

DRAFT University Evaluation Framework

Suggested July 6, 2015 changes from Sona. Green boxes are the measure that map onto the HECC KPM.

The University Evaluation Framework will be used annually for measuring institutional performance and success at Oregon's public universities with governing boards. The framework will be used to collect quantitative and qualitative data and information which meet the criteria established in ORS 352.061(2) and to prepare an annual report to the legislature, the HECC (Commission), and the public. The report will first be issued in 2015.

University Profile Information beginning academic year: _____

Asian or Pacific Islander: _____% Black or African American: _____% American Indian/Alaska Native: _____% Hispanic: _____% White: _____% Multi-Racial: _____% Unknown: _____%	Pell Recipients: _____% First Generation Students: _____% Gender: Male: _____% Gender: Female: _____% Gender: No response: _____% Veterans: _____% Students Receiving Disability Services: _____%	Faculty FTE to Student FTE Ratio: _____ Tenured/Tenure Track Faculty: _____ Adjunct Faculty: _____ Non-tenured Track Faculty: _____ Full-time Faculty: _____ Less Than Full-time: _____
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Commented [SA1]: We need to all agree on a definition for faculty. Should we decided which OAR titles we will use?

Commented [SA2]: Need to agree on definition

Commented [SA3]: Need to agree on definition. Does this include research only faculty?

Commented [SA4]: How does this differ from adjunct?

Institutional Focus Area	Evaluation Component	Data Points	#	%	Data Source and Methodology Notes
Access & Affordability ¹	Enrollment	Total Enrollment			
		Headcount			
		All Students			SCARF
		Full-Time			SCARF
		Part-Time			SCARF
		Underrepresented			SCARF
		Minorities			
		Pell Grant Recipients			SCARF
First Generation Students			Institutions using FASFA Definition?		
Resident			SCARF		
Nonresident			SCARF		
Undergraduate			SCARF		

¹ ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards lead to great access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.

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		Graduate (Masters)			SCARF
		Graduate (Doctorate)			SCARF
Total Student Credit Hours		All Students			SCARF
		Underrepresented Minorities			SCARF
Student Debt		Pell Grant Recipients			SCARF
		First-Generation Students			Institutions-using-FASFA Definition?
		All Students			SCARF
		Underrepresented Minorities			Recommended that we use resident and nonresident.... Data may not be in SCARF.
		Pell Grant Recipients			Working w/ IR on this measure
		First-Generation Students			Institutions-using-FASFA Definition?
Loan Default Rate (HECC KPM 24a)		Resident			SCARF
		Nonresident			SCARF
		All Students			DOE Reported Information
Student Support Strategies		Please describe the types of high-impact/high-leverage student education efforts your institution offers in relation to student debt. (Please limit narrative to three examples with a 600 word limit)			
		Please describe the types of high-impact/high-leverage student support strategies your institution has in place. Examples include but are not limited to counseling, summer bridge programs, financial aid counseling, advising, community-based partnerships and mentoring. (Please limit narrative to three examples with a 600 word limit)			
Retention & Completion ²	Full-Time Freshmen Graduation Rates	All Students			SCARF
		Underrepresented Minorities			SCARF
		Pell Grant Recipients			SCARF
		First-Generation Students			Institutions-using-FASFA Definition?
		All Students			SCARF

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Commented [SAS5]: moved this to the on retention and completion

² ORS 352.061 (2) stipulates that HECC's evaluation of universities include an assessment of the universities progress toward achieving the mission of all education beyond high school as described in ORS 351.009 (40-40-20 goal).

