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ABSTRACT

This report reviews progress made on the implementation and attainment of four sets of performance measures and indicators for the Oregon University System (OUS). Specific data are provided in regard to quality (successful completion, graduate abilities, and customer satisfaction), access (new customers, student quality and diversity), employability (graduate success and state needs), and cost effectiveness (external resources and entrepreneurship, state investment, and institutional management). It is recommended that the Oregon State Board of Higher Education adopt for the OUS the target-setting methods used by the Oregon Progress Board in establishing Oregon benchmarks, and that OUS institutions return in June 1998 with performance data and improvement targets. (MDM)

Oregon
University
System

# Performance Measures and Indicators: 1998 Interim System Report

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Prepared for the
Oregon State Board of Higher Education
March 20, 1998

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# Performance Measures and Indicators: 1998 Interim System Report

## Oregon University System

### Overview

The performance measures and indicators initiative is a statewide effort to refine priorities, strengthen quality, and improve the productivity of the Oregon University System (OUS). This effort was launched by the Board of Higher Education in January 1997 with the identification of four goals as a basis for transforming public higher education and meeting the needs of the state of Oregon.

This is the first interim report on OUS progress on the attainment of four overarching goals that reflect the needs of the state. These goals stem from the common purposes for OUS units, yet recognize the different missions of the institutions. These goals are as follows:

1. Strengthen existing quality of instructional, research, and public service programs;
2. Expand access by students of different circumstances;
3. Achieve cost-effectiveness appropriate to institutional missions; and
4. Enhance employability of graduates.

The Governor and legislature have endorsed these goals for OUS. Oregon law now supports development and implementation of performance indicators for public higher education.

> *The State Board of Higher Education shall continue development of accountability and performance measures with indicators in broad goal areas....report to the Legislative Assembly each biennium on the progress of the Board in implementing this Act....[and] report on fiscal, physical, and technological resources necessary for implementation of these goals.*

The Governor favors both greater autonomy and accountability in campus operations to meet the educational needs of the state.

> *The Board should strategically determine the specific outcomes that the system should produce (to meet the needs of the state as a whole), explicitly allocate resources to support these outcomes in the budget, and enter into performance contracts with institutions to deliver these outcomes.*

The educational needs and priorities of the state are reflected in several reports including the strategic plan for the state, *Oregon Shines II* (1997).

> *Education is not only linked to higher earnings, it is central to....our goals. If Oregon is to have a comparative advantage in a knowledge-based economy, then this state must have a world-class education system....Even though Oregon companies are creating more managerial and professional jobs, there has been little change in the number of four-year college graduates produced in Oregon....To ensure that Oregonians are prepared for tomorrow's jobs, we reaffirm the strategic initiative in the original Oregon Shines: Oregon's workforce will be the best educated and trained in America by the year 2000, and equal to any in the world by 2010.* (pp. 35-36)

According to Oregon's strategic plan, the indicator of success in this area is reflected in the percentage of Oregonians who have completed a bachelor's degree. The goal set for Oregon adults with at least a bachelor's degree is 33 percent in 2000 and 45 percent in 2010. As the public provider of higher educational services in Oregon, this OUS accountability initiative is critical to increasing the quantity and quality of Oregon adults with bachelor's and advanced degrees.

With the adoption of the performance indicator initiative in November 1997, the Board recognized the presence of fiscal constraints for the indefinite future, asserted the importance of addressing quality and productivity, set a long-term agenda for change and reinvesting in higher priorities, and recognized the importance of achieving support from the Governor and legislative assembly. Over the past year, the Board, the Chancellor, the presidents, and chief academic and financial officers have discussed the need for performance measures. The proposed performance measures provide the basis for the Board and System administrators to emphasize results achieved by the institutions while empowering institutions to select the means of achieving these goals and meeting the needs of the state. This approach will help OUS advocate more effectively for public higher education.

## Refinement of Indicators

The availability of data suggested the number and range of indicators for the four broad goals. For many indicators, the institutions and the Chancellor's Office already maintain databases using conventions followed throughout the country. For a few others, new efforts such as surveys will be required. Performance measures refocus institutional research from an exclusively accounting function to include an improvement function as data become a basis for improving processes, services, and results. Very few campuses have sufficient institutional research capacity to support "doing business differently." Regardless, institutions must build this capacity if they are to prosper in the new environment.

Since the November 1997 meeting of the Board, Chancellor's Office staff have consulted with campus leadership to refine the list of indicators. The nine proposed performance measures are as follows:

| | Measure | Strategic Goal | Type |
|---|---|---|---|
| 1. | Degree completion (graduation rate) | Quality | Output |
| 2. | Graduate abilities at degree completion | Quality | Output |
| 3. | Customer satisfaction | Quality | Outcome |
| 4. | New customers | Access | Input |
| 5. | Student quality and diversity | Access | Input |
| 6. | Graduate success and state needs | Employability | Output |
| 7. | External resources and entrepreneurship | Cost effectiveness | Mixed |
| 8. | State's investment | Cost effectiveness | Input |
| 9. | Institutional management | Cost effectiveness | Mixed |

Most of the measures are complex and require considering several indicators of performance (see Figure 1). This complexity is illustrated for the measure: "completion of a bachelor's degree," which is used by 32 states. (*SHEEO Network News*, February 1998.)

- For this performance measure, four snapshots or indicators are needed to tell the story. Following national conventions, graduation rates are calculated separately for the entering freshmen cohort and the community college transfer cohort. Each cohort is followed for six years after entering. The cumulated credits for these two cohorts are compared to measure transfer efficiency. Because first year persistence is one of the best predictors of successful completion, student retention is an important interim measure to monitor advancement toward a degree.

- With this focus, we do not pay attention to success for other students who do not follow traditional student migration patterns. For example, one student begins at "Institution A," fully expecting to transfer to "Institution B" to complete a program. Another student enrolls to "pick up a few classes" to enhance career opportunities and has no intention of earning a degree. A third student starts and stops, balancing school and work, and completes a degree in ten years. Yet, despite meeting their educational objectives, these students may be counted as "stopped out" or not counted at all.

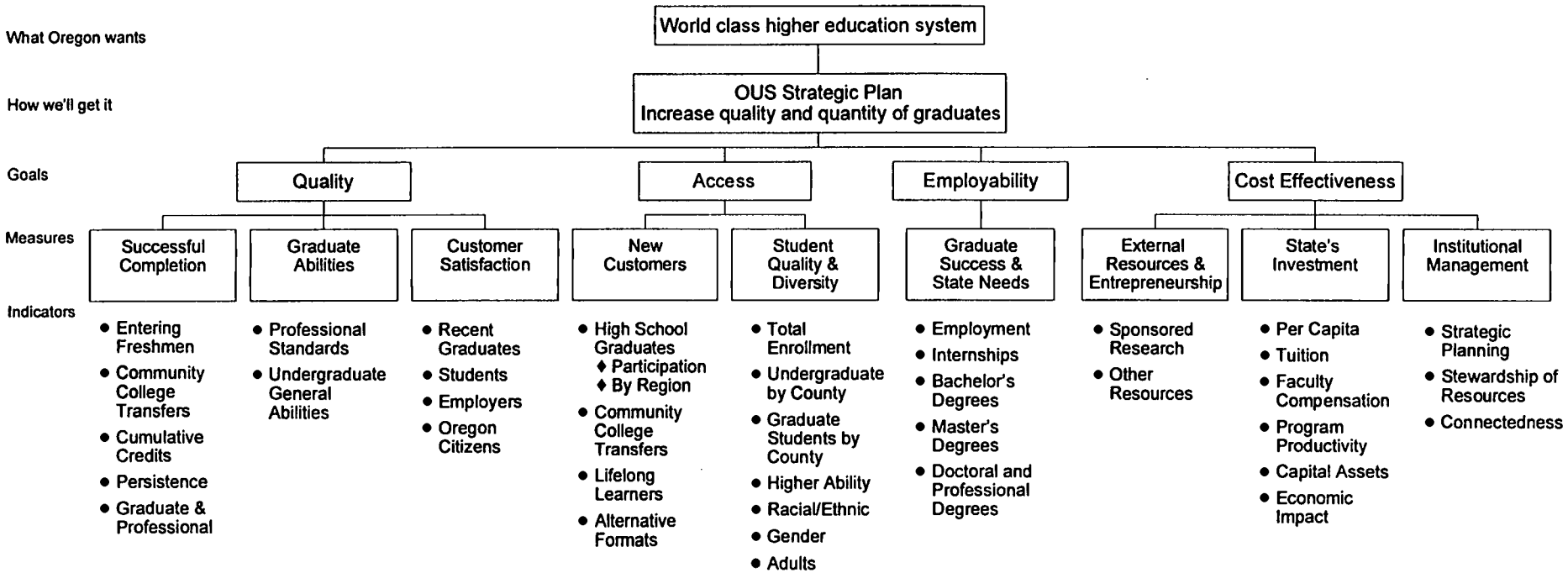
- Notwithstanding these shortcomings, degree completion remains the best measure available and permits comparisons with institutions around the country. A few of the System campuses are exploring ways of capturing success from the student's perspective by surveying students' intentions when they first enroll.

The purpose of the performance indicators is to improve what each institution does in comparison to its past performance and external standards (based on institution's peers). This process prompts two questions: (1) how well are we doing compared to others? and (2) how good do we want to be? Different views of the data are needed to develop appropriate System and institution targets for improvement. The views of performance are as follows:

Trend analysis. OUS's and each institution's current performance compared with the performance over ten years (1997 compared with 1987);

# Figure 1

## Oregon University System
## Proposed Performance Measures and Indicators



Mission differences. Institution's performance compared with overall System performance; and

Peer analysis. Performance of OUS campuses compared with the selected peers (e.g., do Oregon's institutions perform "on par with," "better than," or "not as well as" its public peers).

## Target-Setting Method

Based on analysis of ten-year performance trends and peer data for benchmarking the proposed measures and indicators, institutions will set realistic yet challenging improvement targets for 2005 and 2010. These targets will include interim targets for the odd-numbered years between 1997 and 2010 showing progress toward the 2005 and 2010 targets. Chancellor's Office staff recommends the adoption of the target-setting methods used by the Oregon Progress Board in establishing Oregon Benchmarks.

Standard-Positive *(for positive trending Benchmarks)*
Establish the percentage change using the longest data time series available. Apply percentage change to the most recent data to set the 2010 target. Assume a straight line between 2010 and most recent data to set interim target. If 2010 target is better than the current value for the best state in the nation, the value for the best state is substituted. This method is applied to Benchmarks that have shown satisfactory progress.

Aggressive-Positive *(for positive trending Benchmarks)*
Establish the percentage change using the longest data time series available. To set the 2010 target, apply this percentage change to the most recent data, then double that value and add it to the most recent data. Assume a straight line between 2010 and most recent data to set interim target. This method is applied to Benchmarks that have shown unsatisfactory progress or Benchmarks that have been targeted for special attention by state government.

Standard-Negative *(for negative trending Benchmarks)*
Return to best level in time series by 2000. Improve by 0 percent between 2000 and 2010.

Aggressive-Negative *(for negative trending Benchmarks)*
Return to best level in time series by 2000. Improve by 20 percent between 2000 and 2010.

The institutions will report to the Board in June 1998 on their efforts to use performance measures to set improvement targets and identify strategies to attain their targets. An example of the data that would be used by one campus for target setting for improved graduation rates is included on Table 1.

Table 1
Sample Data for Target Setting

## I. Trend Analysis

**Oregon Institution**
**Six-Year Graduation Rates**

| Cohort Entering | Six-Year Graduation Rate* Oregon Institution |
|---|---|
| 1987 | 54% |
| 1988 | 58% |
| 1989 | 59% |
| 1991 | 59% |

## II. Peer Analysis

**Six-Year Graduation Rates Among a Sample of Peer Institutions**

**Large Research Universities**

| Code Name | Six-Year Graduation Rate* |
|---|---|
| Oregon | 59% |
| Campus A | 52% |
| Campus B | 57% |
| Campus C | 54% |
| Campus D | 54% |
| Campus E | 56% |
| Campus F | 73% |

* The graduation rate is the percentage of fall 1991 first-time full-time freshmen who completed a degree by the end of summer 1997 at an institution, as reported on the IPEDS Graduation Rate Survey.
** Excludes OUS interinstitutional transfers.

**Peer institutions:** SUNY, Buffalo; University of Tennessee, Knoxville; University of Wisconsin, Madison; University of Kansas, Colorado State University; University of Arizona.

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- Baccalaureate completion data for the Oregon university shows the Oregon university trending positively over four cohorts (the trend analysis). In a hypothetical peer group, the Oregon institution performed better than all but one peer.

- The next step which institutions will undertake between March and May is to set improvement targets. Understanding the differences between institutions and the students they serve facilitates comparisons among institutions. Is the graduation rate changing in the desired direction? Are the graduation rates as good as other similar universities?

- This institution might set a target of increasing graduation rates to 61 percent in 2005 and 63 percent in 2010. This would give the institution sufficient lead time to make decisions to meet the goal (e.g., conditions under which students are admitted, revising programs or services, and what type of faculty are needed).

## Reports to Board

Baseline data for the performance indicator initiative will be presented to the Board in two installments, a System report in March 1998 and campus reports in June 1998. This timeline accommodates the need of the institutions to work with their communities to develop improvement targets and strategies, and the Chancellor's Office to collect appropriate data from the peer institutions. The selection of peers for Oregon's institutions will be completed in spring 1998.

