

OREGON STUDENT ASSISTANCE COMMISSION

Annual Performance Progress Report (APPR) for Fiscal Year 2005-06

2007-09 Budget Form 107BF04c

Due: September 30, 2006

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Agency Mission

To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

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ABOUT THIS REPORT

Purpose of Report

The purpose of this report is to summarize the agency's performance for the reporting period, how performance data are used and to analyze agency performance for each key performance measure legislatively approved for the 2005-07 biennium. The intended audience includes agency managers, legislators, fiscal and budget analysts and interested citizens.

1. PART I: EXECUTIVE SUMMARY defines the scope of work addressed by this report and summarizes agency progress, challenges and resources used.
2. PART II: USING PERFORMANCE DATA identifies who was included in the agency's performance measure development process and how the agency is managing for results, training staff and communicating performance data.
3. PART III: KEY MEASURE ANALYSIS analyzes agency progress in achieving each performance measure target and any corrective action that will be taken. This section, the bulk of the report, shows performance data in table and chart form.

KPM = Key Performance Measure

The acronym "KPM" is used throughout to indicate **Key Performance Measures. Key performance measures are those highest-level, most outcome-oriented performance measures that are used to report externally to the legislature and interested citizens. Key performance measures communicate in quantitative terms how well the agency is achieving its mission and goals. Agencies may have additional, more detailed measures for internal management.**

Consistency of Measures and Methods

Unless noted otherwise, performance measures and their method of measurement are consistent for all time periods reported.

OREGON STUDENT ASSISTANCE COMMISSION

TABLE OF MEASURES

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

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I. EXECUTIVE SUMMARY

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

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Alternate: Vicki Merkel	Phone: (541) 687-7385

1. SCOPE OF REPORT

- Agency programs/services addressed by key performance measures
 - a. **Oregon Opportunity Grant** is Oregon’s largest state-funded, need-based program. Each year it assists eligible students with higher education expenses. Established in 1971, revised and expanded in subsequent biennia, Oregon Opportunity Grant program funds consist mainly of General Funds with more than \$2 million in federal funds each biennium and a similar amount of Lottery funds. In 2005-06 more than 24,000 students received over \$29 million in Opportunity Grants.
 - b. **Office of Degree Authorization** provides protection for the citizens of Oregon and for Oregon’s postsecondary institutions by ensuring the quality of higher education programs and preserving the integrity of an academic degree as a public credential.
 - c. **Scholarship, Grant, and Loan Repayment Programs** include more than 340 student assistance programs funded by state, federal, or private sources. OSAC partners with large foundations, financial institutions, community organizations, employers, and individual private donors to establish and implement these programs. In 2005-06, more than 3,200 college and university students received over \$13 million through this array of programs.
- Agency programs/services, if any, not addressed by key performance measures
 - a. **ASPIRE** (Access to Student assistance Programs in Reach of Everyone) is the high school–based mentoring program that helps students to access postsecondary education opportunities. The program provides training and technical assistance on how to recruit and prepare a corps of community volunteers who work directly with students. In 2005-06, ASPIRE worked in 74 Oregon high schools; nearly 1,000 volunteers and high school-based coordinators served approximately 33,000 students.
 - b. **Other access initiatives** currently in progress include partnering with the state’s major loan guarantor to provide Spanish-language materials on OSAC websites, which are used by thousands of students and advisors each year.

2. THE OREGON CONTEXT

Since the last biennium, the picture for student financing of higher education in Oregon is one of improvement in some areas and lost ground in others. The Oregon Employment Department reports that 87% of the new jobs to be created in the next four years will require an associate’s degree or higher. The College Board and numerous other research groups have established the positive relationship between higher learning and higher wage jobs, leading to a higher tax base and greater state resources. There is clear evidence of higher education’s return on investment, both for the individual and for the state.

At the same time, data from the OUS Institutional Research Services and the Oregon Department of Education show a decline in the rate of postsecondary participation for recent high school graduates; the rate has decreased from a high of 23.8% in 2001-02 to 20.8% in 2004-05. The National Center for Public Policy and Higher Education reports that for every 100 Oregon students who graduate from high school, 33 have gone on to college, compared to a national average of 40; of this group only 15 will graduate, compared to the national average of 18. Issues of higher education cost, access, and affordability are critical for the state’s future, and Oregon faces real challenges on all fronts.

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Recognizing the challenges above, the 2005 Legislature approved an increase in Oregon Opportunity Grant (OOG) funding of more than 70% for the 2005–07 biennium. Working in concert with its colleagues in the university system, private 4-year colleges, and the community colleges, OSAC will continue to explore ways to expand and increase the effectiveness of the OOG, the state’s major need-based grant program for postsecondary students. This will be especially critical as college costs continue to outpace inflation and the state’s college-going rates seem to be declining.

Simultaneously, OSAC will work to expand the benefits of the ASPIRE program to all high schools and, ultimately, to all Oregon high school students who need them. The ASPIRE program has been predominantly funded by foundations and other donors until now, which will permit an expansion from 74 high schools involved in 2005-06 to over 80 in 2006-07. Further expansion is limited only by funding.

For 2005–07, the Commission had originally established four goals directly related to its mission: 1) increase Oregon Opportunity Grant funding; 2) increase the number of scholarship programs administered by OSAC; 3) increase the number of federal loans guaranteed in a fiscal year; and 4) increase the number of Oregon high schools that participate in the ASPIRE program. OSAC ceased operations as a guarantee agency for the Federal Family Education Loan Program effective December 31, 2004, and assigned its entire student loan portfolio to the Educational Credit Management Corporation. Goal #3, therefore, is not longer relevant to the agency’s remaining functions — Oregon Opportunity Grant, Scholarship Programs, the ASPIRE program, and the Office of Degree Authorization. OSAC has retained its other three original goals.

