Performance Measurement in the Oregon University System
Performance measurement framework

Vision and goals

Strategic plan

Performance measures
OUS performance measures are built on SB 919 goals…

- Access
- Quality
- Employability
- Cost-effectiveness
...and connect to current strategic initiatives

- Affordability
- Access and completion
- Excellence
- Economic development
Measuring Up provides the national context

More than 30 measures on 6 dimensions:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Oregon’s Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>F</td>
</tr>
<tr>
<td>Preparation</td>
<td>C</td>
</tr>
<tr>
<td>Participation</td>
<td>B-</td>
</tr>
<tr>
<td>Completion</td>
<td>C</td>
</tr>
<tr>
<td>Benefits</td>
<td>B</td>
</tr>
<tr>
<td>Learning</td>
<td>I</td>
</tr>
</tbody>
</table>
Oregon Benchmarks provides the statewide context

- OUS is designated the lead agency for 5 measures related to economy and education

- OUS provides a set of 25 indicators as links to Oregon Benchmarks
  - Reported annually to DAS/Oregon Progress Board
  - Reported biennially to the Oregon Legislature
Board level framework provides a common set of 13 OUS indicators

- Historical trends are monitored for 8 of them:
  - Total credit enrollment
  - New undergraduate enrollment
  - Freshman graduation rate
  - Graduate success (employed or enrolled in graduate school following graduation)
  - Internships
  - Philanthropy
  - Faculty compensation
  - Students per full-time faculty

Continued ...
Board level framework provides a common set of 13 OUS indicators (cont’d)

- Future targets are set for 5 of them:
  - Freshman persistence rate
  - Graduate satisfaction
  - R & D expenditures
  - Total degrees awarded
  - Degrees in shortage areas (e.g., engineering/computer science or teacher education)
Performance results for 2004 show improvement in most areas

- Increases over past 4 to 5 years in
  - Freshman persistence
  - Freshman graduation rates
  - Graduate satisfaction
  - R&D support
  - Philanthropy
  - Student diversity
  - Enrollment
  - Total degrees awarded
  - Engineering & computer science degrees

- Warning signs
  - Increases in students to full-time faculty ratio
  - Average faculty compensation below comparison universities

(See detail in the OUS report card, “2004 Performance Report.”)
How the various measures can support current Board working groups

- Start with the core set of 13 OUS indicators
- Supplement with OUS links to Oregon Benchmarks
- Additional indicators noted in OUS policy packages
- Comparison to *Measuring Up*
- Do the measures align across the various sources to provide needed information?

(See detail in the matrix, “Higher Education Performance Measures Related to Board Working Groups.”)
Access and Affordability

5 key measures are most consistently cited. All but one are reported either through the set of Board indicators or in OUS Links to Benchmarks.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Board Indicator</th>
<th>OUS Links to Benchmarks</th>
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<tbody>
<tr>
<td>Cost as percent of family or household income</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>New undergrad enrollment</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>New freshmen as % of Oregon high school graduates</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>New CC transfer enrollment</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Students of color</td>
<td>No</td>
<td>Yes</td>
</tr>
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October 8, 2004
Oregon University System
6 key measures are most consistently cited. All but one are reported on both the set of Board indicators and OUS Links to Benchmarks.

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<tr>
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<tr>
<td>Undergraduate enrollment</td>
<td>Yes</td>
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</tr>
<tr>
<td>Freshman persistence</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>Freshman graduation rate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Total degrees awarded</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Time to degree</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Graduate satisfaction</td>
<td>Yes</td>
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<tr>
<td>Graduate satisfaction</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduate success (employment or grad school)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>R &amp; D expenditures</td>
<td>Yes</td>
<td>Yes</td>
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What’s missing from Board or Benchmarks indicators?

Measures related to:

- Time to degree
- Facilities maintenance
- The “cost-effectiveness” goal
Questions

- What assumptions should be made in setting future targets?
- How does state- and Board-level performance measurement connect to institution-level indicators?
- How do OUS measures connect to those used by community colleges and K-12?
- How might OUS performance measurement efforts relate to Governor’s Office and legislator interest in Smart Budgeting and Return-on-Investment analysis?
- How do the measures used by OUS connect to specific performance outcomes desired by legislators?