This interim report contains information about current results and performance over ten years, where available, for the nine indicators for OUS. The campus reports in June 1998 will provide for each indicator: (1) a brief analysis of institutional and peer performance data, (2) improvement targets set for 2005 and 2010 and interim targets working toward the stated 2005 and 2010 targets, and (3) a brief outline of process interventions or strategic decisions to meet performance goals.

Thereafter, institutions will report annually on their accomplishments; and the Chancellor's Office will track achievement of common and mission-specific goals. The Chancellor's Office staff, in consultation with the institutions, will develop an indexed score for each of the four goals for a biennial report card. Staff will evaluate periodically the usefulness of specific indicators and advise the Board about adding, dropping, or revising indicators as needed to provide better information.

## Staff Recommendation to the Board

Staff recommends that the Board adopt for the Oregon University System the target-setting methods used by the Oregon Progress Board in establishing Oregon Benchmarks; staff further recommends that the Board direct institutions to return in June 1998 with performance data and improvement targets.

# QUALITY GOAL

1 Successful Completion
- 1.1 Entering freshmen
- 1.2 Community college transfers
- 1.3 Cumulative credits
- 1.4 Student persistence (interim)
- 1.5 Graduate and professional students*

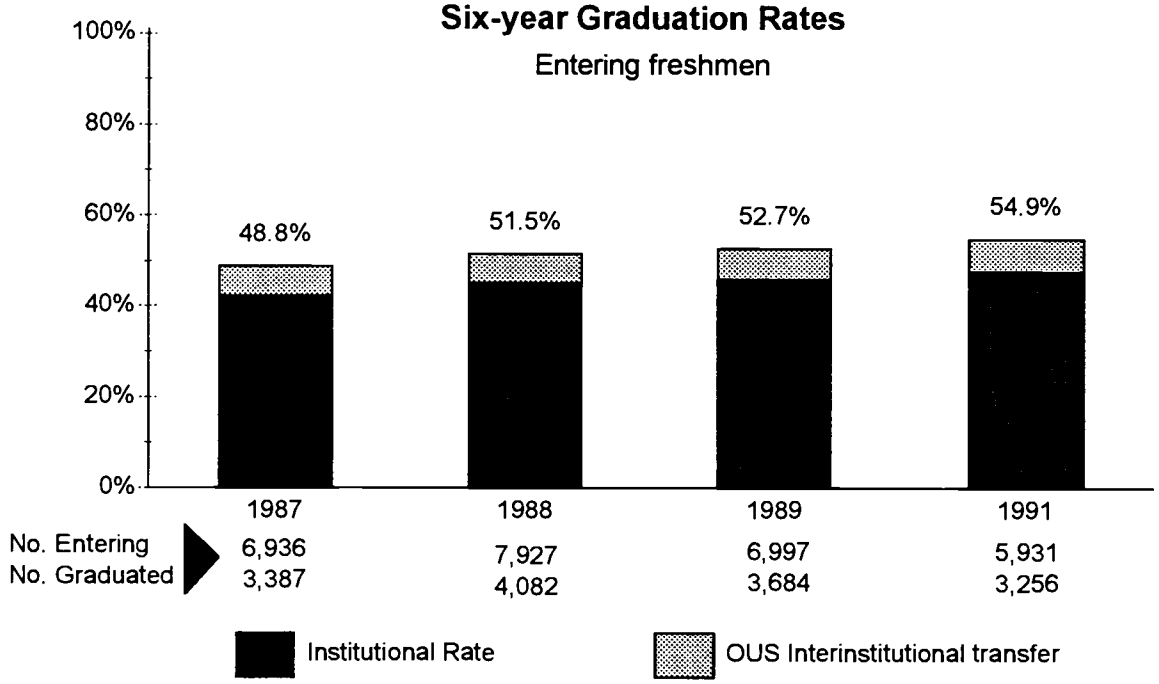
2 Graduate Abilities
- 2.1 Professional standards
- 2.2 Undergraduate general abilities assessments*

3 Customer Satisfaction
- 3.1 Recent graduates
- 3.2 Current students*
- 3.3 Employers and graduate schools*
- 3.4 Oregon citizens

* Data needed

Goal: Quality
Measure: Successful Completion
Indicator 1.1: Entering Freshmen

## *How many entering freshmen successfully complete a baccalaureate at Oregon University System?*




*Note: Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of 6th year. Degrees count for an academic year are those awarded fall through following summer.*

Source: OUS Office of Institutional Research, First-time retention summaries, December, 1996.

The graduation rate of first-time freshmen at OUS has improved some. Slightly more than half of the students who entered as freshmen in fall 1991 graduated within 150% of the traditional time (six years compared to four years). Although the six-year graduation rate for OUS is 54.9%, this graduation rate varies by institution, discipline, high school performance, gender, racial/ethnic group, and educational goals of the student. Graduation rates for OUS institutions ranged from a high of 66% to a low of 30% for the cohort entering in 1991.

Trend: The OUS six-year graduation rate improved by almost 7 percentage points for the freshmen cohort entering 1991 compared to those entering in 1987.

Improvement Target: Improve the overall graduation rates and/or time-to-degree for entering students or specific student group by ***<target: n percent>*** by 2005.

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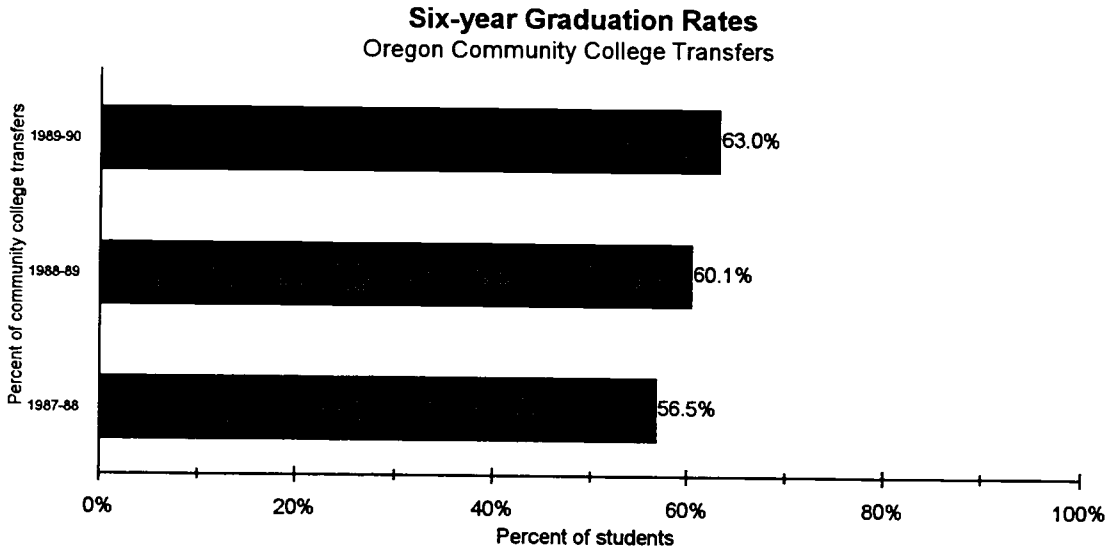
Goal: Quality
Measure: Successful Completion
Indicator 1.2: Community College Transfers

## *How many Oregon community college transfers complete a bachelor's degree at the Oregon University System?*




Source: OUS Institutional Research Services

Successful community college students become successful OUS students. By graduation these students are indistinguishable from students who enter as first-time freshmen. The OUS grade point average for both groups was 3.03 at graduation.

Trend: The OUS six-year graduation rate increased by 6.5 percentage points, from 56.5% to 63% for Oregon community college transfers entering 1989 compared to those entering in 1987 (an average of 2.2 percentage points per year).

Improvement Target: Improve the overall retention rate of entering students or specific student group by **<target: n percent>** by 2005.

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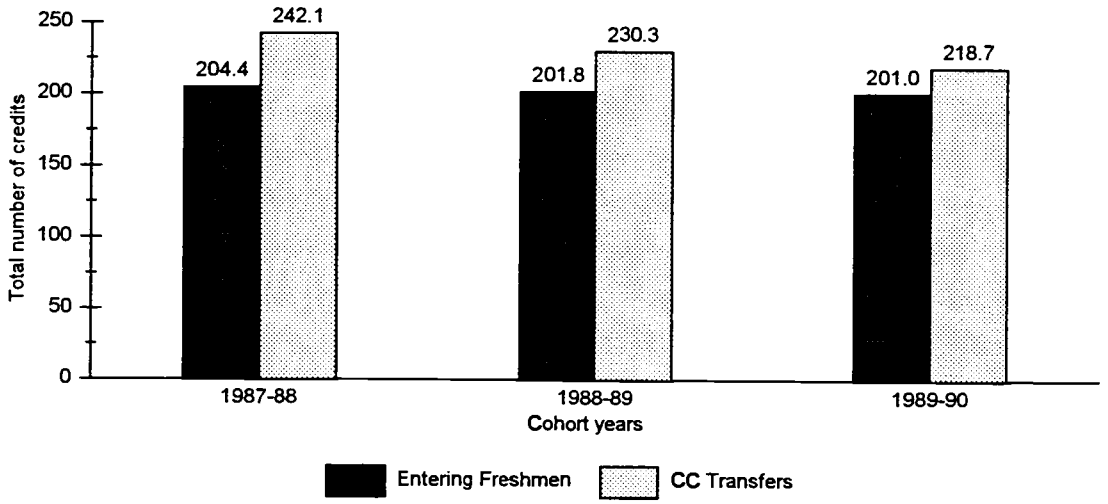
Goal: Quality
Measure: Successful Completion
Indicator 1.3: Cumulative Credits

## *How many credits do students accumulate for a baccalaureate?*

**Cumulative Credits at Graduation**
CC Transfers Compared to Freshmen




Source: OUS Institutional Research Services

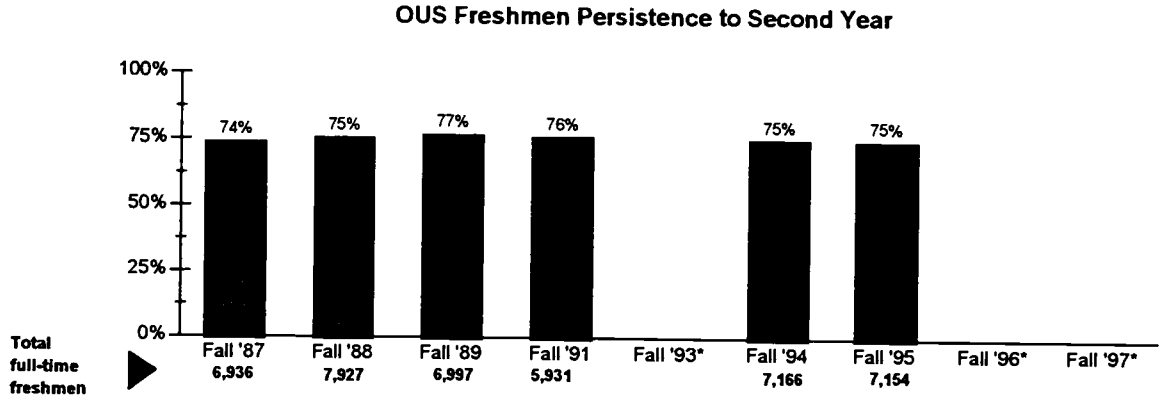
For students entering as freshmen in fall 1989 and graduating in six years, the all discipline average of credit hours completed was 201 credit hours. This compares to 218.7 for students who entered OUS as community college transfers. The total number of credits required for a baccalaureate depends on the program. Part of the access question for community college students is effective transfer and articulation practices that do not unnecessarily increase their cost for a bachelor's degree.

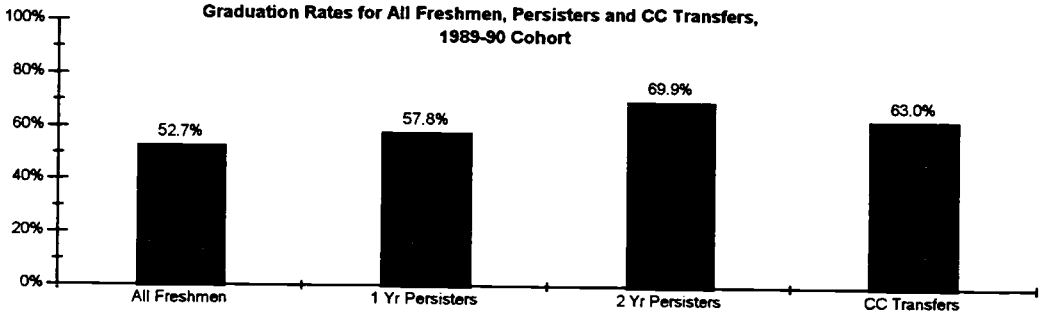
Trend: For both the freshman and transfer cohorts entering in 1987-88 compared to those entering in 1989-90, the average number of credits completed at graduation declined. However, the reduction in average credits completed is much greater for transfers — a nearly 10% drop — than for entering freshmen, who show less than a 2% drop.