			Recipients		
		4 Yr: First Generation Students	Institutions using FASFA Definition?		
		Still retained at 4 years	SCARF		
		5 Yr: All Students	SCARF		
		5 Yr: Underrepresented Minorities	SCARF		
		5 Yr: Pell Grant Recipients	SCARF		
		5 Yr: First Generation Students	Institutions using FASFA Definition?		
		Still retained at 5 years	SCARF		
		6 Yr: All Students (HECC KMP 16)	SCARF		
		6 Yr: Underrepresented Minorities	SCARF		
		6 Yr: Pell Grant Recipients	SCARF		
		6 Yr: First Generation Students	Institutions using FASFA Definition?		
		Still retained at 6 years	SCARF		
		All Students	SCARF		
		Underrepresented Minorities	SCARF		
		Pell Grant Recipients	SCARF		
		All Students	SCARF		
		Underrepresented Minorities	SCARF		
		Pell Grant Recipients	SCARF		
		First Generation Students	Institutions using FASFA Definition?		
		All Students	SCARF		
		Underrepresented	SCARF		
		Transfer Student Graduation Rates (In State) (HECC KPM 20)			
		First Year Full-Time Freshmen Retention Rates (In State) (HECC KMP 15)			
		First Year Full-Time Freshmen			

Commented [SA7]: Need to decide if 4 yr, 5yr, 6 yr???

Economic Impact & Reputational Capital ³	Additional Information	Retention Rates (Out of State)	Minorities Pell Grant Recipients	SCARF Institutions using FASFA Definition?
		First-Generation Students		
Entrepreneurial Activities	Additional Information	Please describe any additional information you would like to share regarding your institution's high-impact/high-leverage retention and completion strategies. (Please limit narrative to three examples with a 600 word limit)		
		Number of patents received	All Students	Research Offices?
		Amount of license income	All Students	Research Offices?
		Other	Please describe	
Employment (HECC KPM21b)	Additional Information	Wage rates of graduates in a field related to their degree.	All Students	
		Cohort Beginning Date: _____	Underrepresented Minorities	
Research Expenditures	Additional Information	3 years from graduation date.	Pell Grant Recipients	Institutions using FASFA Definition?
		Total Research Expenditures	First-Generation Students	
				Research Offices?
Community & Civic Engagement ⁴	Additional Information	Please describe any additional information you would like to share regarding your institution's high-impact/high-leverage economic and research impact(s). (Please limit narrative to three examples with a 600 word limit)		
		Please describe your institution's high-impact/high-leverage community and civic engagement activities. Examples may include but are not limited to internships/externships and enrollment in research-based projects or community-based/service-learning activities. (Please limit narrative to three examples with a 600 word limit)		

Commented [SAB]: HECC (KPM 21b) has 5 years out, not 3. Also HECC has a KPM (21a) that is 4 quarters out

³ ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards act in the best interest of both the university and the State of Oregon as a whole.

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Change in Governance Structure Focus Area	Evaluation Question	Data Points
Collaboration ⁵	<p>Interinstitutional Collaboration</p> <p>Statewide Engagement & Collaboration</p>	<p>Please describe your institution's work in collaborative activities with other postsecondary institutions in Oregon. Examples may include but are not limited to Dual Enrollment Partnerships and facility sharing agreements. <i>(Please limit narrative to three examples with a 600-word limit)</i></p> <p>Please describe your institution's participation in statewide groups/conversations/efforts. Examples may include but are not limited to International Faculty Senate, Joint Transfer Articulation Committee (formerly JBAC), K-12 partnerships and participation in groups such as Financial Aid Officers, Math Chairs, etc. <i>(Please limit narrative to three examples with a 600-word limit)</i></p>
Economies of Scale & Operational Costs ⁶	<p>What economies of scale remain?</p> <p>Has the institution experienced increased operational costs due to governance change?</p> <p>Has the institution experienced cost savings due to the governance change?</p> <p>What new opportunities may exist?</p>	<p>This section will be covered via a written narrative by HECC Staff that includes tables, figures, costs and accounting that outlines the old structure and new structure that synthesizes drawbacks and benefits.</p> <p>The institution will provide narrative re: change, etc.</p>

Commented [SA9]: This section is problematic in that it will be difficult to report. If the goal is to determine efficiencies the best measure would be cost per degree per E&G funds. The rest of this will be a meaningless effort in reporting

⁵ ORS 352.025 notes that shared services may continue to be shared among universities.
⁶ ORS 352.025 notes that there are economies of scale benefits to having a coordinated university system.