Meeting these goals will contribute to an increase in the participation of Oregonians in higher education programs and the attainment of degrees, as highlighted by Oregon Benchmarks 24, 25 and 26:

Benchmark 24	Percent of Oregon adults (25+) who have completed some college
Benchmark 25	Percent of Oregon adults (25+) who have postsecondary professional-technical credentials
Benchmark 26	Percent of Oregon adults (25+) who have completed: a. bachelor's degree, b. advanced degree

I. EXECUTIVE SUMMARY

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3. PERFORMANCE SUMMARY

Only two of the seven Key Performance Measures (KPMs) included in OSAC’s Annual Progress Report for 2004-05 remain. The other five KPMs from 2003-05 were removed; one KPM was added in response to a Budget Note from the 2003-05 session; and nine new KPMs were added during the 2005 Legislative Session. Many of OSAC’s KPMs are new and have only one or two years’ worth of actual data. With limited data, it is too early to tell whether or not some KPMs are making progress or have reasonable targets.

KPM Progress Summary	Key Performance Measures (KPMs) with Page References	# of KPMs
KPMs MAKING PROGRESS at or trending toward target achievement	Growth of Private Scholarships Awarded (page 8), Private/Public Scholarship \$ per \$1 Administration (page 12), Number of Detrimental Duplication Issues Resolved by ODA (page 14), Percentage of New Program Proposals Requiring ODA Involvement (page 15), Number of Degree Validation Cases Resolved by ODA (page 17), Persistence Rates for OOG Recipients at 4-Year Institutions (page 20)	6
KPMs NOT MAKING PROGRESS not at or trending toward target achievement	Time to Complete a Degree Program Review (page 10), Customer Service (page 11)	2
KPMs - PROGRESS UNCLEAR target not yet set	Impact of Opportunity Grants on Enrollment (page 7), Completion Rates for OOG Recipients at 4-Year Institutions (page 22), Completion Rates for OOG Recipients at Community Colleges (page 24), Percentage of Students of Color Served by OSAC Programs (page 28)	4
Total Number of Key Performance Measures (KPMs)		12

4. CHALLENGES

OSAC faces challenges uniquely related to its diverse programs and, in turn, related to the key performance measures for these programs, specifically for the measures that follow:

- Without a donor relations or fundraising professional on staff, OSAC must work collaboratively with outside organizations and rely on its network of current donors and influencers to generate new scholarship interest. (KPM #1)
- With only two staff members in the Office of Degree Authorization (ODA), the temporary absence of either one or a large workload can slow down planned reviews. Most institutions with new program proposals that require ODA involvement are able to resolve problems after an exchange of information, so the percentage of programs denied is very low. (KPM #2, #4, #5)
- Oregon is unique in supporting a successful public/private scholarship program, finding comparable programs is a challenge. The wider world of higher education philanthropy and charitable organizations may help serve as point of reference. (KPM #3)
- The number of degree validation cases resolved by ODA is not a case of “good” or “bad” results, but rather the public awareness of potential fraud. (KPM #6)

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- OSAC does not hold student data on student race-ethnicity, program completions, or enrollment. To collect data for performance measures on these issues, OSAC must initiate data-sharing agreements with various institutional partners and third parties (at a cost per record in some cases) and find ways to quantify data received from data exchanges. (KPM #7, #9, #10, #12)
- Student populations vary by institution type, by dependency status, by income, and even by degree goals. Measurements of student success must accommodate this variety. (KPM #7, #8, #9, #10)
- Defining just who are “customers” of OSAC is problematic. OSAC personnel do not normally interact directly with students who receive OOGs, the largest of its programs. Other, more measurable constituencies include those served by outreach and ASPIRE personnel, members of scholarship selection committees, and applicants for OSAC scholarships. (KPM #11)
- Data measuring percentages of students of Color Served by OSAC Programs are available for the 7,000+ scholarship applicants but are not directly available for OOG recipients — by far the largest population served at 24,300 recipients in 2005-06 alone. (KPM #12)

5. RESOURCES USED AND EFFICIENCY

2005-07 Budget Summary

General Funds	\$78,882,133
Lottery Funds	\$1,527,619
Other Funds	\$3,584,419
Other Funds Non-ltd	\$9,014,812
Federal Funds	\$2,103,860

Efficiencies

Of the Commission’s 12 performance measures KPM #3 (Private/Public Scholarship \$\$ per \$1 Administration) is clearly an efficiency measure. This is the first year OSAC has reported data on this measure and expectations were exceeded. The primary reason for this is that the scholarship funds awarded to students increased by 15.2% from the year before, while administrative costs were virtually the same as the previous year, increasing by only 0.1%. An ongoing challenge will be to continue to absorb greater volume without increasing the share of administrative expense.

