



Date: April 6, 2015

To: Executive Committee of the Board of Trustees of the Oregon Institute of Technology

From: Brad Burda, Provost and Executive Committee Staff Support

Subject: HECC Evaluation Workgroup

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HECC (Higher Education Coordinating Committee) has charged the Public University Provosts' Council to create an evaluation framework that both effectively measures public university performance and assesses how the change in the Governance Structure impacts institutions and students. Both parts of the evaluation are mandated in legislation.

#### **University Performance**

- A report on the universities achievement of outcomes, measures of progress, goals and targets as described in the university's compact with the Oregon Education Investment Board,
- An assessment of the university's progress toward achieving the mission of all education beyond high school (the 40-40-20 goal),
- An assessment as to how well the establishment of a governing board at the university comports with the findings set forth in ORS 352.025

The evaluation framework is organized using six key categories identified by the workgroup including equity, affordability, access, completion, economic development, and community engagement.

#### **How does Change in Governance Structure Impact Institutions and Students?**

- An assessment as to how well the establishment of a governing board at the university comports with the findings set forth in ORS 352.025.

ORS 352.025 notes four additional Legislative findings:

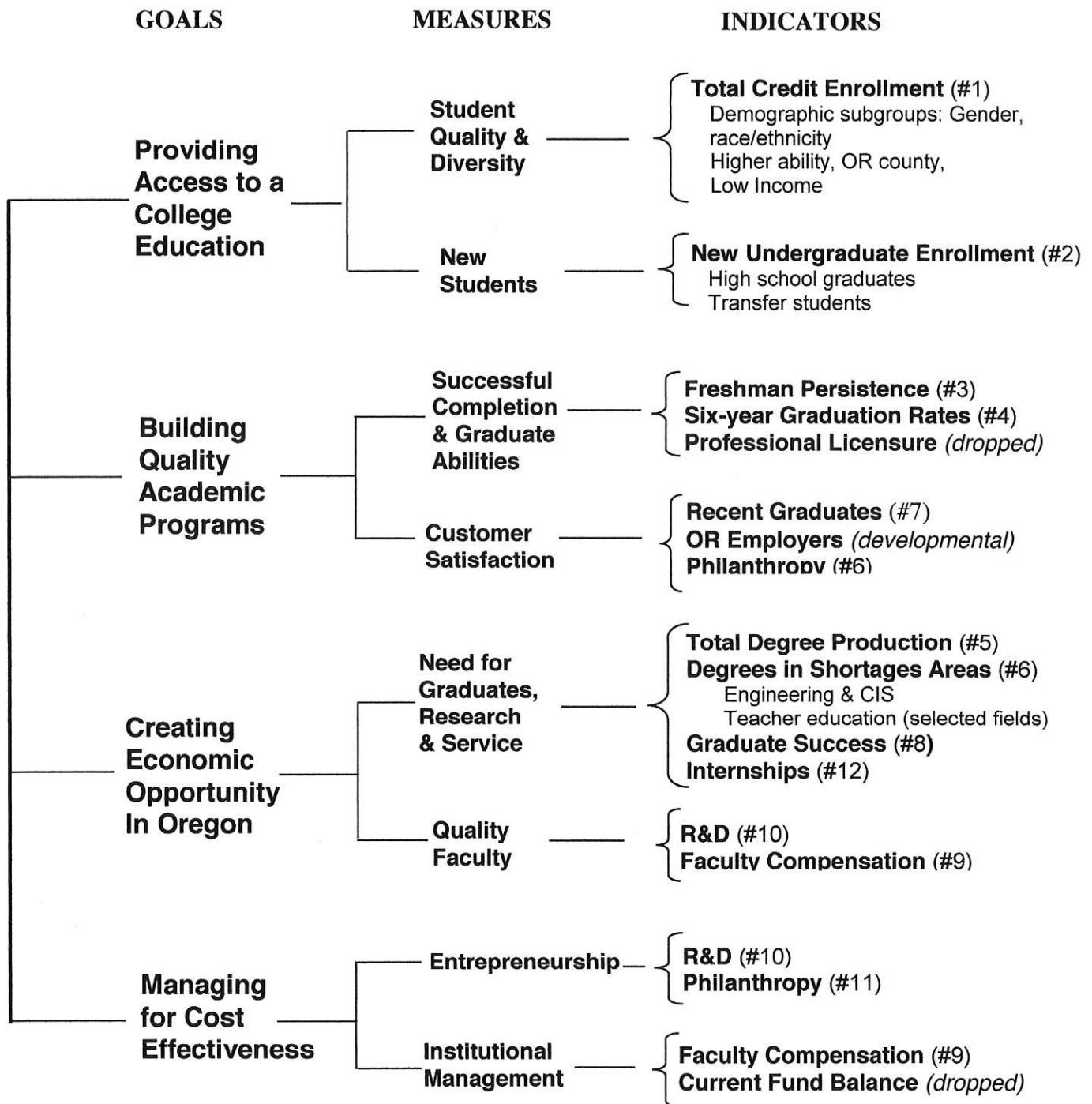
- Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system.