Improvement Target: Continue to reduce the difference between the number of credits accumulated by an Oregon community college transfer student compared to an entering freshman for **<target: program and n percent>** by 2005.

Goal: Quality
Measure: Successful Completion
Indicator 1.4: Student Persistence

## *What percentage of Oregon University System first-time freshmen persist to the second year?*




*Note: First year persistence for first-time freshmen includes students transferring within OUS after initial enrollment.*
** Data for these years will be available Spring 1998.*
*** Reported graduation rates are 6-year rates for freshmen and 3-year rates for transfers.*
Source: OSSHE Institutional Research Services, annual freshman retention and graduation study, March 1996.

Almost 77% of OUS freshmen who started in fall 1989 returned fall 1990. Two-thirds who began a second year earned their degrees compared to slightly more than half of the entering first-time students. First-year retention varies by campus. For those freshmen who entered fall 1989, the proportion that continued to fall 1990 ranged from a high of 85% to a low of 61%. Experiences in the first year of college are very important — if the experience is satisfying for students, they are more likely to stay. Greater learning gains are associated with frequent contact with faculty, smaller class sections, opportunities for students to learn in group settings, more required independent research papers, presentations, or similar exercises. To improve graduation rates, OUS needs to increase the proportion of students that persist into the second and third year.

Trend: The OUS freshman first-year retention rate remained fairly stable over the last seven years at about 75%.

Improvement Target: Improve the overall retention rate of entering students or specific student group by ***<target: n percent>*** by 2005.

Goal: Quality
Measure: Successful Completion
Indicator 1.5: Graduate and Professional Students

***How many entering graduate and professional students complete their degrees?***

Due: Future Date

Trend: Need baseline data.

Improvement Target:

Goal: Quality
Measure: Graduate Abilities
Indicator 2.1: Professional Standards

***Do Oregon University System graduates exceed pass rates on national and state professional licensure and certification exams?***

| | 1993 | 1994 | 1995 | 1996 | 1997 |
|---|---|---|---|---|---|
| Accounting | ✔ | ✔ | ✔ | | |
| Architecture | ✔ | ✔ | ✔ | | |
| Education | nd | nd | nd | | |
| Engineering | ✔ | ✔ | ✔ | | |
| Law** | ✔ | ✔ | ✔ | | |
| Pharmacy** | | ✔ | ✔ | | |
| Social Work | ✔ | ✔ | ✔ | | |
| Vet Med | ✔ | ✔ | ✔ | | |

*✔=goal achieved* ***=exams vary by state*
*nd=no data*

Source: OUS Office of Academic Affairs, Institutional Reports

Many professions — architecture, engineering, law, accounting — have examinations related to granting licensure to practice a profession. The standards for passing an examination may be quite rigorous or may be more lenient. These certification and licensure requirements, which are state-mandated and controlled, provide some information on the quality of the preparation. Reviewing the pass rates over time reveals that OUS graduates exceed the national pass rates.

Trend: OUS graduates consistently exceed national and state pass rates on professional licensure and certification exams.

Improvement Target: Continue to be at or above national pass rates for all professional licensure and certification exams. If test scores for a professional exam ever fall below national norms, improvement goals will be set to return pass rates to national pass rates.

Goal: Quality
Measure: Graduate Abilities
Indicator 2.2: Undergraduate General Abilities

## *Do Oregon University System bachelor's graduates possess the general abilities and skills for success in their workplace and life?*

Due: Institutional Assessment Plans due June, 1998
Assessments in place 2000

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The Oregon legislature, business, and community leaders question whether college graduates have the skills needed to be successful. They claim recent graduates are deficient in communication skills (which include the ability to work in teams and with people from diverse backgrounds), critical thinking and problem-solving skills, and quantification skills. These concerns of business leaders reverberate throughout the country.

The *OSSHE (OUS) Task Force on Assessment* (March 1992) noted that, "OSSHE institutions exhibit the range and variety of assessment activities that are customarily encountered in institutions of higher education." The Task Force noted two areas where further development should be focused: general education evaluations and end-of-program assessments." Additional impetus for assessment comes from the requirement of the Northwest Association of Schools and Colleges (NWASC) that OSSHE (OUS) institutions provide information about campus goals for general education, assessment of learning, and student satisfaction as part of the accreditation review process.

In Fall 1993, OSSHE's (OUS's) Academic Council agreed to a framework for assessing undergraduate student learning and progress by applying the principles that had been outlined by the OSSHE Task Force on Assessment. These efforts were to guide OSSHE (OUS) institutions as they reviewed, adjusted, and supplemented existing assessment procedures. To better understand what baccalaureates are able to do and what they gain from the collegiate experience, undergraduates will be assessed at three critical transitions: admission, midpoint/interim, and graduation. Campus plans for implementing the undergraduate assessment framework are due June 1998 with assessments in place in 2000.

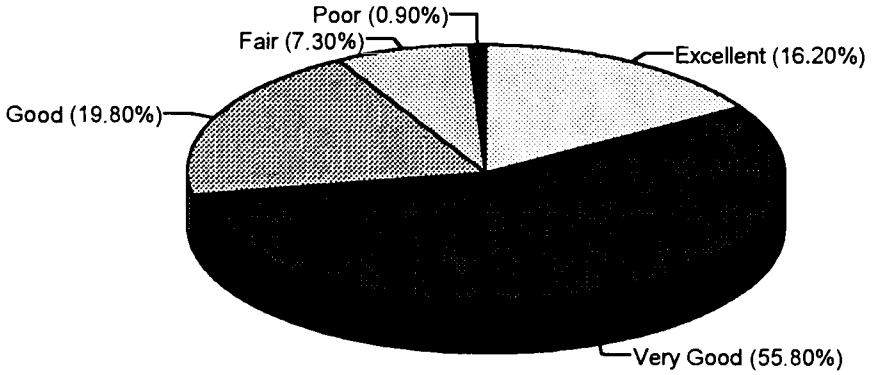
Trend: Need to establish baseline

Improvement Target: All institutions will develop plan for assessing general skills and abilities of undergraduates by June 1998 and will have assessments in place beginning in Academic Year 2000.

Goal: Quality
Measure: Customer Satisfaction
Indicator 3.1: Recent Graduates

***How do recent graduates of the Oregon University System rate the quality of education they received?***

**Rating of Education**
1994-95 OUS Baccalaureate Recipients




*Notes: UO population consists of June 1994 completers. No comparable question asked on OIT survey*

Source: OUS Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Graduates, April 1997"

More than seven out of ten students rated highly the education they received at an OUS institution. These graduates also indicated that what they learned in college has been helpful in performing their jobs.

Trend: OUS established the baseline for customer satisfaction of recent graduates (1994-95).

Improvement Target: Improve the perceptions of enrolled students regarding the programs, services, and environment of the institution (target: overall satisfaction or components) by **<target: n percent>** by 2005.

Goal: Quality
Measure: Customer Satisfaction
Indicator 3.2: Current Students

***How do currently enrolled students perceive their educational experience (programs, services, activities)?***

Due: Future Date

Trend: Some campuses have data, but there is no systemwide effort.

Improvement Target: Improve the perceptions of enrolled students regarding the programs, services, and environment of the institution (target: overall satisfaction or components) by **<target: n percent>** by 2005.

Goal: Quality
Measure: Customer Satisfaction
Indicator 3.3: Employers

***Are employers satisfied with the quality of Oregon University System graduates?***

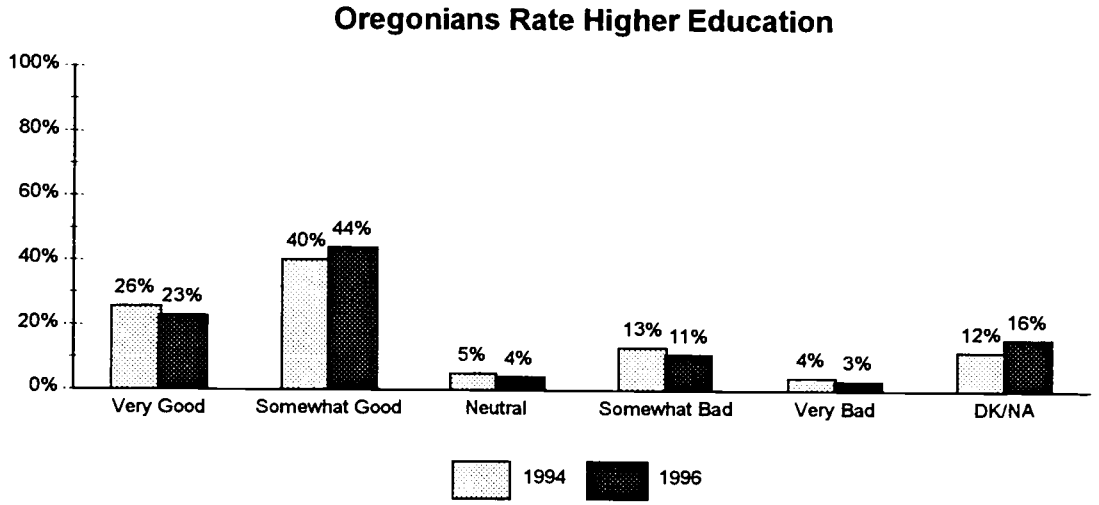
Due: Future Date

Trend:

Improvement Target:

Goal: Quality
Measure: Customer Satisfaction
Indicator 3.4: Oregon Citizens

***How good a job do Oregon citizens think Oregon is doing providing undergraduate and graduate education?***




*Note: The survey did not distinguish between higher education provided by the public and independent institutions.*

Source: 1994 and 1996 Oregon Population Surveys.

About two-thirds of Oregon's citizens believe Oregon is doing a "good" job at providing undergraduate and graduate education.

Trend: For the two years, surveys show consistent evaluation by Oregon's citizens.

Improvement Target: Increase the percentage of Oregon citizens that believe Oregon is doing a good job providing undergraduate and graduate education by **<target: n percent>** by the year 2000.

# ACCESS GOAL

4 New Customers
- 4.1a High school graduates
- 4.1b Participation by region
- 4.2 Community college transfers
- 4.3 Lifelong learners*
- 4.4 Alternative formats and locations*

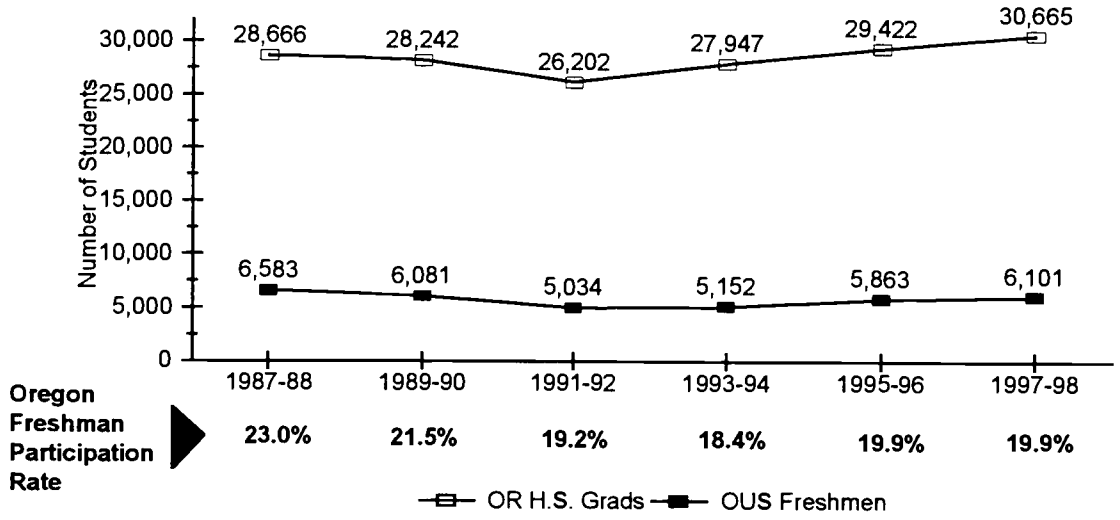
5 Student Quality and Diversity
- 5.1 Total enrollment
- 5.2a Undergraduates by Oregon county
- 5.2b Graduate students by Oregon county
- 5.3a Higher ability (GPA)
- 5.3b Higher ability (SAT)
- 5.4 Racial/ethnic representation
- 5.5 Gender representation
- 5.6 Adults aged 25 and older

* Data needed

Goal: Access
Measure: New Customers
Indicator 4.1a: High School Graduates

***How well has Oregon University System done in attracting and providing access to first-time resident students?***

**Oregon High School Completers**
**Attending Oregon University System Institutions**
**1987 through 1997**




*Notes: High school completers include Oregon public and private high school graduates and estimated home school completers. Freshmen are first-time fall freshmen classified as Oregon residents.*

Source: (1) OUS Institutional Research Services, 1996-97 Projection of Oregon High School Graduates. (2) OUS, Institutional Research Services, Fall Enrollment Reports.

The Oregon University System provides opportunities for qualified high school graduates in Oregon to obtain access to an OUS institution to pursue a bachelor's degree. From the peak years in the late 1980s to the early 1990s, Oregon first-time freshman participation rates declined. By the mid-1990s, the rates began to return to higher levels, although not as high as in 1987-88. At the same time as resident freshman participation rates have declined, greater numbers of Oregon high school graduates have attended out-of-state institutions. An analysis of the new undergraduate transfers from out-of-state institutions suggests that many who leave the state return and enroll in OUS after a year or two. As the state's need for a more highly educated citizenry increases, the demand for higher education from the traditional population, as well as other groups such as older, working adults should grow.