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The following questions indicate how performance measures and data are used for management and accountability purposes.	
<p>1 INCLUSIVITY Describe the involvement of the following groups in the development of the agency’s performance measures.</p>	<ul style="list-style-type: none"> • Staff: OSAC’s performance measures relating to operational goals were developed with directors, managers, program administrators, and other key staff. Program goals were developed with OSAC’s seven Commissioners, who are Governor-appointed community volunteers. • Elected Officials: Only two of OSAC’s KPMs (#1 and #2) existed in their current form prior to the 2005 Legislative Session. All other KPMs were modified or added in 2005, including three new KPMs for ODA. Two previous KPMs for the Oregon Opportunity Grant were removed and four new KPMs added. At its July 2006 meeting, the Joint Legislative Audit Committee asked OSAC to develop a fifth KPM for the Opportunity Grant to track completion rates for part-time students who receive the grant. • Stakeholders: OSAC collects data for KPMs related to the Opportunity Grant by conducting data-matches with a number of partners including the Oregon University System, the Department of Education’s Division for Community Colleges and Workforce Development, and Oregon’s independent colleges and universities. • Citizens: Staff presents KPM data and reports to OSAC’s board of commissioners.
<p>2 MANAGING FOR RESULTS How are performance measures used for management of the agency? What changes have been made in the past year?</p>	<p>Operational measures are used to determine progress toward achieving higher levels of effectiveness and efficiencies in administering agency-related programs. Program goals assist the Commissioners in measuring and communicating agency goals that relate to Oregon Benchmarks and in the development of the agency’s budget.</p>
<p>3 STAFF TRAINING What training has staff had in the past year on the practical value and use of performance measures?</p>	<p>State-sponsored training has been provided for those assigned with the responsibility for coordinating the agency’s performance measures. KPMs are also discussed during meetings of key administrative and program staff.</p>
<p>4 COMMUNICATING RESULTS How does the agency communicate performance results to each of the following audiences and for what purpose?</p>	<ul style="list-style-type: none"> • Staff: Key staff members participate in data collection and analysis during the development process for KPMs related to their programs. All staff have access to final versions of KPM documents, which are posted on the agency website. • Elected Officials: The Executive Director discussed several KPMs as part of the agency’s presentations during the 2005 Legislative Session. Staff has presented proposed strategies for new KPMs for approval by the Joint Legislative Audit Committee. • Stakeholders: OSAC conducts data-matches with several partners to collect performance measure data. KPMs are posted on the agency website: www.osac.state.or.us/performance.html. OSAC shares KPMs at public hearings during the budget development process and seeks input from the public regarding the measures and the results. • Citizens: Performance measures are posted on the agency website: www.osac.state.or.us/performance.html.

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KPM #1	GROWTH OF PRIVATE SCHOLARSHIPS AWARDED Percentage of growth in number of privately funded scholarships awarded	Measure since: 1999
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	Create Partners in Education Fund with The Oregon Community Foundation	
Owner	Scholarship and Access Program, Vicki Merkel, Director, (541) 687-7385	

1. **OUR STRATEGY**

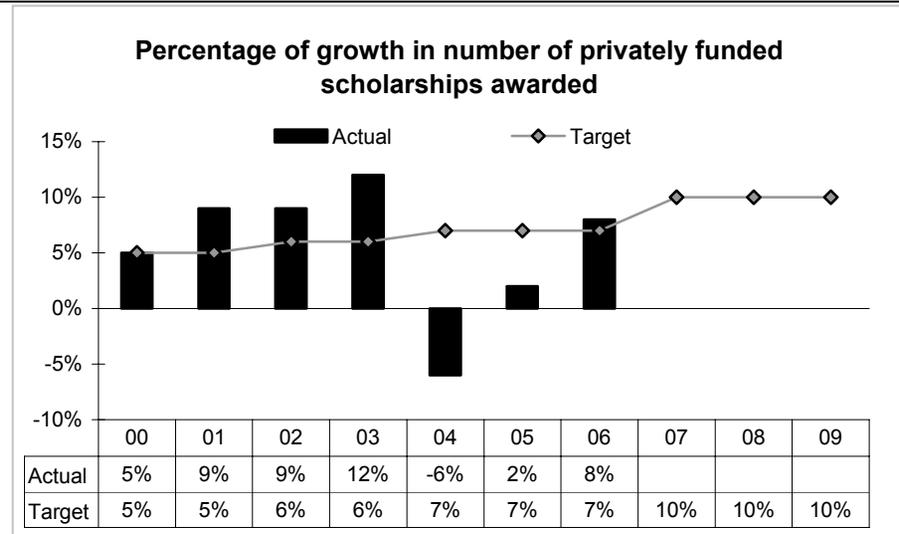
The Partners in Education (PIE) Fund, established in cooperation with the Oregon Community Foundation, gives OSAC a new vehicle for encouraging smaller donors to establish a named scholarship (\$12,500 minimum endowment compared to prior minimum requirement of \$50,000). Initially, 12 funds totaling more than \$250,000 were placed in the PIE fund, including two from donors who otherwise would not have invested in scholarships at OSAC. The PIE fund concept is expected to increase scholarships. Data for this KPM are compiled after the end of the academic year, usually in August.

2. **ABOUT THE TARGETS**

Actual percentage increases are desired.

3. **HOW WE ARE DOING**

OSAC’s partnership with private foundations is unique in the nation. These private scholarship dollars impact both access and student borrowing.



Nationally nearly two of every three undergraduate students are going into debt to go to college, owing an average of more than \$19,000, most often to the government. In Oregon three of every four students (76.5 percent) take out student loans with an average of \$17,772 total loans, and \$16,641 federal loans (Source: Department of Education's National Center for Education Statistics.) More Oregon students are taking out loans than the national average but the loan debt is a bit lower. Private scholarships can be a tool to reduce student indebtedness.

Despite its relatively small dollar value compared to other sources of financial assistance, private scholarship aid is a critical part of the overall national goal of improving access to higher education. Private scholarship aid stands apart from government and institutional aid in three important ways:

1. It helps students who slip through the cracks of other aid programs.
2. It facilitates choice and affordability for students of varying income levels.
3. It provides a testing ground for new approaches to student financing.

(Source: Institute for Higher Education Policy: Private Scholarships Count: Access to Higher Education and the Critical Role of the Private Sector Report)

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

4. HOW WE COMPARE

Oregon is unique in the country as the only state government with an agency that partners with private donors and foundations to administer scholarships to college students. These activities are financed completely by Other Funds, based on administration fees charged to donors. The unified scholarship application is also unique to Oregon. Students may apply for any of the scholarships using one unified application form, which helps increase the applicant pool for donors and provide access to students.

