OUS Performance & Accountability Framework

OUS Performance Areas Related to Strategic Goals

Affordable Access
- Cost covered by federal & state financial aid
- Freshman participation
- Cost of attendance as a percent of family income
- Students of color
- Undergraduate and graduate enrollment
- First-time freshmen
- New community college transfers
- 25-to-49-year-olds enrolled part-time

Student Progress
- Graduation rate
- Freshman-to-sophomore persistence rate
- Graduation rate for community college transfers
- Graduation rate for students of color
- Time to degree: freshmen, CC transfers, students of color

Education Quality
- Graduate success
- Research & development dollars per faculty
- Graduate satisfaction
- Teaching effectiveness
- Internships, other experiential learning
- Students per full-time faculty
- Percent part-time faculty
- Student advising
- Faculty compensation
- Faculty of color

Economic & Civic Contributions
- Bachelors and advanced degrees
- Degrees in shortage areas
- Graduates employed in Oregon
- Total R&D dollars
- Ph.Ds awarded in science & technology
- Inventions
- License income
- Start-ups/spin-offs
- Employer satisfaction
- Statewide Public Services
- Alumni volunteerism

Financial Stewardship Measures
- Philanthropy

* 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.
Performance results for 2005

Five-year improvement in most areas
- Enrollment
- Diversity
- Graduate satisfaction
- Graduation rates
- Degrees awarded
- Engineering & Computer Science degrees
- R&D expenditures
- Philanthropic support

Warning signs
- Freshman persistence to second year
- Ratio of students to full-time faculty
- Faculty compensation
Undergraduate enrollment up 21% over 5 years

Graduate enrollment is up 10%
Increases in students of color

28.8% increase in enrollment over 5 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Students of Color</th>
<th>Percent of Total Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>8,441</td>
<td>12.5</td>
</tr>
<tr>
<td>2000-01</td>
<td>8,818</td>
<td>12.7</td>
</tr>
<tr>
<td>2001-02</td>
<td>9,446</td>
<td>12.8</td>
</tr>
<tr>
<td>2002-03</td>
<td>10,068</td>
<td>12.9</td>
</tr>
<tr>
<td>2003-04</td>
<td>10,543</td>
<td>13.3</td>
</tr>
<tr>
<td>2004-05</td>
<td>10,876</td>
<td>13.6</td>
</tr>
</tbody>
</table>
Freshman persistence holding steady since 2000-01...

...But slight drop in 2003-04 could be a warning sign

[Graph shows persistence rates from 1999-00 to 2003-04 with percentages of 77.9%, 79.7%, 80.3%, 80.3%, and 79.8% respectively.]
Improved graduation rates since 2001-02

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>55.4%</td>
</tr>
<tr>
<td>2000-01</td>
<td>56.0%</td>
</tr>
<tr>
<td>2001-02</td>
<td>55.5%</td>
</tr>
<tr>
<td>2002-03</td>
<td>57.0%</td>
</tr>
<tr>
<td>2003-04</td>
<td>58.0%</td>
</tr>
</tbody>
</table>
Total degrees awarded up 20% since 1999-00

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Degrees</th>
<th>Eng &amp; CS Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>13,592</td>
<td>1,139</td>
</tr>
<tr>
<td>2000-01</td>
<td>13,310</td>
<td>1,162</td>
</tr>
<tr>
<td>2001-02</td>
<td>13,808</td>
<td>1,231</td>
</tr>
<tr>
<td>2002-03</td>
<td>15,274</td>
<td>1,350</td>
</tr>
<tr>
<td>2003-04</td>
<td>16,349</td>
<td>1,561</td>
</tr>
</tbody>
</table>
Large increases in R&D support

- Up 48% since 1999-00
- Up nearly 19% in just one year

$ in millions

- $203.1
- $221.7
- $238.4
- $253.3
- $300.4

Oregon State Board of Higher Education
October 7, 2005
Troubling increases in students per full-time faculty & percent part-time faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>Students per Full-time Faculty</th>
<th>Percent Part-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>24.5</td>
<td>24.6%</td>
</tr>
<tr>
<td>2000-01</td>
<td>24.3</td>
<td>24.8%</td>
</tr>
<tr>
<td>2001-02</td>
<td>25.3</td>
<td>29.6%</td>
</tr>
<tr>
<td>2002-03</td>
<td>25.9</td>
<td>29.4%</td>
</tr>
<tr>
<td>2003-04</td>
<td>27.9</td>
<td>32.1%</td>
</tr>
<tr>
<td>2004-05</td>
<td>27.0</td>
<td>33.2%</td>
</tr>
</tbody>
</table>
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Strengthening the framework

- Performance measurement review over next 18 months
  - Alignment with Board strategic planning
  - Reconciliation of State and Board measurement
  - Peer institution review
  - Survey review
  - Cross-sector coordination
  - Communication with internal & external audiences
Relationship to strategic planning

Vision and goals
Strategic plan
Performance measures
Other ways to measure outcomes

- Learning outcomes
- Research outcomes
- Economic contributions
Questions

- What are the most critical outcomes for OUS?
- How do we approach target-setting in the current funding environment?
- What performance measurement structure will accommodate the goals of the state, the System, and each university?