Indicator Trend: The percentage of Oregon high school graduates enrolling in OUS institutions in the fall after graduation declined from 1987 to 1993 (from 23.0% to 18.4%) but appears to have stabilized at around 20%.

Improvement Target: Increase the OUS participation rate of recent Oregon high school graduates by **<target: n percent>** by 2005.

Goal: Access
Measure: New Customers
Indicator 4.1b: Participation by Region

## *How well has Oregon University System done in attracting and providing access to first-time resident students by economic region?*

Percent of Oregon Public High School Completers by Economic Region
Enrolling as First-time Freshmen in OUS Institutions
1987 through 1997

| | 1987 | 1989 | 1991 | 1993 | 1995 | 1997 |
|---|---|---|---|---|---|---|
| Baker-Malheur | 17.8% | 15.8% | 14.3% | 9.3% | 14.6% | 11.7% |
| Benton-Lane--Lincoln--Linn | 23.0% | 21.6% | 20.0% | 20.9% | 25.6% | 23.3% |
| Central Oregon | 15.5% | 15.5% | 12.6% | 12.7% | 15.7% | 12.6% |
| Coos-Curry-Douglas | 15.3% | 14.1% | 13.2% | 13.4% | 13.9% | 15.6% |
| Harney--Klamath--Lake | 44.9% | 42.4% | 39.7% | 33.9% | 37.6% | 37.8% |
| Jackson-Josephine | 31.1% | 25.8% | 24.7% | 25.4% | 26.8% | 30.5% |
| Metro | 26.9% | 24.7% | 23.2% | 21.0% | 23.8% | 24.4% |
| Mid-Valley | 20.6% | 20.0% | 17.0% | 18.0% | 18.7% | 17.1% |
| Mt. Hood | 21.8% | 21.1% | 18.5% | 17.1% | 20.0% | 19.7% |
| North Central | 22.6% | 23.0% | 17.1% | 15.8% | 17.9% | 16.7% |
| Northeast | 23.6% | 18.6% | 19.6% | 19.4% | 19.3% | 22.2% |
| Northwest | 17.5% | 18.5% | 11.7% | 10.4% | 13.9% | 17.9% |

*Notes: Economic regions as defined by the Oregon Economic Development Department — Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook*

*High school completers include Oregon public and private high school graduates and estimated home school completers. Freshmen are first-time fall freshmen classified as Oregon residents.*

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools"
OUS Fall Enrollment Report

The percent of high school graduates who attend an OUS institution the fall following graduation varies by county.

Trend: Economic regions with higher rates ten years ago tend to have higher rates in 1997.

Improvement Target: Increase the OUS participation rate of recent Oregon high school graduates by **<target: n percent>** by 2005.

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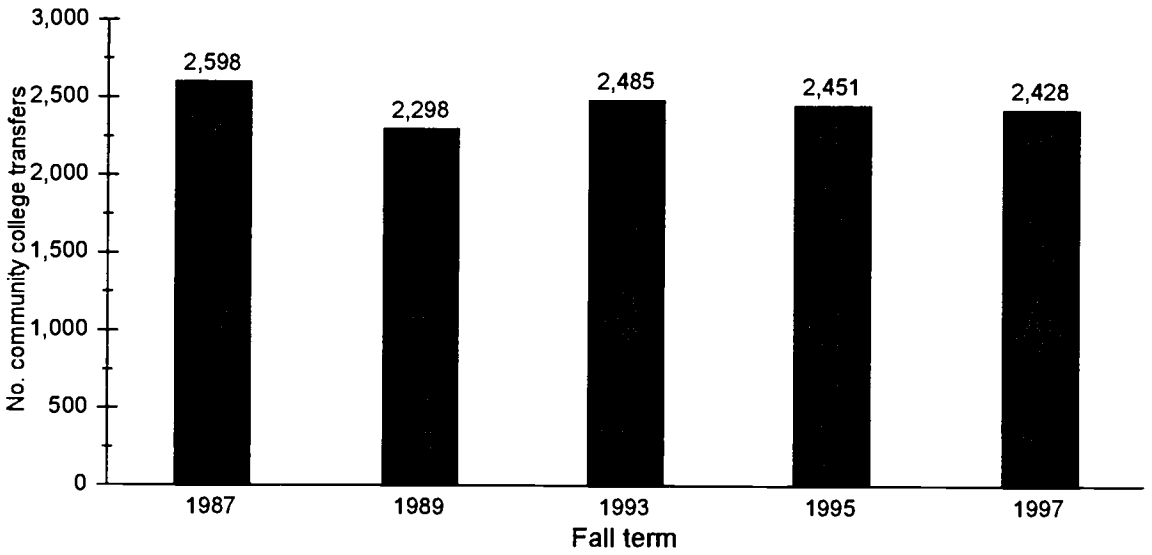
Goal: Access
Measure: New Customers
Indicator 4.2: Community College Transfers

## *How many community college students transfer to Oregon University System?*

**Newly Admitted Transfers from Oregon Community Colleges**
(State-supported headcount enrollment)




*Note: Excludes non-admitted students and postbaccalaureates. 1991 year lower than expected due to implementation of new student database.*

Source: OUS Institutional Research Services, SCARF database special report, fourth week enrollments.

Of the total admitted undergraduate enrollment, about 10% are new transfers to the System. The educational sources for new transfers include OUS institutions, Oregon community colleges, independent Oregon colleges, U.S. colleges, and foreign colleges. Students from Oregon community colleges account for more than 40% of the new transfers. From 1987 to 1995, the number of associate degrees awarded by Oregon community colleges increased 24%. Is OUS doing a good job providing access to four-year degrees for community college students? Information about the educational intentions of community college students is needed to answer this question.

Trend: The number of transfers to OUS from Oregon community colleges has declined slightly compared to 10 years ago.

Improvement Target: Increase community college transfer students enrolled in undergraduate programs by **<target: n students>** by 2005.

Goal: Access
Measure: New Customers
Indicator 4.3: Lifelong Learners

***What are the opportunities in the Oregon University System for lifelong learning for Oregon's working or placebound adults?***

Due: Future Date

Trend: Need to establish baseline.

Improvement Target:

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Goal: Access
Measure: New Customers
Indicator 4.4: Alternative Formats

***How many working adults and placebound students are served by distance education and alternative formats?***

Due: Future Date

---

This indicator would report headcount enrollments in different formats (e.g., weekend courses, week-long intensive courses), times (e.g., evenings), and technologies (e.g., web-based, ED-NET I and II) or total revenues generated by distance education and alternative formats.

Trend: Need baseline data.

Improvement Target: Increase the numbers of students enrolled in courses offered via alternative formats or sites other than the main OUS campuses by **<target: n of students or n percent>** by 2005.

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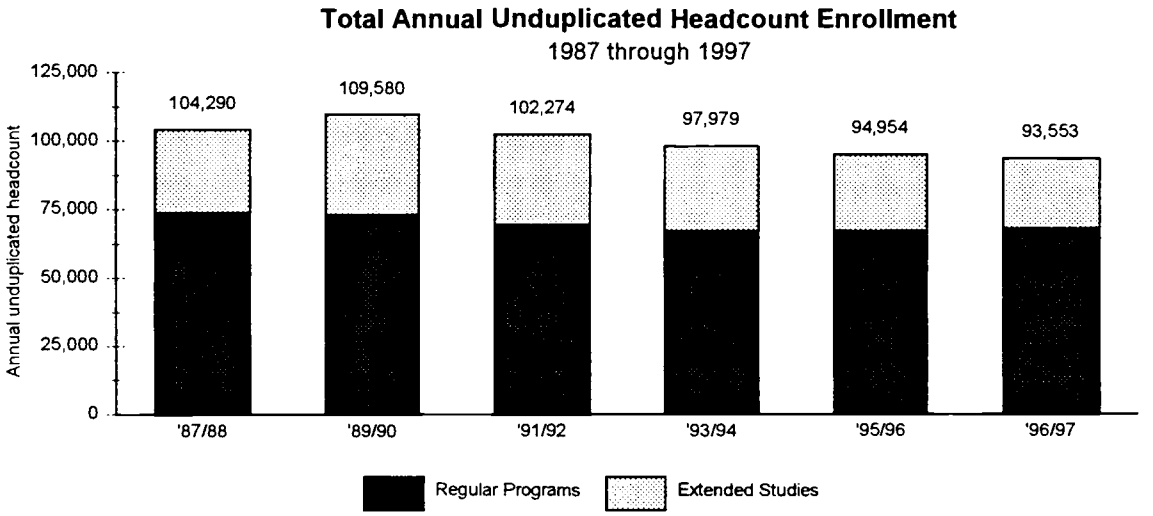
Goal: Access
Measure: Student Quality and Diversity
Indicator 5.1: Total Enrollment

## *Are the trends in the enrollment of undergraduate, graduate and professional students at the Oregon University System sufficient to meet Oregon's needs?*




*Notes: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); Extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.*

Source: OUS Office of Institutional Research, Summer/Fall/Winter/Spring student file, special run, 1998

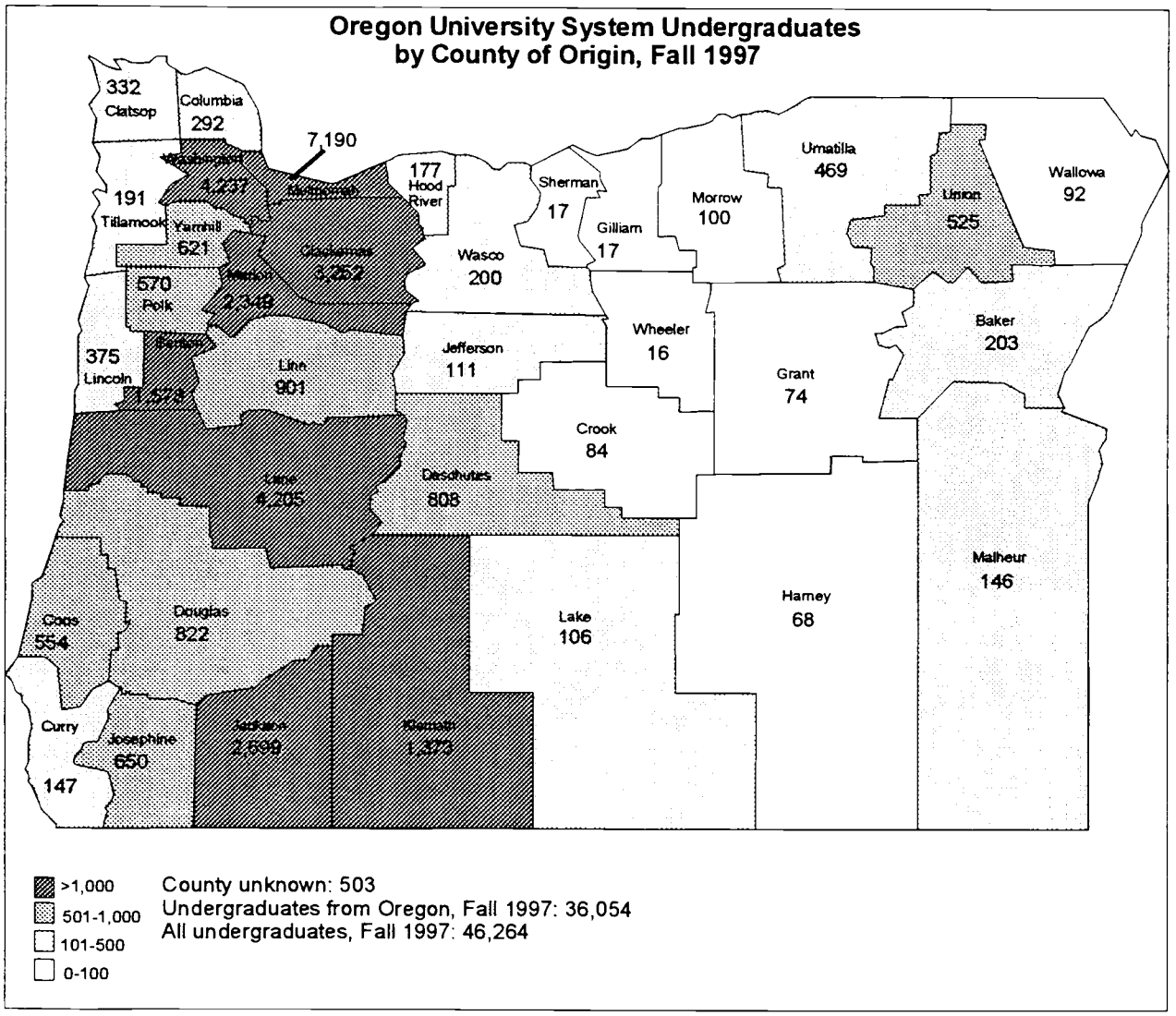
Higher educational attainment is central to Oregon's strategic plan. Oregon companies are creating more managerial and professional jobs. A greater proportion of Oregon's adult population will need a college degree. The goal set for Oregon adults with at least a bachelor's degree is 33% in 2000 and 45% in 2010.

Trend: Since 1989-90 OUS enrollment has declined by almost 11,000 students (10%).

