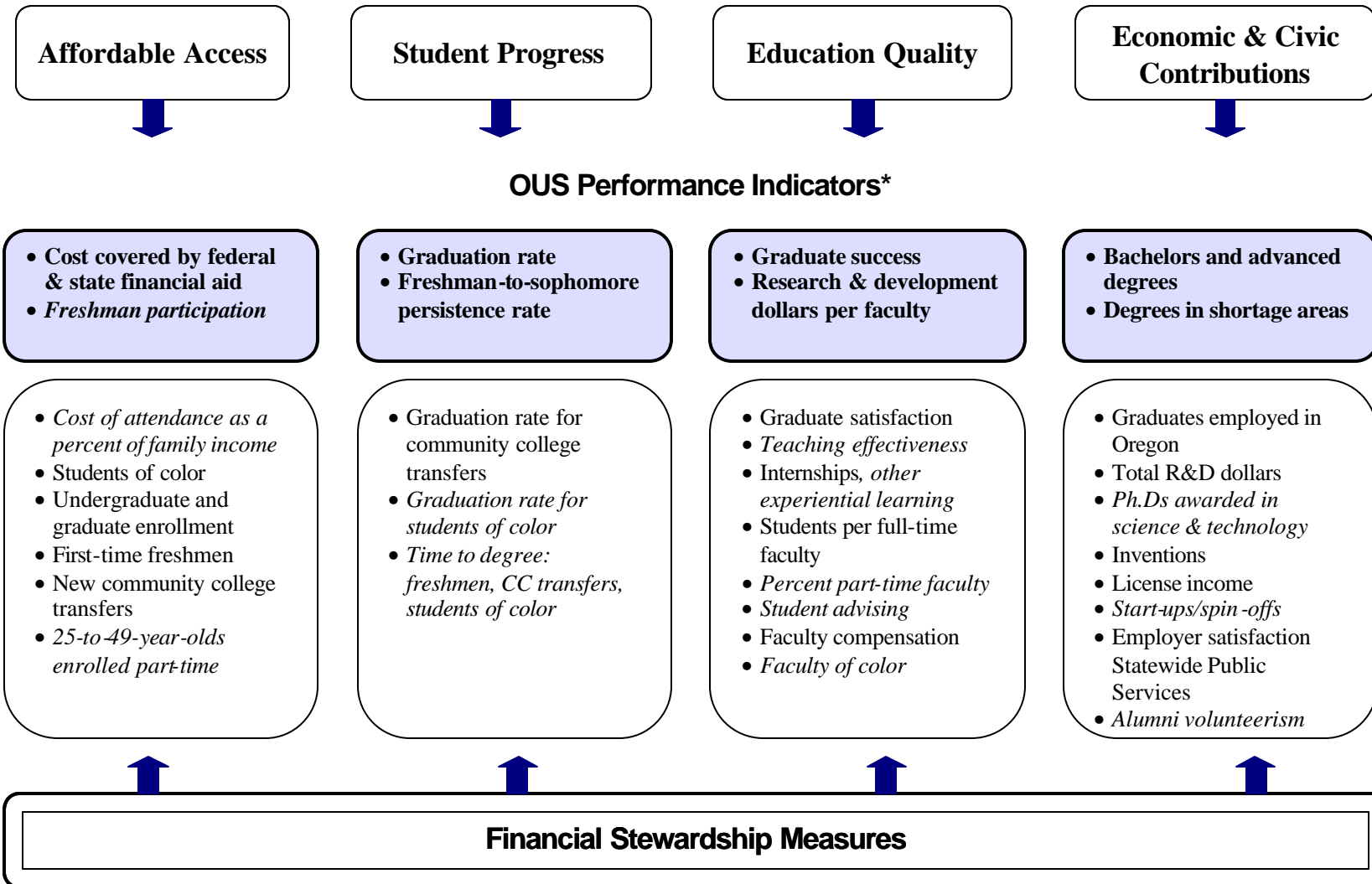
¹¹ The ratio of fall FTE enrollment to full-time faculty headcount, as reported on IPEDS to the National Center for Education Statistics.

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 & Accountability Framework

OUS Performance Areas Related to Strategic Goals



* Primary and secondary outcome measures are displayed in shaded boxes; supporting indicators below. Indicators not currently reported in the OUS or DAS performance indicator reports, including those to be developed, are shown in *italics*.

Table 3

OUS Performance Measurement Review 2005-2007 Work Plan		
Data Reconciliation and Planning	Work sessions with Chancellor's Office and campus departments to address data definitions, sources, reporting conventions, and schedules.	Summer 2005 – Spring 2006
Cross-sector Coordination	Discussions with CCWD, OSAC, ODE, and other agencies, as appropriate, to identify opportunities for comparable performance reporting and data sharing.	Fall 2005 – Summer 2006
Systemwide Performance Measurement Alignment and Planning	With campuses, work to refine system and campus performance reporting efforts, including alignment of measures, identification of comparative data, integration of Board goals and strategic plan, and future planning.	Fall 2005 – Fall 2006
Peer Institution Review	With campuses, review institution peer lists and revise as necessary.	Fall 2005 – Spring 2006
Survey Review	With campuses, review existing performance-related survey projects and develop new surveys as required.	Fall 2005 – Spring 2007
Connection to Broader Accountability Framework	Work with Chancellor's Office and campuses to integrate accountability functions, including financial stewardship, sustainability, and diversity and outreach.	Summer 2005 – Spring 2007
Communication of Performance Goals and Results	Review and enhance communication of performance goals and results within system and to external audiences.	Spring 2006 – Winter 2007