Governing Board Focus Area	Evaluation Question	Data Point	Data Source
Board Operations ⁷	New members receive orientation on Board policies and procedures and expectations.	<u>Y or N</u>	
	Board members are knowledgeable of policies and procedures under which the Board operates.	<u>Y or N</u>	
	New members receive information on the importance and role of academic equality.		
	Board members receive meeting materials in advance to allow adequate time for review.	<u>Y or N</u>	
	The Board conducts a self-evaluation	<u>Y or N</u>	
	The self-evaluation includes engagement from faculty, staff and students.	<u>Y or N</u>	
Public Access & Engagement ⁸	Board information including meeting dates/locations and materials are easy to access for students, staff and stakeholders.	<u>Y or N</u>	
	The Board provides opportunities for student, faculty and public engagement.	<u>Y or N</u>	

Commented [SA10]: this would be part of the first measure on orientation

⁷ ORS 352.061 (2) (c) requires HECC access university governing boards against the findings set forth in ORS 352.025 including that governing boards provide transparency, public accountability and support for the university.

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Financial Responsibilities ⁹	The Board receives regular financial reports.	<u>Y or N</u>	
	The Board takes necessary actions to ensure university is financially sound.	Financial Status Metrics developed by HECC staff in concert with VPs of Finance	
	Legal titles to all real property are held in the name of the State of Oregon	<u>Y or N</u>	
Mission & Strategic Planning ¹⁰	The university mission statement is understood and supported by the Board.	<u>Y or N</u>	
	The Board adopts the mission statement.	Date of last adoption	
	The Campus Institutional Strategic Plan is regularly updated.	Date of last update	
	Board is aware of university strategic planning.	<u>Y or N</u>	
	The Campus/Institutional Strategic Plan is implemented.	Include narrative regarding what has been implemented. <i>(Please limit narrative to three examples with a 600 word limit)</i>	
	The Campus/Institutional Strategic Plan supports institutional focus areas.	Include narrative on how the plan supports the focus areas. (Please limit narrative to three examples with a 600 word limit)	

⁹ ORS 352.025 notes that legal title to all real property whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the Governing Board.

¹⁰ ORS 352.061 (2) (c) requires HECC access university governing boards are close to and closely focused on the individual university.

Academic Quality

Focus Area	Indicator	Data Point	Data Source
External Measures	Accreditation	Institution provides a <u>copy of quick narrative regarding NWCCU</u> Commendation & Recommendations and where the institution is in the accreditation process (eg Yr. 1, Yr. 3, Yr. 7)	Institutional narrative (Please limit narrative to three examples with a 600 word limit)
	Academic Program Review and Approval Processes	Ask institution to provide bulleted list of specialized <u>accredited</u> programs. Institution provides assurance that processes/policies exist and provide a link to the policies.	Institution
	<u>Research Grants and Projects</u>	<u>Number of expenditures</u>	
Internal Measures	The institution evaluates faculty using an identified faculty evaluation process.	Institution provides a link to the documents supporting and related to the process.	
	Institution supports Faculty Professional Development	Short narrative describing some activities that support Faculty Professional Development (Please limit narrative to three examples with a 600 word limit)	
	Faculty Collaboration associated with Learning Outcomes and Assessments	Short narrative describing how institution supports faculty collaborations within the institution to align learning outcomes and assessments. (Please limit narrative to three examples with a 600 word limit)	
<u>Organizational Relationships and Partners</u>	<u>Collaboration Among Faculty</u>	Institution to provide a bulleted list of groups in which faculty participate such as OWEC or ORMATC. (Please limit narrative to three examples with a 600 word limit)	
	<u>Collaboration with Community Colleges and K-12 partners</u>	Institution to provide a short narrative to describe partnerships in this area. (Please limit	

Commented [SA11]: measure already exists above.

Commented [SA12]: this is difficult and onerous data to collect

Focus Area	Indicator	Data Point	Data Source
	Community Partnerships, Student Groups, Internships, Practicum	Institution to provide a short narrative to describe partnerships in this area. <i>(Please limit narrative to three examples with a 600 word limit)</i>	
	Additional Information	Please provide any additional information regarding your institutions high-impact/high-leverage academic quality activities. <i>(Please limit narrative to three examples with a 600 word limit)</i>	