Improvement Target: Increase total headcount enrollment for OUS by **<target: n percent or n students>** to meet Oregon's needs for educated citizens by 2005.

Goal: Access
Measure: Student Quality and Diversity
Indicator 5.2a: Undergraduates by Oregon County

***How well has Oregon University System done in attracting and providing access to undergraduate students?***




Source: OUS Institutional Research Services, 1997 Fall Fourth Week Enrollment Reports.

Residents from every Oregon county are enrolled as degree-seeking students at an OUS institution. These data do not provide information about whether educational needs are met.

| |
|---|
| Trend: |
| Improvement Target: |

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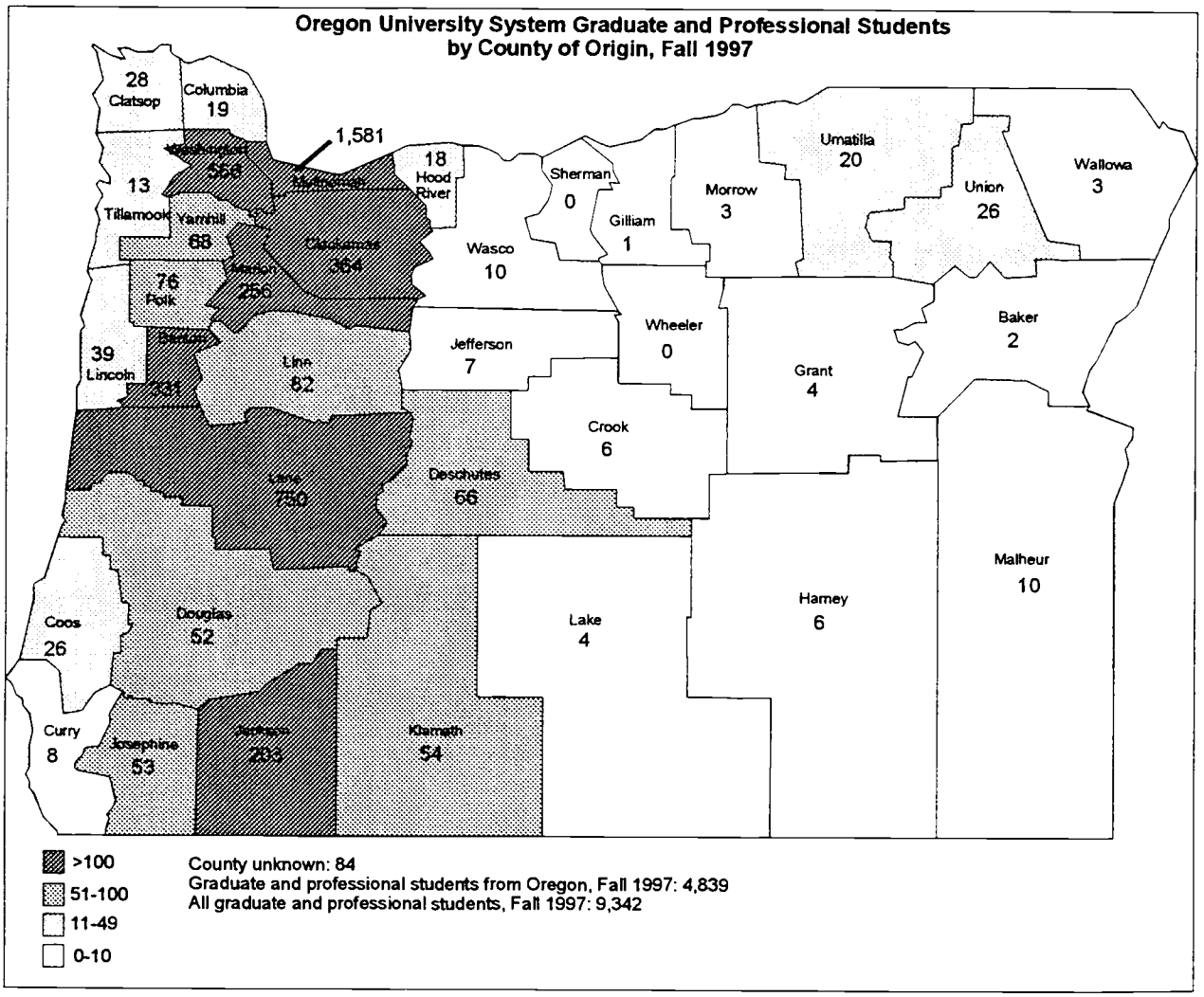
Goal: Access
Measure: Student Quality and Diversity
Indicator 5.2b: Graduate Students by Oregon County

***How well has Oregon University System done in attracting and providing regional access to graduate students?***




Source: OUS Institutional Research Services, 1997 Fall Fourth Week Enrollment Reports.

Residents from every Oregon county are enrolled as degree-seeking students at an OUS institution. These data do not provide information about whether educational needs are met.

| |
|---|
| Trend: |
| Improvement Target: |

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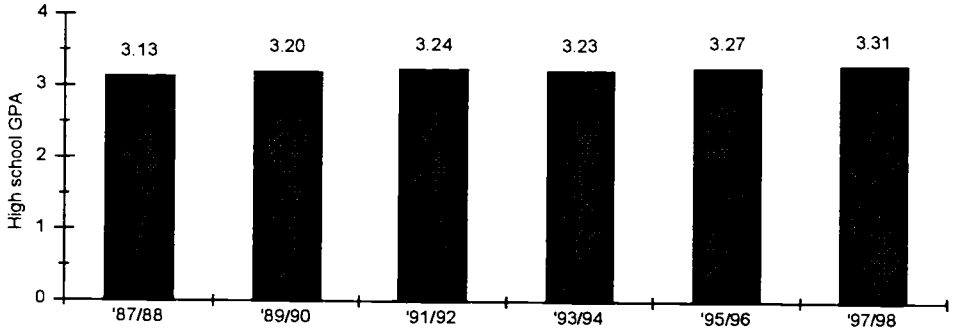
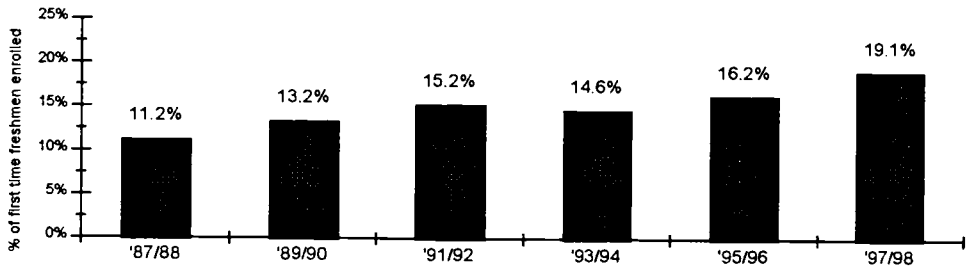
Goal: Access
Measure: Student Quality and Diversity
Indicator 5.3a: Higher Ability (GPA)

## *How many higher ability Oregon high school graduates are attracted to the Oregon University System?*

**Mean High School GPA**




**Percent with High School Grade Point Average (GPA) 3.75 and Over**




| Total first-time freshmen: | 7,826 | 7,458 | 6,364 | 7,352 | 7,724 | 7,729 |
|---|---|---|---|---|---|---|

Source: OUS Office of Institutional Research, Fall fourth week enrollment files, 1987-1997

As a factor used in making admission decisions, high school grade point average (GPA) is a measure of academic ability and preparation to do college level work. According to a recent survey, more than 40% of the top high school graduates (high school GPA 3.75 and above) left Oregon to attend college in 1995, many of them citing reasons of high tuition and program reductions. It is in the state's interest to encourage academically talented Oregon high school graduates to attend college in Oregon.

Trend: The proportion of higher ability entering freshmen, as measured by high school GPAs of 3.75 or higher, has improved over the past ten years. In fall 1987 the proportion was 11.2%; by fall 1997, the proportion had increased to over 19%.

Improvement Target: Increase enrollment of **<target: student group>** by **<target: n percent or n students>** to meet Oregon's articulated needs for **<specify>** by 2005.

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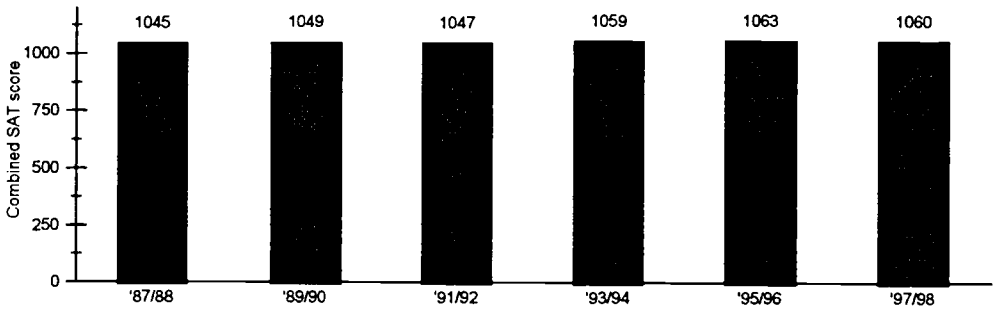
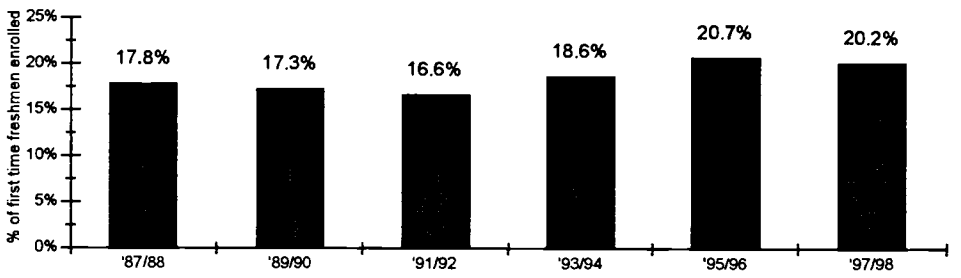
Goal: Access
Measure: Student Quality and Diversity
Indicator 5.3b: Higher Ability (SAT)

## *How many higher ability Oregon high school graduates are attracted to the Oregon University System?*

**Mean SAT Scores**




**SAT Scores Over 1200**




| Total first-time freshmen: | 7,826 | 7,458 | 6,364 | 7,352 | 7,724 | 7,729 |
|---|---|---|---|---|---|---|

*Note: All reported SAT scores have been recentered.*

Source: OUS Office of Institutional Research, Fall fourth week enrollment files, 1987-1997

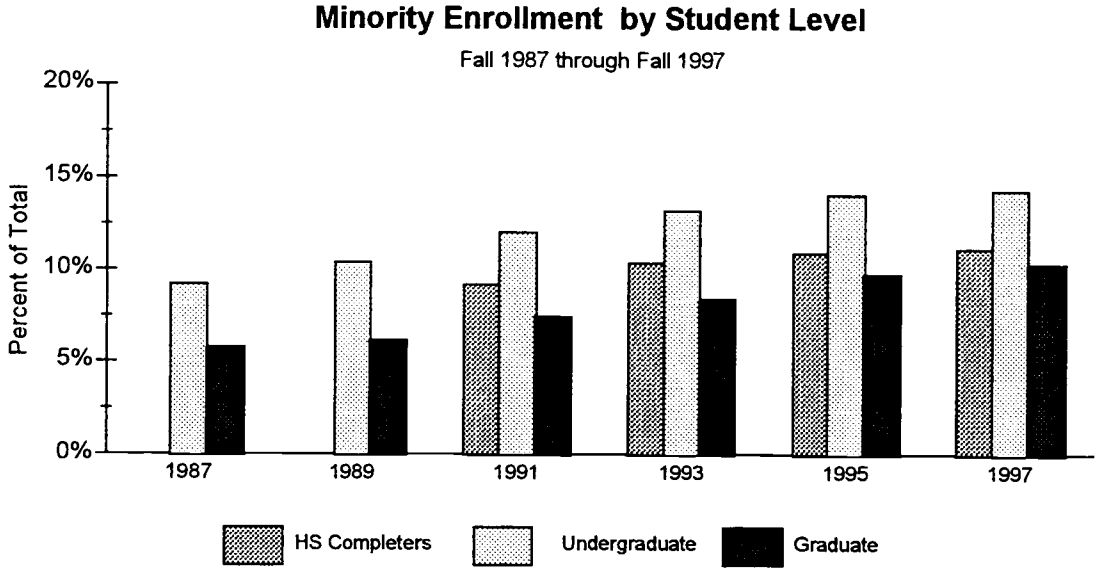
As a factor used in making some admission decisions the SAT score is a measure of academic ability and preparation to do college level work. The implementation of proficiency based admission standards (PASS) holds promise for improved assessment of the abilities of first-time freshmen.

Trend: The proportion of higher ability entering freshmen, as measured by SAT scores 1200 and above, declined from 17.8% in fall 1987 to 16.6% in fall 1991, and then increased to over 20% in the most recent years.

Improvement Target: : Increase enrollment of **<target: student group> by <target: n percent or n students>** to meet Oregon's articulated needs for **<specify>** by 2005.

Goal: Access
Measure: Student Quality and Diversity
Indicator 5.4: Racial/Ethnic Representation

***What are the trends in the enrollment of racial/ethnic minority students in the Oregon University System?***




*Note: Data on minority high school completers not available before 1991.*
Source: OUS Institutional Research Services, Fall Fourth Week Enrollment Reports.