5. FACTORS AFFECTING RESULTS

The agency's growing portfolio of privately funded scholarship programs demonstrates that private citizens, organizations, and employers are interested in helping students go to college and have confidence in OSAC. The agency has been able to add new scholarships to its portfolio and increased the total dollar volume of scholarships awarded every year for the past 5 years. Market trends do affect the returns on endowed funds and, therefore, the amount of interest available to use as scholarship awards.

6. WHAT NEEDS TO BE DONE

OSAC needs to develop marketing tools, including streamlined individual scholarship criteria, so that potential donors have clear information on how to define their intent. OSAC also needs a staff person who could proactively reach out to the philanthropic community, and small community and high school foundations. These strategies would enhance the ability to increase scholarships beyond relying on current partnerships to cultivate donors.

7. ABOUT THE DATA

Data reported is based upon scholarships awarded for a specific academic year. 2005-06 academic year = 2006 KPM report period.

III. KEY MEASURE ANALYSIS

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #2	TIME TO COMPLETE A DEGREE PROGRAM REVIEW Time to complete a degree program review	Measure since: 1999
Goal	Goal 2: Protect the value of a college degree	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	ODA tracking spreadsheet (contains all needed data)	
Owner	Office of Degree Authorization, Alan Contreras, Administrator (541) 687-7452	

1. **OUR STRATEGY**

Review new programs first; develop way to avoid duplicate reviews; evaluate staffing patterns

2. **ABOUT THE TARGETS**

Targets are based on known arrival dates of renewals, projected arrivals of new programs and available staff resources.

3. **HOW WE ARE DOING**

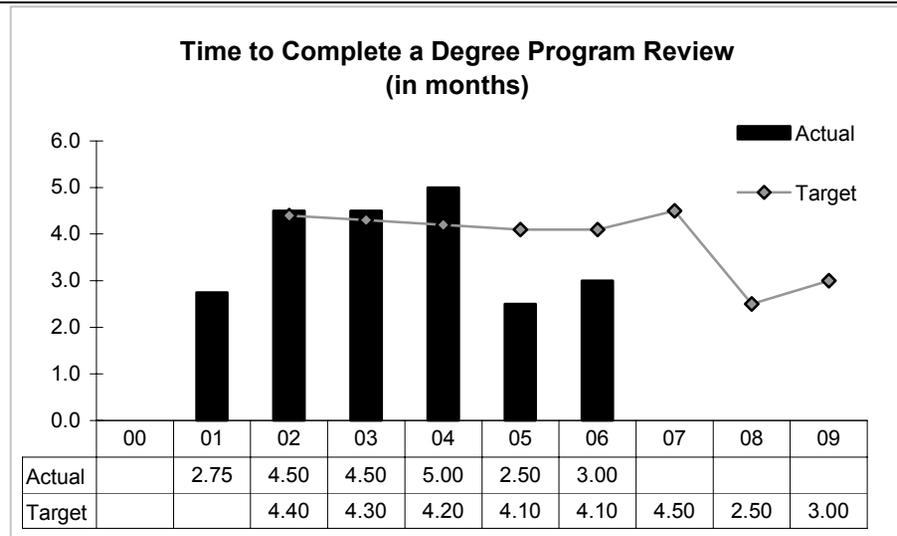
ODA has reduced time to completion of program reviews significantly in recent years by more carefully managing the arrival time of renewals. Schools are told in advance whether staff workloads will allow a review to begin on a specific date, which reduces the time that reviews sit at ODA after submission. We still have some “bubbles” that need to be spread out to make staff workload more even. The principal bubbles occur when schools with many programs, e.g., University of Phoenix or ITT Technical, arrive. Those workload bubbles appear in 2004 and 2007 (projected) in the data.

4. **HOW WE COMPARE**

We asked other states that conduct a complete review of programs how long it takes them to conduct reviews. Reviews vary somewhat, but most look at the same kinds of issues. Responses follow.

- Arkansas** - 3 to 6 months, sometimes longer
- California** - 3 years (some preliminary actions sooner)
- Kentucky** - 1 to 2 months
- Missouri** - 6 months
- New Jersey** - 6 to 12 months
- Ohio** - 4 to 5 months
- South Carolina** - 4 to 6 months

Time to Complete a Degree Program Review (in months)



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Texas - 6 to 9 months

Florida - 3 months

Georgia - 3 to 4 months

Minnesota - 6 months

5. **FACTORS AFFECTING RESULTS**

The primary variable is that when a school wants to start a completely new program, we give that application priority in order to allow the school to respond quickly to societal needs. The arrival of such a program means that renewals are held up for a while. However, this has no significant negative effect on the renewing schools because ODA rules allow existing programs to keep operating while the review is happening.

6. **WHAT NEEDS TO BE DONE**

Our opinion is that the current average turnaround time of less than four months per program cannot be significantly reduced with a two-person staff. Application level is not high enough to justify additional review staff. Depending on the unit's budget, we could use contracted reviewers during "bubble" periods, but in practice this does not work well because the bubbles involve so many programs from a small number of schools. We would have duplicated effort with more than one person evaluating the same issues at ITT, for example.

7. **ABOUT THE DATA**

ODA applications are tracked by month in a spreadsheet. Both scheduling and projected revenue data can be generated from the spreadsheet. For most reporting, we use the state biennium as our standard framework.