- Even with universities with governing boards, shared services may continue to be shared among universities.
- 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.
- The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions, their compacts and the principles stated in this section.

ORS 352.061(2)(c) also requires that the HECC assess 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.
- Are close to and closely focused on the individual university.
- Do not negatively impact public universities that do not have governing boards.
- Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.
- Act in the best interests of both the university and the State of Oregon as a whole.
- Promote the academic success of students in support of the mission of all education beyond high school as described in ORS 351.009 (the 40-40-20 goal).

**Figure 4. OUS Key Performance Indicator Framework**



## Appendix B: OUS Data Dictionary for Key Performance Indicators

The common indicators approved by the Board include twelve indicators as follows:

### 1. Total Credit Enrollment

Defined: The total of all students enrolled in an OUS institution during fall term, regardless of course load. Both regular and extended enrollment is included in this number. Students are counted only once with one exception, students who completed a degree and enrolled as a student at a different level of study in the same academic year are counted twice.

Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

### 2. New Undergraduate Enrollment

Defined: Oregon residence codes by admission mode as defined by Board including regular and extended enrollment in credit courses. Data presented as transfer students by source, new from high school, continuing undergraduates, returning undergraduates, and total undergraduates.

- Includes both full- and part-time students and regular and extended studies enrollment.
- Excludes all non-admitted students, post-baccalaureate, and graduate students.

Note: "New from high school" does not match cohort used in tracking persistence and graduation rates of first-time, full-time freshmen.

Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

### 3. Freshman Persistence

Defined. Includes full-time freshmen entering with fewer than 12 hours or less in college-level transfer credit, as defined by the SCARF Application Decision element. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for one year. Fall term freshman cohort drawn from the fourth week fall file.

Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.

### 4. Bachelor's Degree Completion (Six-year Graduation Rates)

Defined: Includes only full-time freshmen entering with fewer than 12 hours of transfer credit, as defined by the SCARF Application Decision element. Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7<sup>th</sup> year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey Defined.

Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.

**5. Total Degree Production**

Defined: Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year are those awarded summer through the following spring, which approximates the fiscal year (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Students who earn a single degree with more than one major are counted only once.

Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports.

**6. Degree Production in Shortage Areas**

Defined: Campuses selected one of two identified shortages areas in Oregon. Bachelor's, master's, doctoral degrees awarded in selected fields by Classification of Instructional Program code (CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999).

Current degree shortages in Oregon include engineering and computer science disciplines and selected teacher education licensure areas.

- Engineering and related disciplines include engineering (14), engineering-related technologies (15), and computer and information sciences (11).
- Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media.

Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports.

**7. Recent Graduate Satisfaction**

Defined: Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed six to twelve months following graduation. Surveys are conducted every other academic year beginning with the graduates of the 1994-95 academic year. Graduates are asked to rank overall quality on a scale of 1 to 5 (5 is high). Scores reported include 4s and 5s combined.

Source: OUS Academic Affairs, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

**8. Graduate Success**

Defined: Bachelor's graduates tracked six to twelve months after degree award (see *Recent Graduate Satisfaction*) to determine the status of graduates such as employment (full- or part-time, income, and occupation), education (graduate or professional schools, continuing education, post-baccalaureate), and other information.

Source: OUS Academic Affairs, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

#### 9. **Faculty Compensation**

Defined: Source data are reported by universities on November 30<sup>th</sup> of each academic year; therefore, increases awarded after November are not included in the OUS report. Peer groups are used to compare faculty compensation at OUS universities by type of institution: research/doctoral (OSU, PSU, UO), masters/comprehensive (EOU, SOU, WOU), and specialty institution (OIT). Each group is then ranked among a shared list of institutional peers across all faculty ranks across all disciplines. To compare all ranks, the faculty distribution is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors. As of 2000-01, where no instructors are reported, the calculation of the all-ranks average uses the average compensation of instructors for all Category I four-year public institutions

Source: OUS Institutional Research Services compiles data from the American Association of University Professors (AAUP) as published in *ACADEME: The Annual Report on the Economic Status of the Profession* in March/April in a given year.

#### 10. **Sponsored Research and Other Support**

Defined: Includes restricted fund expenditures for sponsored research, teaching/training grants, and student services grants, library grants and similar support but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report.

Source: OUS Annual Financial Reports, Controller's Office.

Note: The impact of the changes in GASB 35 requirements on performance indicators will be discussed this year.

#### 11. **Philanthropic Support**

Defined: Reflects the net assets of each foundation plus the value of obligation to the individual university (if included as a liability) as reported in the audited financial statements of each institution.

Source: OUS Annual Financial Statements.

Note: Requirements for foundations to submit audited reports at the end of the fiscal year will be implemented.

#### 12. **Internships**

Defined: Reflects the proportion of recent graduates saying they completed an internship experience as part of their academic program.

Source: OUS Survey of Recent Graduates: One Year Later. Beginning fall 2002, course coding will allow collecting data from SCARF database.