The collective diversity among institutions is a great strength. Providing diversity is essential for it enriches the educational experience, promotes personal growth and a healthy society, strengthens communities and the workplaces, and enhances Oregon's economic competitiveness. Achieving diversity on our campuses requires an effort to build healthy and diverse learning environments appropriate to missions. Diversity includes representation of students from different racial/ethnic groups, gender, and non-traditional age groups.

Trend: Ethnic minority undergraduates and graduates have increased over the past 10 years, especially Asian American and Hispanic/Latino students. Total ethnic minority enrollment in OUS is 13.6%. In comparison, minorities constitute 11.1% of Oregon public high school graduates. Racial/ethnic minority enrollment and degree completion varies by specific disciplines.

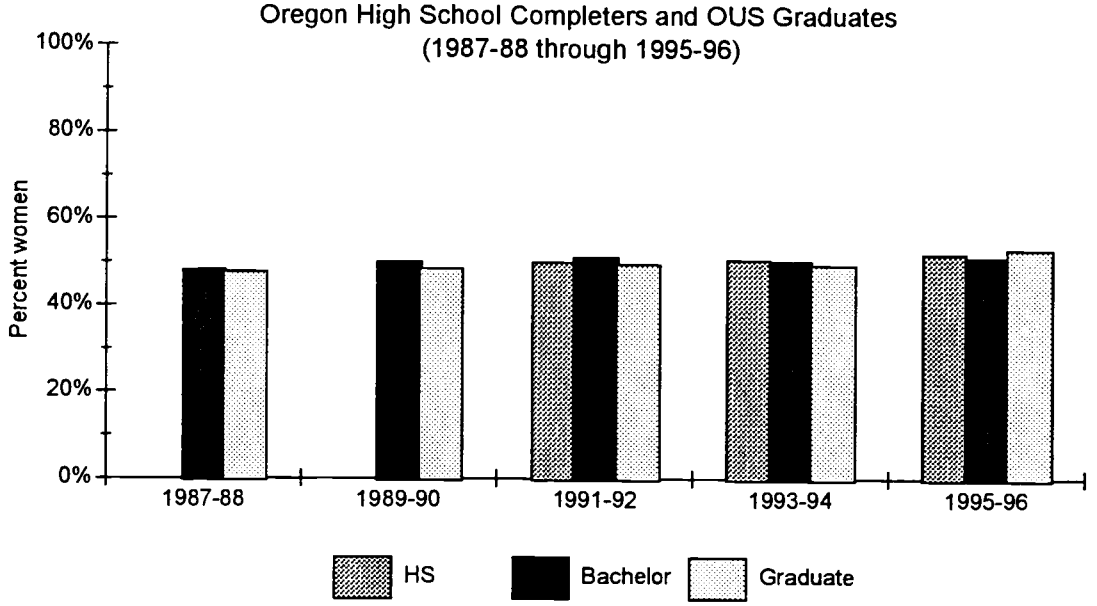
Improvement Target: Increase enrollment and/or degree production of **<target: student group>** by **<target: n percent or n students>** to meet Oregon's articulated needs for **<specify>** by 2005.

Goal: Access
Measure: Student Quality and Diversity
Indicator 5.5: Gender Representation

***Do the demographic trends in the Oregon University System degrees awarded by gender mirror the distribution by gender of Oregon high school graduates?***

**Distribution of Degrees by Gender**

Oregon High School Completers and OUS Graduates
(1987-88 through 1995-96)




*Note: No data available for high school completers prior to 1991-92; high school completers represent regular diplomas; graduate includes masters, doctorates and professional degrees*

Source: Oregon Dept of Education High School Completers Reports; OUS Office of Institutional Research,

The collective diversity of OUS institutions is a strength. The growth of enrollment of women was achieved by the 1980s.

Trend: The enrollment of women increased in the 1970s and 1980s and has stabilized in the 1990s at half of OUS's total enrollment. Enrollment and degree production in some majors tend to be male- or female-dominated.

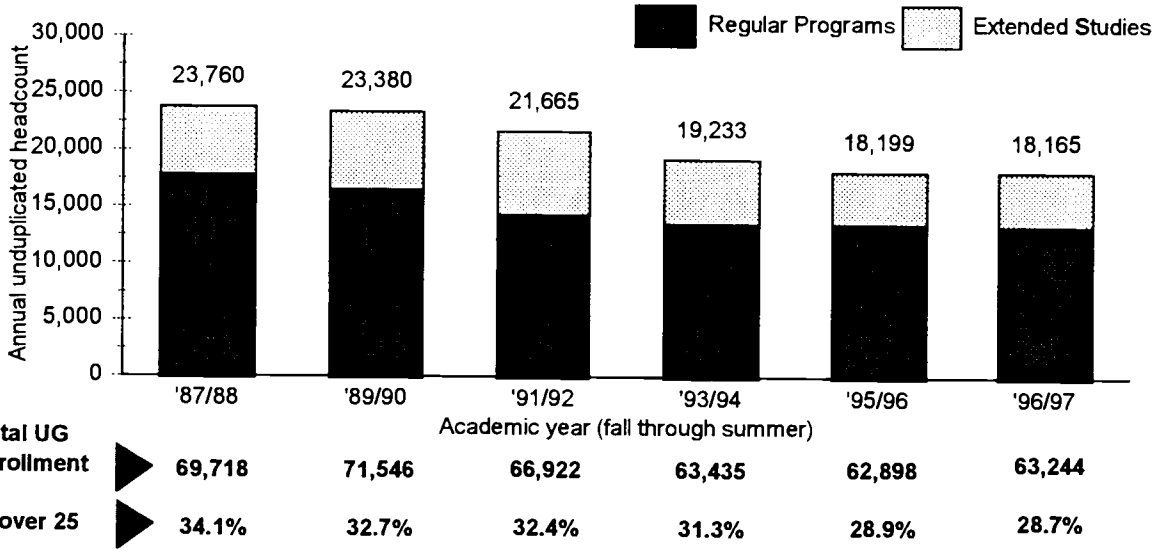
Improvement Target: Increase enrollment and/or degree production of **<target: student group>** by **<target: n percent or n students>** to meet Oregon's articulated needs for **<specify>** by 2005.

Goal: Access
Measure: Student Quality and Diversity
Indicator 5.6: Adults Aged 25 and Older

***What are the trends in the enrollment of undergraduate students aged 25 and over at the Oregon University System?***

**Adult Undergraduates Aged 25 and Older**

1987-88 through 1996-97




| | '87/88 | '89/90 | '91/92 | '93/94 | '95/96 | '96/97 |
|---|---|---|---|---|---|---|
| **Total UG enrollment** | **69,718** | **71,546** | **66,922** | **63,435** | **62,898** | **63,244** |
| **% over 25** | **34.1%** | **32.7%** | **32.4%** | **31.3%** | **28.9%** | **28.7%** |

*Notes: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); Extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.*

Source: OUS Office of Institutional Research, Summer/Fall/Winter/Spring student file, special run, 1998

The enrollment of undergraduates aged 25 and older has declined somewhat in both regular programs and extended studies. The reasons for this decline are not fully known but may reflect increases in tuition, a relatively good job market, competition from other providers, and not meeting market demand for specific services.

Trend: Between 1987-88 and 1996-97, the OUS enrollment of older undergraduate students (aged 25 and older) has declined 23.5% in 10 years, with 5,595 fewer adults enrolled in either base or extended programs.

Improvement Target: Increase enrollment and/or degree production of **<target: student group>** by **<target: n percent or n students>** to meet Oregon's articulated needs for **<specify>** by 2005.

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# EMPLOYABILITY GOAL

6 Graduate Success and State Needs
- 6.1 Employment or further education
- 6.2 Internships
- 6.3a Bachelor's degree production*
- 6.3b Master's degree production*
- 6.3c Doctoral/professional degree production*

* Data needed



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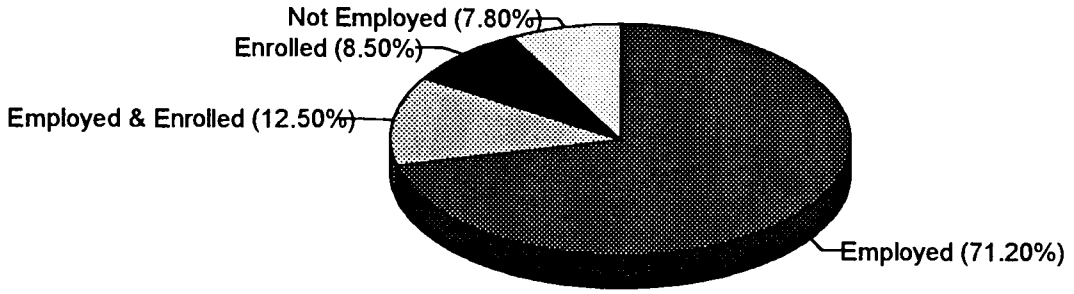
Goal: Employability
Measure: Graduate Success and State Needs
Indicator 6.1: Employment

## *How successful are Oregon University System graduates within a year of baccalaureate completion?*

**Employment Experiences**
1994-95 OUS Baccalaureate Recipients




*Note: Enrollment includes public and private. UO population consists of June 1994 completers and no comparable question asked on the OIT survey. Weighted distribution percentages.*

Source: OUS Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates: April 1997

More than eight of ten of the 1994-95 graduates are employed six to twelve months following graduation. About one in five is continuing their education (8.5% are continuing their education and another 12.5% are combining work with advanced education primarily in graduate or professional school). Of the 8% not working, less than half say they are actively seeking work. Of those employed, three-fourths of 1994-95 bachelor's graduates are employed in Oregon.

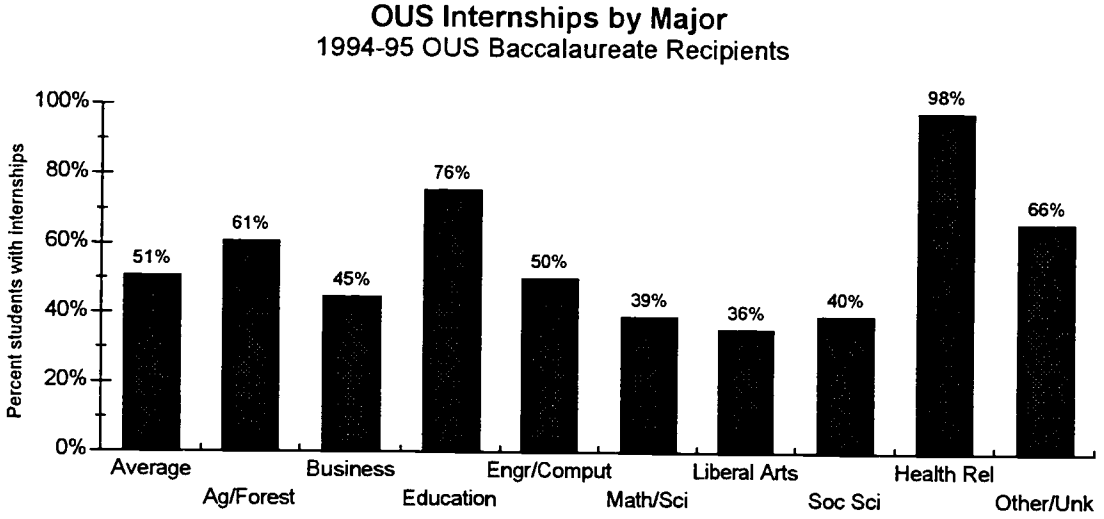
The 1994-95 graduates are employed in all sectors of the economy with more than half (59%) in private businesses compared to 24% in education, 13% in government, 2% in non-profit organizations, and 2% self-employed. The majority of respondents (70%) are found in managerial and professional speciality occupations, such as managers, engineers, writers, social workers, and teachers.

Trend: Two years of data (data for 1996-97 graduates will be added September 1998).

Improvement Target: Increase the placement rate of graduates in employment related to major field and degree (excluding those who are pursuing further education from calculations) to **<target: n percent>** by 2005.

Goal: Employability
Measure: Graduate Success and State Needs
Indicator 6.2: Internships

## *How many Oregon University System graduates complete internships in their academic experiences?*




*Note: UO population consists of June 1994 completers*
Source: OUS Office of Academic Affairs "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates" April 1997

About one in two OUS 1994-95 bachelor's graduates completed an internship. There are wide variations in the opportunities for internships at the institutions and by discipline. These opportunities include volunteer and paid experiences in a workplace which could be a term or longer. Graduates in career-related majors — engineering, education, agriculture, architecture and journalism — are more likely to complete an internship than graduates in business, math and sciences, social sciences, and the liberal arts. Programs in arts and sciences are also less likely to have advisory boards composed of employers from either the private or public sector. The general abilities developed in baccalaureate programs are valued in the workplace — critical thinking and analytical problem solving, oral and written communication skills, and teamwork — but many graduates do not have experience in applying these skills to real problems.

Trend: Two years of data (data for 1996-97 graduates will be added September 1998).

Improvement Target: Increase the number of graduates who completed internships or virtual work experiences by **<target: n or %>** by 2005.