III. KEY MEASURE ANALYSIS

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #3	PRIVATE/PUBLIC SCHOLARSHIP \$ PER \$1 ADMINISTRATION Ratio of administrative dollars to private and public scholarship dollars awarded to students	Measure since: NEW
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	Increase effectiveness and efficiency of administering private and public scholarships; increase number of private scholarships.	
Owner	Scholarship and Access Program, Vicki Merkel, Director (541) 687-7385	

1. **OUR STRATEGY**

The agency’s goal is to increase efficiency in the processing and awarding of scholarships. OSAC administers financial aid scholarships for a variety of partners, including The Oregon Community Foundation, The Ford Family Foundation, Oregon Department of Human Services, Oregon Department of Education, Office of Rural Health and the Oregon National Guard.

2. **ABOUT THE TARGETS**

The higher the dollar actual dollar amount, the better the agency is doing in providing more funds to students at a lower administrative cost.

3. **HOW WE ARE DOING**

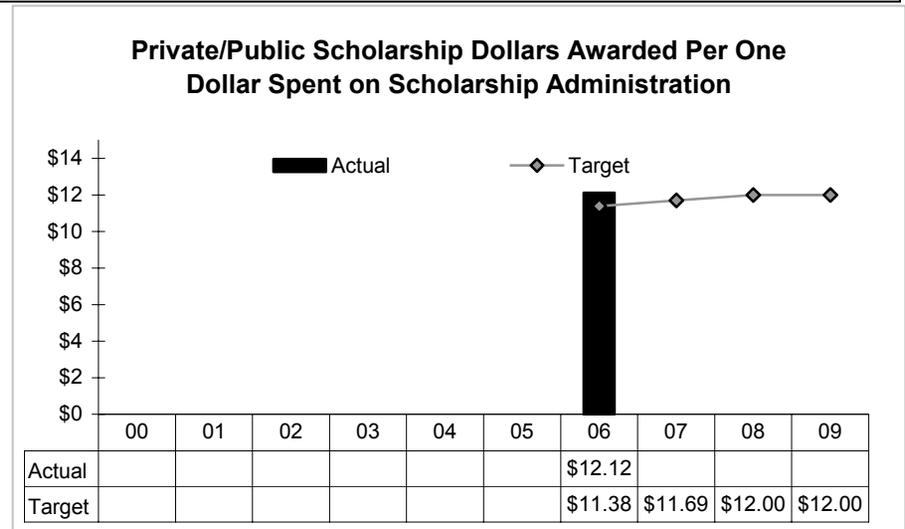
This is the first year the agency has reported this data for a Key Performance Measure. The agency did better than projected because of an increase of 15.2% in dollars awarded to students. The administrative costs remained virtually the same as projected with a 0.1% increase.

4. **HOW WE COMPARE**

Scholarship programs involve a good deal of administrative work on the community foundation’s part. Publicizing the existence of the programs, collecting applications, coordinating the work of review committees, disbursing funds and tracking recipients are among the tasks that are involved in running scholarships. Traditionally, community foundations have estimated that administrative costs run from five to twenty percent of the programs. (Source: Council on Foundations) OSAC’s administrative charge for most programs is figured at 10% of the amount of the scholarship awarded. (The 10% is not deducted from the scholarship award.)

5. **FACTORS AFFECTING RESULTS**

The private awards program has grown over the past twenty years and utilizes a variety of technology solutions to administering the individual programs, including processing of applications, selection of awardees, and disbursement of funds to schools. Current processes are cumbersome and require a great deal of staff time.



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6. WHAT NEEDS TO BE DONE

OSAC is upgrading the technology by building a new software program to increase the efficiency of scholarship administrative processes.

7. ABOUT THE DATA

Data reported is based upon scholarships awarded for a specific academic year. 2005-06 academic year = 2006 KPM report period.

III. KEY MEASURE ANALYSIS

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #4	NUMBER OF DETRIMENTAL DUPLICATION ISSUES RESOLVED BY ODA Number of detrimental duplication issues resolved by ODA	Measure since: NEW
Goal	Goal 2: Protect the value of a college degree	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	Each case has a separate file that can be reviewed.	
Owner	Office of Degree Authorization, Alan Contreras, Administrator (541) 687-7452	

1. **OUR STRATEGY**

Adverse impact issues were a very large part of ODA’s work in the 1990s. Owing to automated new program announcements and a generally positive cooperative attitude by all sectors, adverse impact cases have all but disappeared. ODA remains the designated agency to resolve such cases, but that is essentially a reserve power at this point.

2. **ABOUT THE TARGETS**

The targets represent an expectation of extremely low activity and are not goals in the usual sense.

3. **HOW WE ARE DOING**

We expect a continued steady state in adverse impact cases unless the public sector begins a significant process of new program addition.

4. **HOW WE COMPARE**

Oregon is the only state of which we are aware that allows private colleges a de facto screening power for new public-college degree programs.

5. **FACTORS AFFECTING RESULTS**

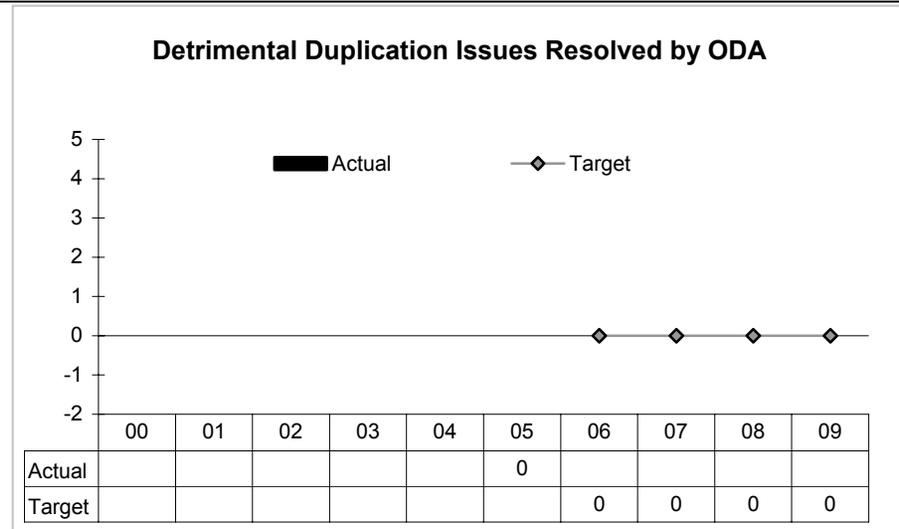
Lack of funds in the public sector and a robust private higher education sector are probably the reason why there have been so few adverse impact issues raised in recent years.