***What is Oregon University System's degree production and how does it align with the needs of the state?***

**Bachelor's Degrees Awarded by Institution and Discipline, 1995-96**
**Grouped by relative cost**

| | Discipline | 8 Oregon Public Univ Combined | | | Univ of Illinois | | Ohio State Univ | | Univ of Wisconsin | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | | # | % | # | % | # | % |
| Usually Lower Cost | Home Economics | 185 | 2.0% | | 15 | 0.2% | 201 | 3.0% | | |
| | Parks, Recreation, Leisure Studies | 97 | 1.0% | | 136 | 2.2% | 39 | 0.6% | 71 | 1.3% |
| | Protective Services | 178 | 1.9% | | | | | | | |
| | Multi-Interdisciplinary Studies | 386 | 4.1% | | 18 | 0.3% | 12 | 0.2% | 3 | 0.1% |
| | Communications/Journalism | 296 | 3.2% | | 210 | 3.5% | 537 | 8.1% | 400 | 7.3% |
| | Social Sciences/History | 2255 | 24.1% | | 1062 | 17.6% | 1151 | 17.4% | 1155 | 21.1% |
| | Humanities | 1140 | 12.2% | | 510 | 8.4% | 355 | 5.4% | 574 | 10.5% |
| | Other | 68 | 0.7% | | 131 | 2.2% | 513 | 7.7% | 214 | 3.9% |
| | Subtotal | | 49.2% | | | 34.4% | | 42.4% | | 44.2% |
| Usually Middle Level Cost | Business | 1485 | 15.9% | | 855 | 14.1% | 762 | 11.5% | 618 | 11.3% |
| | Public Administration | 27 | 0.3% | | 25 | 0.4% | 61 | 0.9% | 87 | 1.6% |
| | Education | 422 | 4.5% | | 405 | 6.7% | 581 | 8.8% | 194 | 3.5% |
| | Computer/Information Sciences | 167 | 1.8% | | 128 | 2.1% | 145 | 2.2% | 69 | 1.3% |
| | Subtotal | | 22.5% | | | 23.3% | | 23.4% | | 17.7% |
| Usually Higher Cost | Fine Arts | 400 | 4.3% | | 184 | 3.0% | 197 | 3.0% | 200 | 3.7% |
| | Biological, Physical Sciences, Math | 650 | 6.9% | | 678 | 11.2% | 399 | 6.0% | 528 | 9.6% |
| | Architecture | 102 | 1.1% | | 142 | 2.3% | 82 | 1.2% | 42 | 0.8% |
| | Agriculture/Forestry/Conservation | 284 | 3.0% | | 311 | 5.1% | 419 | 6.3% | 238 | 4.3% |
| | Engineering/Engineering Tech | 624 | 6.7% | | 1072 | 17.7% | 594 | 9.0% | 583 | 10.7% |
| | Health-related Sciences | | | | | | | | | |
| | Pharmacy (B.Pharm., Pharm.D.) | 75 | 0.8% | | | | 132 | 2.0% | 105 | 1.9% |
| | Nursing | 234 | 2.5% | | | | 148 | 2.2% | 124 | 2.3% |
| | Other Professions | 284 | 3.0% | | 168 | 2.8% | 304 | 4.6% | 269 | 4.9% |
| | Subtotal | | 28.3% | | | 42.1% | | 34.3% | | 38.2% |
| | Total | 9359 | 100% | | 6050 | 100% | 6632 | 100% | 5474 | 100% |

Source: 1995-96 IPEDS Completions Survey.

Trend: OUS's distribution of degrees produced compared to three larger universities suggests that OUS is producing a larger proportion of its degrees in lower cost disciplines (social sciences, history, humanities, and business) than in higher cost disciplines (e.g., engineering, sciences and math). Additional analysis is needed to determine Oregon's needs.

Improvement Target:





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***What is Oregon University System's degree production and how does it align with the needs of the state?***

**Master's Degrees Awarded by Institution Discipline, 1995-96**
**Grouped by relative cost**

| | Discipline | 8 Oregon Public Univ Combined | | | Univ of Illinois | | Ohio State Univ | | Univ of Wisconsin | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | | # | % | # | % | # | % |
| Usually Lower Cost | Home Economics | 13 | 0.5% | | 169 | 6.9% | | | | |
| | Parks, Recreation, Leisure Studies | 31 | 1.1% | | 22 | 0.9% | | | 5 | 0.2% |
| | Protective Services | 13 | 0.5% | | | | | | | |
| | Multi-Interdisciplinary Studies | 55 | 2.0% | | | | 2 | 0.1% | | |
| | Communications/Journalism | 12 | 0.4% | | 34 | 1.4% | 69 | 3.0% | 49 | 2.4% |
| | Social Sciences/History | 178 | 6.4% | | 130 | 5.3% | 143 | 6.3% | 169 | 8.3% |
| | Humanities | 131 | 4.7% | | 87 | 3.6% | 114 | 5.0% | 115 | 5.6% |
| | Other | 9 | 0.3% | | | | 49 | 2.2% | 112 | 5.5% |
| | Subtotal | | 15.9% | | | 18.1% | | 16.6% | | 22.0% |
| Usually Middle Level | Business | 385 | 13.9% | | 536 | 21.9% | 231 | 10.2% | 276 | 13.5% |
| | Public Administration | 185 | 6.7% | | 109 | 4.5% | 219 | 9.7% | 157 | 7.7% |
| | Education | 862 | 31.2% | | 275 | 11.2% | 543 | 24.0% | 178 | 8.7% |
| | Computer/Information Sciences | 46 | 1.7% | | 116 | 4.7% | 40 | 1.8% | 72 | 3.5% |
| | Subtotal | | 53.5% | | | 42.3% | | 45.7% | | 33.4% |
| Usually Higher Cost | Fine Arts | 86 | 3.1% | | 88 | 3.6% | 111 | 4.9% | 94 | 4.6% |
| | Biological, Physical Sciences, Math | 167 | 6.0% | | 187 | 7.6% | 159 | 7.0% | 161 | 7.9% |
| | Architecture | 107 | 3.9% | | 128 | 5.2% | 79 | 3.5% | 28 | 1.4% |
| | Law | | | | 15 | 0.6% | | | 14 | 0.7% |
| | Agriculture/Forestry/Conservation | 121 | 4.4% | | 98 | 4.0% | 65 | 2.9% | 112 | 5.5% |
| | Engineering/Engineering Tech | 207 | 7.5% | | 397 | 16.2% | 284 | 12.5% | 309 | 15.1% |
| | Health-related Sciences | | | | | | | | | |
| | Nursing | 77 | 2.8% | | | | 30 | 1.3% | 62 | 3.0% |
| | Other Professions | 82 | 3.0% | | 58 | 2.4% | 127 | 5.6% | 127 | 6.2% |
| | Subtotal | | 30.7% | | | 39.6% | | 37.7% | | 44.4% |
| | Total | 2767 | 100% | | 2449 | 100% | 2265 | 100% | 2040 | 100% |

Source: 1995-96 IPEDS Completions Survey.

**Trend:** OUS's distribution of degrees produced compared to three larger universities suggests that OUS is producing a larger proportion of its degrees in lower cost disciplines (social sciences, history, humanities, and business) than in higher cost disciplines (e.g., engineering, sciences and math). Additional analysis is needed to determine Oregon's needs.

**Improvement Target:**

***What is Oregon University System's degree production and how does it align with the needs of the state?***

**Doctoral and Professional Degrees Awarded by Institution and Discipline, 1995-96**
**Grouped by relative cost**

| | Discipline | 8 Oregon Public Univ Combined | | Univ of Illinois | | Ohio State Univ | | Univ of Wisconsin | |
|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % |
| Usually Lower Cost | Home Economics | 13 | 1.8% | | | | | | |
| | Parks, Recreation, Leisure Studies | 7 | 1.0% | 5 | 0.5% | | | 1 | 0.1% |
| | Protective Services | | | | | | | | |
| | Multi-Interdisciplinary Studies | 7 | 1.0% | | | 8 | 0.6% | | |
| | Communications/Journalism | | | 4 | 0.4% | 8 | 0.6% | 20 | 1.6% |
| | Social Sciences/History | 43 | 5.9% | 99 | 10.2% | 79 | 5.6% | 108 | 8.5% |
| | Humanities | 18 | 2.5% | 38 | 3.9% | 39 | 2.7% | 50 | 3.9% |
| | Other | | | 8 | 0.8% | 17 | 1.2% | 14 | 1.1% |
| | Subtotal | | 12.2% | | 15.8% | | 10.7% | | 15.2% |
| Usually Middle Low | Business | 6 | 0.8% | 17 | 1.8% | 20 | 1.4% | 13 | 1.0% |
| | Public Administration | 5 | 0.7% | 4 | 0.4% | 14 | 1.0% | 2 | 0.2% |
| | Education | 73 | 10.0% | 86 | 8.9% | 143 | 10.1% | 113 | 8.9% |
| | Computer/Information Sciences | 7 | 1.0% | 32 | 3.3% | 9 | 0.6% | 20 | 1.6% |
| | Subtotal | | 12.5% | | 14.4% | | 13.1% | | 11.7% |
| Usually Higher Cost | Fine Arts | 12 | 1.6% | 16 | 1.7% | 27 | 1.9% | 14 | 1.1% |
| | Biological, Physical Sciences, Math | 114 | 15.7% | 173 | 17.9% | 155 | 10.9% | 187 | 14.7% |
| | Architecture | | | 9 | 0.9% | 4 | 0.3% | 1 | 0.1% |
| | Law | 131 | 18.0% | 183 | 18.9% | 223 | 15.7% | 291 | 22.9% |
| | Agriculture/Forestry/Conservation | 58 | 8.0% | 46 | 4.7% | 36 | 2.5% | 41 | 3.2% |
| | Engineering/Engineering Tech | 26 | 3.6% | 146 | 15.1% | 115 | 8.1% | 121 | 9.5% |
| | Health-related Sciences | | | | | | | | |
| | Medicine (M.D.) | 92 | 12.6% | | | 206 | 14.5% | 140 | 11.0% |
| | Dentistry (D.D.S., D.M.D.) | 66 | 9.1% | | | 87 | 6.1% | | |
| | Veterinary Medicine (D.V.M.) | 33 | 4.5% | 88 | 9.1% | 129 | 9.1% | 71 | 5.6% |
| | Pharmacy (B.Pharm., Pharm.D.) | | | | | | | 13 | 1.0% |
| | Nursing | 6 | 0.8% | | | 4 | 0.3% | 2 | 0.2% |
| | Other Professions | 11 | 1.5% | 15 | 1.5% | 99 | 7.0% | 46 | 3.6% |
| | Subtotal | | 75.4% | | 69.8% | | 76.4% | | 72.9% |
| | Total | 728 | 100% | 969 | 100% | 1422 | 100% | 1268 | 100% |

Source: 1995-96 IPEDS Completions Survey.

Trend: OUS's distribution of degrees produced compared to three larger universities suggests that OUS is producing a larger proportion of its degrees in lower cost disciplines (social sciences, history, humanities, and business) than in higher cost disciplines (e.g., engineering, sciences and math). Additional analysis is needed to determine Oregon's needs.

Improvement Target:

# COST EFFECTIVENESS GOAL

7 External Resources and Entrepreneurship
- 7.1 Sponsored research
- 7.2 Other resources

8 State's Investment
- 8.1 Per capita investment
- 8.2 Tuition
- 8.3 Faculty compensation*
- 8.4 Program productivity*
- 8.5 Capital assets
- 8.6 Economic impact*

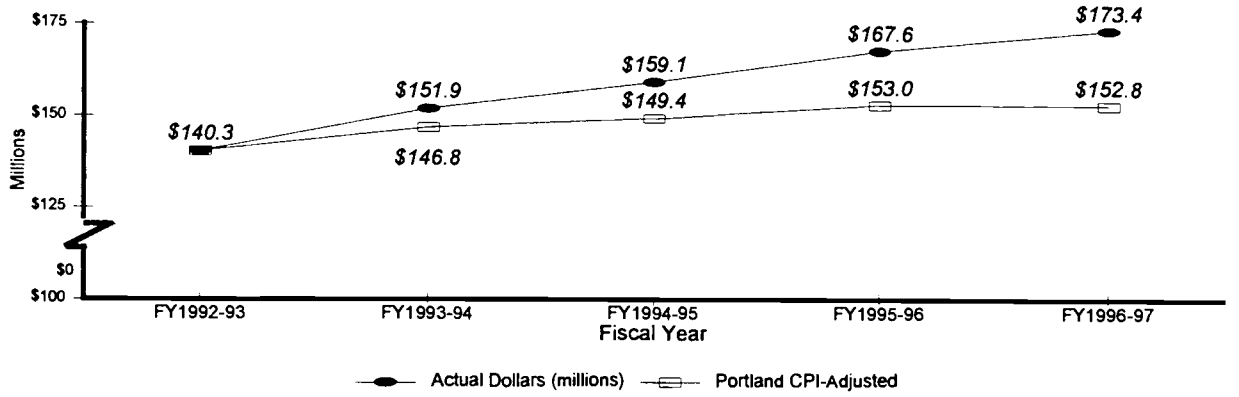
9 Institutional Management
- 9.1 Strategic planning*
- 9.2 Stewardship of resources*
- 9.3 Connectedness

* Data needed

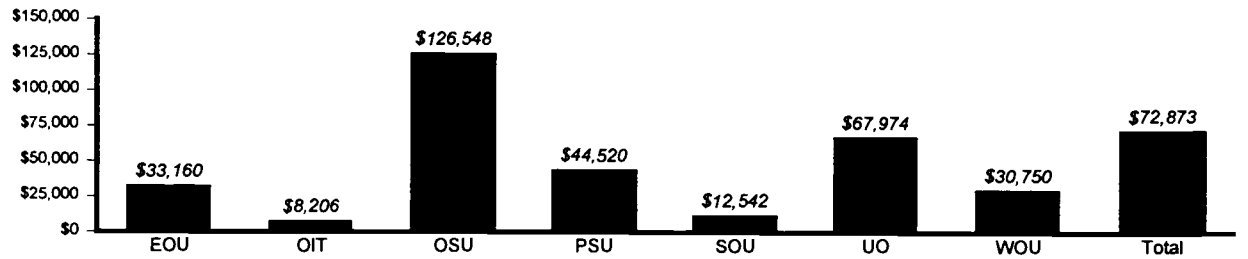
Goal: Cost Effectiveness
Measure: External Resources & Entrepreneurship
Indicator 7.1: Sponsored Research

***How well has the Oregon University System done in attracting outside revenues?***

**Sponsored Research & Other Support**
**Oregon University System**




**Research & Other Restricted Dollars per Full-Time Faculty, 1996-97***




*Includes faculty homed in instructional accounts with a total institutional FTE of .90 or greater, and with a "regular" appointment status (as opposed to temporary or occasional). For OSU's Agricultural Experiment Station, Forest Research Laboratory, and OSU Extension Service, the numbers include full-time faculty with at least some FTE budgeted in an instructional account.