6. **WHAT NEEDS TO BE DONE**

The current low case level is good. ODA should continue to encourage communication among sectors.

7. **ABOUT THE DATA**

There are so few cases that data consists of isolated points over a period of years. ODA receives no funding dedicated to this specific activity.



III. KEY MEASURE ANALYSIS

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KPM #5	PERCENTAGE OF NEW PROGRAM PROPOSALS REQUIRING ODA INVOLVEMENT Percentage of new program proposals requiring ODA involvement — 5a) Percentage of applications for new programs denied by OSAC; 5b) Total program applications processed by ODA.	Measure since: NEW
Goal	Goal 2: Protect the value of a college degree	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	This KPM has been separated into two parts	
Owner	Office of Degree Authorization, Alan Contreras, Administrator (541) 687-7452	

1. OUR STRATEGY

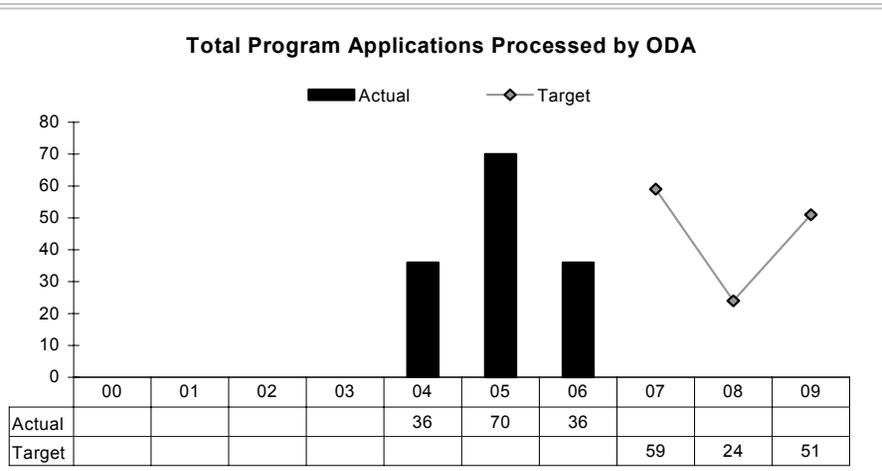
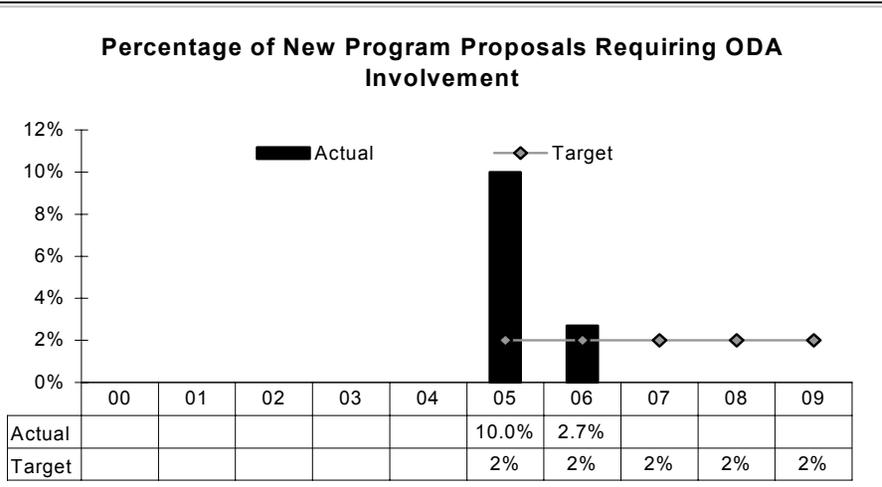
At the suggestion of our Legislative Analyst, this KPM has been split into 5a and 5b. Part 5a has a permanent 2% goal that is the “percentage of applications for new programs denied by ODA.” Part 5b will simply be the number of total program applications received in a biennium, goal numbers to begin with 2005-07 and include 2007-09 with identical placeholder numbers beyond that.

2. ABOUT THE TARGETS

Estimated number of programs to review for 2005-07 is 95, for 2007-09 is 75. Existing programs are reviewed for reapproval every 3 years, on a rotating cycle. Targets reflect known programs for which institutions will apply for reapproval. Program reviews are counted individually; some institutions offer several programs, others only a few.

3. HOW WE ARE DOING

OSAC has had only two formal denials of full-scale schools in seven years. In the worst cases, the applicants fail to respond to the review letter once it is clear that they cannot meet the standards. The denial was an entity that was determined to keep trying even though it was hopeless. The program approval process is not like licensure, where everything is approved or denied. There is almost always an exchange on how to meet various standards. There have also been a couple denials under the “section d” evaluations of non-Oregon schools that want approval for their degree use in Oregon.



Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

4. **HOW WE COMPARE**

See the "Time to Completion" goal for more detail about how our unit's operations compare to those in other states that do comparable work.

5. **FACTORS AFFECTING RESULTS**

The application of standards necessarily requires that entities either meet the standards (for approval) or be disapproved. Most applicants are willing to work with ODA to meet the standards, but a few do not really have the desire to do so.

6. **WHAT NEEDS TO BE DONE**

Our approval process works quite well as long as we can project arrival dates well enough to avoid backlogs. As long as our applicants are primarily responsible schools, we see no likelihood of long-term problems or issues.

7. **ABOUT THE DATA**

Most data used in program applications is on a three-year cycle dependent on the original application date.

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #6	NUMBER OF DEGREE VALIDATION CASES RESOLVED BY ODA Number of degree validation cases resolved by ODA	Measure since: NEW
Goal	Goal 2: Protect the value of a college degree	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	Keep all records of all staff actions, presentations, and active cases.	
Owner	Office of Degree Authorization, Alan Contreras, Administrator (541) 687-7452	

1. OUR STRATEGY

We expect to handle about ten to fifteen significant cases each year. Most of these cases are generated by other state boards and commissions and referred to us, or come about because of members of the public reporting cases to us. For that reason, our targets are based on prior experience. Our primary strategy is to increase public awareness of the problem of bogus and substandard degrees so that such degrees become less popular, less marketable and less prevalent.

2. ABOUT THE TARGETS

In the case of use of bogus degrees, ODA case counts are neither good nor bad because they could reflect more reports by the public (good) or more use of fake degrees (bad). This is true of most agencies that enforce laws.

3. HOW WE ARE DOING

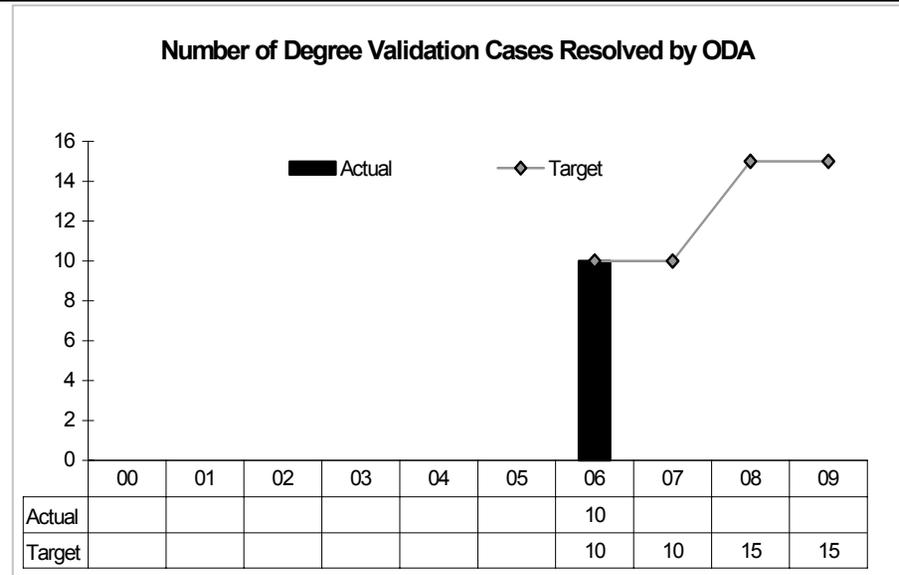
Case counts are fairly steady, reflecting a relatively low public education effort by the agency. Occasional “bubbles” tend to be related to media coverage of a fake degree case, which often flushes out a couple of additional cases. Our web site continues to be the national leader, averaging about one hit per minute and serving as the principal source for basic information on degree mills for state and local agencies as well as federal units.

4. HOW WE COMPARE

When the legislature established the degree mill law in 1997, only New Jersey had a similar law and Oregon’s was considered a better model. Today, eight other states (Washington, Nevada, Texas, North Dakota, Illinois, Indiana, Maine and Michigan) have similar laws, many based on Oregon’s. Ohio, Pennsylvania and South Carolina are considering such laws. Oregon has been the leading edge state for some years now.

5. FACTORS AFFECTING RESULTS

ODA has very limited funding for public education efforts about degree use and quality issues. We are therefore essentially limited to our web site and the willingness of the news media to cover degree use cases.



Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

6. WHAT NEEDS TO BE DONE

We have developed an "Employer's Guide to College Degrees" for release in Fall 2006 that will provide basic information in a .pdf format at little cost to the state. We are otherwise limited by the availability of funding.

7. ABOUT THE DATA

We track data annually and, every other year, on a monthly basis by topic in order to determine what kinds of inquiries and cases we are getting and from what sources. Current data based on six months of tracking shows that we get about 11 degree validation inquiries each month, with 57 percent related to domestic degrees and 43 percent to foreign degrees. Of these, 58 percent come from private individuals or businesses, 28 percent from colleges (public and private) and 24 percent from public agencies (mostly state agencies) other than colleges.

III. KEY MEASURE ANALYSIS

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #7	IMPACT OF OPPORTUNITY GRANTS ON ENROLLMENT Impact of Opportunity Grants on Enrollment of Eligible Students	Measure since: NEW
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	To be determined	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, (541) 687-7451	

1. OUR STRATEGY

[NOTE: OSAC presented proposed strategies for this KPM to the Joint Legislative Audit Committee (JLAC) in July and September. JLAC has not yet approved a strategy for this KPM.]

The Commission is working with research staff at OUS and CCWD to identify the cohort group of 2005-06 awardees who did not use the grant. A representative sample of students from this group will be surveyed to find out why they did not using the grant, which was available only to Oregon residents enrolled full time at an Oregon public or 4-year private institution.

2. ABOUT THE TARGETS

This KPM is still under development. Targets cannot be set until JLAC has approved a strategy.