*Notes: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparisons with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants and similar support. Student aid is excluded.*

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The basic goal of the academic profession is the furthering of knowledge which is realized through teaching, research, and service. The activities of the knowledge business are discovery, integration, synthesis, application, and dissemination. The amount of effort directed toward these activities varies by an institution's mission. In 1996-97, the research universities -- OSU and UO -- were responsible for 83% of these expenditures. (OSU, due to its land- and sea-grant status, had additional expenditures of $32.6 million in 1996-97 from federal and state appropriations). The sponsored research expenditures emphasize the competitiveness of OUS faculty in securing funding to support research interests.

Indicator Trend: Sponsored research activity increased more than 20 percentage points over 10 years or slightly less than 5 percentage points per year.

Improvement Target:

Goal: Cost Effectiveness
Measure: External Resources & Entrepreneurship
Indicator 7.2: Other Resources

***How successful has Oregon University System been in attracting additional revenue (e.g., fund raising)?***

Due: June 1998

Trend:

Improvement Target: Increase revenue from external sources **<target: e.g., voluntary giving>** by **<target: n percent>** by 2005.

3/5/98
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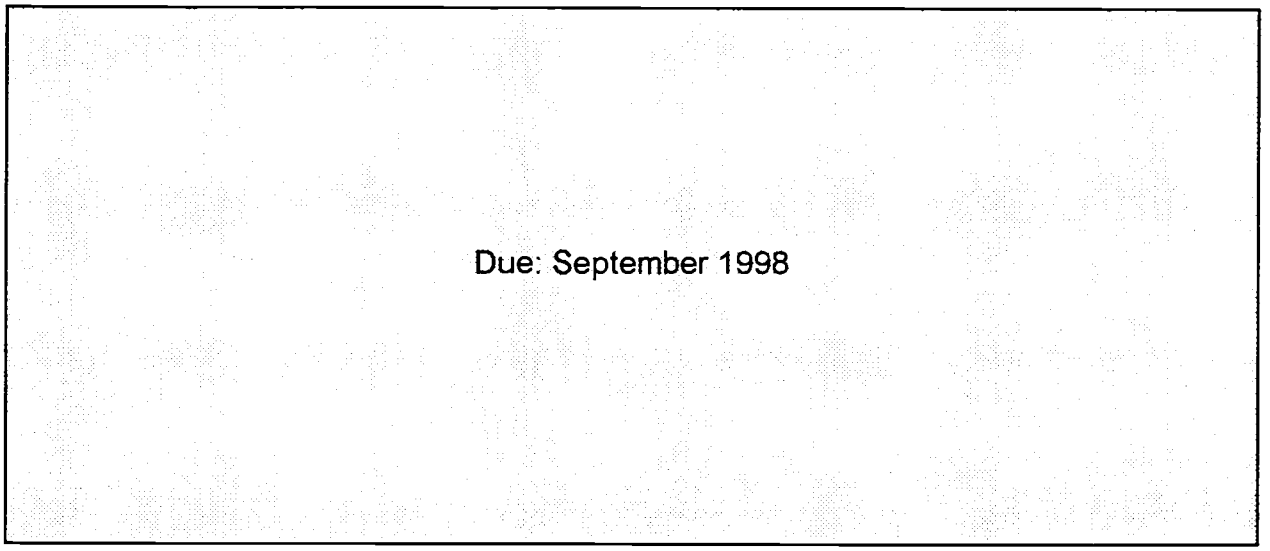
Goal: Cost Effectiveness
Measure: State's Investment
Indicator 8.1: Per Capita Investment

***What is Oregon's per capita investment in higher education compared to the U.S. average?***



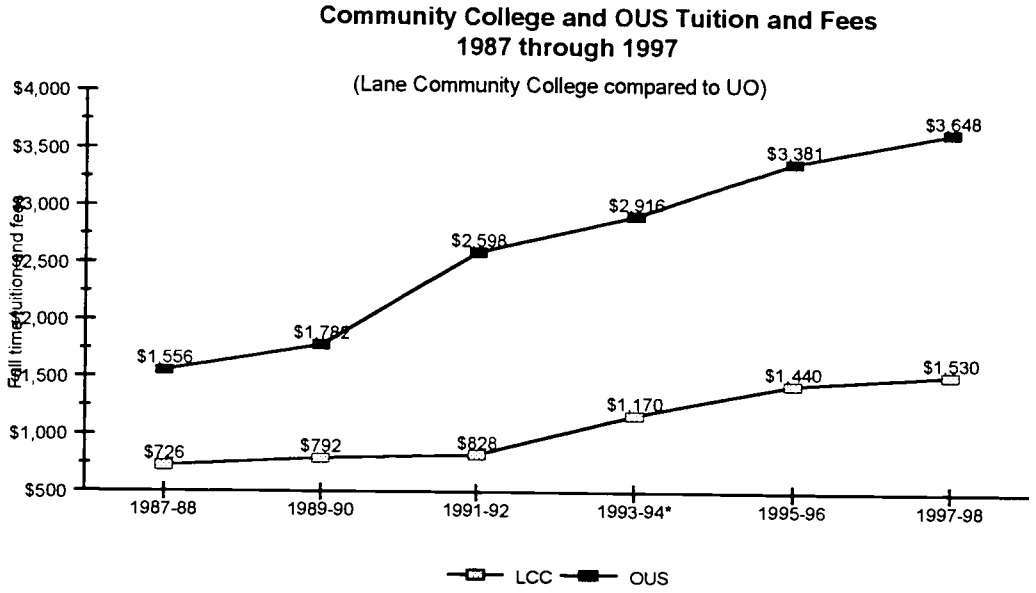

Re-examining methods used to compare.

Trend: Oregon's per capita investment tended to hover around the U.S. average but has declined compared to 10 years ago.

Improvement Target: Bring Oregon's per capita investment in higher education to the U.S. average by **<target: date>** and **<target: n percent>** above the U. S. average by **<target: date>**.

Goal: Cost Effectiveness
Measure: State's Investment
Indicator 8.2: Tuition

## *How do Oregon University System undergraduate tuition and fees compare with other sectors in Oregon?*




*Notes: In 1993-94 LCC changed to pay-per-credit tuition and fees. Full time tuition and fees for LCC is calculated at 15 credits*

Source: Lane Community College Catalogs, 1987 through 1997. OUS Fact Book, 1996. OUS Academic Year Fee Book 1997-98.

Tuition and fees for all sectors have increased over the past 10 years. But the cost of attendance for students at OUS has increased more rapidly as state support has declined for OUS. During the 1997 Legislative Assembly, undergraduate instruction and resource fees were frozen to keep higher education affordable for residents.

Indicator Trend: Between 1987-88 and 1991-92, OUS tuition and fees increased by 67%, as state support declined. Since 1991-92, OUS tuition and fees have increased another 40%. Over the 10-year period, OUS tuition and fees increased by 134%, while community college tuition increased just over 110%.

Improvement Target: Maintain current level of OUS undergraduate tuition and fees
**<target: until when?>**

Goal: Cost Effectiveness
Measure: State's Investment
Indicator 8.3: Faculty Compensation

***How competitive is the compensation for Oregon University System faculty?***

Due: September 1998

Trend:

Improvement Target:

Goal: Cost Effectiveness
Measure: State's Investment
Indicator 8.4: Program Productivity

***How productive are Oregon University System faculty and programs?***

Due: Future Date

Trend:

Improvement Target:

3/5/98
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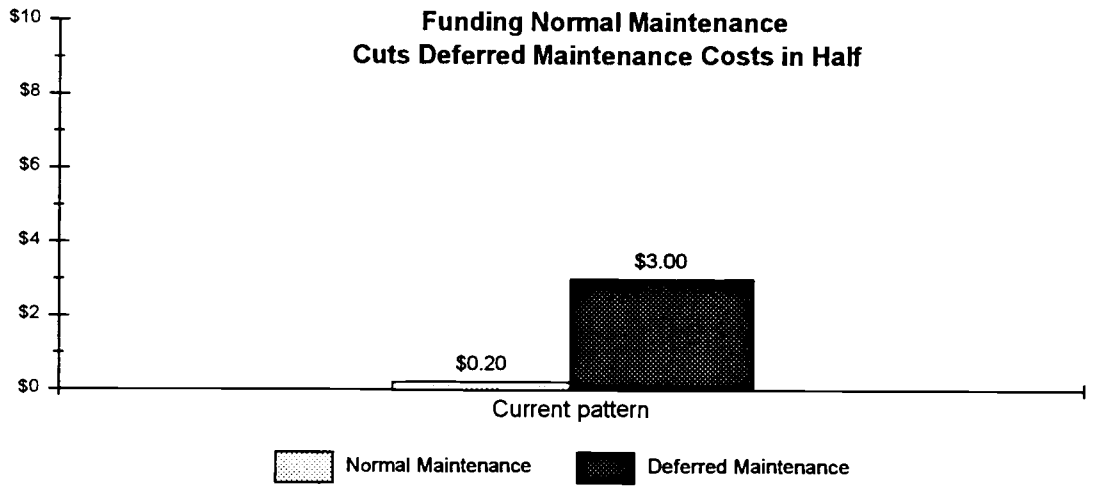
Goal: Cost Effectiveness
Measure: State's Investment
Indicator 8.5: Capital Assets

***How effective is Oregon's approach to long-term capital asset management?***




Source: OUS Facilities Planning

OUS campuses increasingly use a substantial portion of scarce maintenance operating budget funds for high cost emergency repairs, because they lack sufficient funding for routine maintenance. The "deferred" maintenance that results is growing exponentially. This problem is linked to the increasing needs in the capital budget, which funds predictable major capital repair, plus the backlog of "deferred" maintenance, plus code-driven needs. Despite Oregon's increased investment in recent years the capital budget cannot keep up. Our capital asset value is being eroded, because funds cannot be used optimally. A new study will update the baseline of capital repair and total deferred maintenance needs for the seven OUS campuses.

Trend: The capital assets of the campuses are being eroded through under-funding of all types of maintenance and competition for scarce funding from obligatory code-driven needs.

Improvement Target: Over the next ten years, cut emergency repairs to no more than 10% of annual routine maintenance requirements; fully fund predictable capital repair for high-priority needs, on the basis of new study; reduce backlog of deferred maintenance by 50% and fund code-driven needs.

Goal: Cost Effectiveness
Measure: State's Investment
Indicator 8.6: Economic Impact

***What is the economic impact of the Oregon University System on the state?***

Due: September 1998

Trend:

Improvement Target:

Goal: Cost Effectiveness
Measure: Institutional Management
Indicator 9.1: Strategic Planning
9.2: Stewardship of Resources
9.3: Connectedness

***How successful is the institutional leadership in accomplishing the statewide effort to refine priorities, strengthen quality, and improve the productivity of Oregon University System institutions?***

| | | System Checklist (yes only)<br>*Each institution...* |
|---|---|---|
| 9.1 | Institutional Strategic Direction | |
| | Has institution strategic plan that reflects Board's strategic goals & statewide priorities (evident in planning, program review, and development, and budget requests) | |
| | Uses information tools to improve decision making (e.g., benchmarks, refined data systems, assessment programs) | |
| | Engages campus communities in strategies | |
| 9.2 | Stewardship of Institutional Resources | |
| | Holds expenditures within operating budget | |
| | Achieves optimal effectiveness of state funds for capital assets | |
| | Builds and maintains adequate operating reserves | |
| | Has plans for reinvesting n% of state operating funds to higher priority activities | |
| | Achieves goals for reinvestments | |
| 9.3 | Connectedness<br>Works collaboratively with other institutions, builds partnerships with private and public organizations | |

Trend:

Improvement Target:


U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)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