3. HOW WE ARE DOING

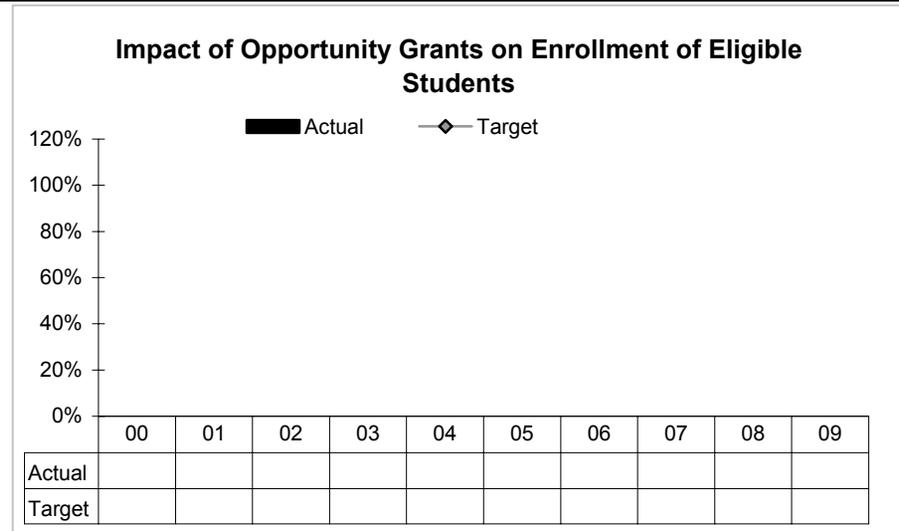
4. HOW WE COMPARE

5. FACTORS AFFECTING RESULTS

Developing a strategy for this KPM is challenging, in part, because of the complexity of students’ choices. It is very difficult to show the grant’s direct effect on enrollment because of the many variables that affect a student’s decision to go to college — changing price differentials among schools over time, upturns/downturns in Oregon’s economy, family crises (e.g., death of a parent, catastrophic medical costs, loss of job by primary wage-earner), changes in federal aid of various types, ease or difficulty of credit transfer, and so on. Persistence rates (KPM #8) and completion rates (KPMs #9 and #10) suggest the potential for academic success of Opportunity Grant recipients compared to their peers.

6. WHAT NEEDS TO BE DONE

7. ABOUT THE DATA



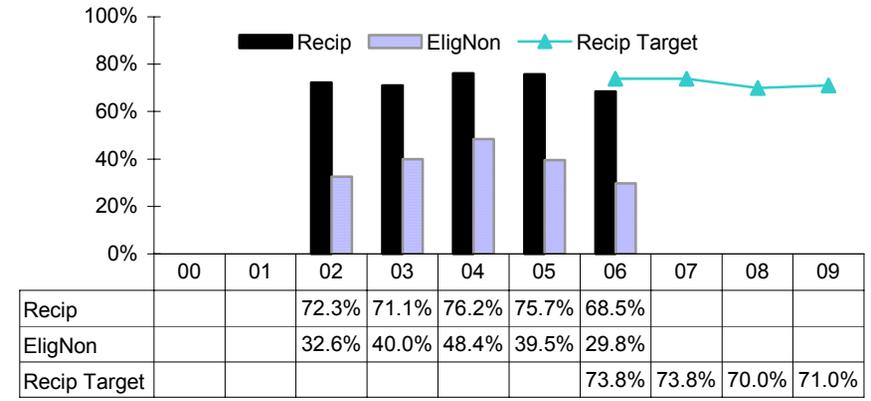
Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #8	PERSISTENCE RATES FOR OOG RECIPIENTS AT 4-YEAR INSTITUTIONS Persistence rates over 4 years for students at 4-year institutions who are eligible and awarded an OOG vs. eligible nonrecipients	Measure since: NEW
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	OSAC database of annual FAFSA records received from the U.S. Department of Education	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, (541) 687-7451	

1. OUR STRATEGY

This measure tracks student-applicants’ annual submissions of the Free Federal Application for Financial Aid (FAFSA) to US Dept of Education. The FAFSA is the application for most federal student aid programs and for the Oregon Opportunity Grant. Filing a FAFSA in subsequent years is a good indicator of a student’s intent to persist toward program completion. After the end of each academic year, we run a query to identify first-year eligible students and compare the cohort group’s filings in subsequent academic years to determine how many continue to submit FAFSAs. We also compare the renewal application (persistence) rates of both recipients and nonrecipients. We will modify measures after 2006–07, when the OOG program expands to serve all eligible students. Data are compiled after the end of the academic year, usually by early fall. The most recent cohort group looks at 4-year persistence rates for first-year students who started in 2001-02 and filed FAFSAs through 2005-06.

Persistence Rates over 4 years of OOG Recipients at 4-year Institutions v. Eligible Nonrecipients



2. ABOUT THE TARGETS

This is the first time that we have reported data for this new KPM. Data were initially compiled in February 2005 when we began developing this as a proposed KPM. Because some students remain at the same grade level for multiple years, our initial attempts at calculating persistence rates may have included some first-year students in more than one cohort group. We have refined the query used to identify the students included in each cohort group. After calculating the persistence rate for 2006, we went back and calculated rates for prior years. With better data, we now believe that previously reported rates for years prior to 2006 should range from 62.7% to 68.6% for grant recipients and from 28.3% to 34.5% for eligible nonrecipients.

The most current persistence rates, for 2006, are for first-year students in 2002-03 who continued to file FAFSAs through 2005-06. The Opportunity Grant was not available to all students who met income eligibility criteria until 2006-07, so rates for cohort groups of first-year students prior to 2006-07 include rates for both recipient and eligible nonrecipients. Recipients are defined as those students who received at least one disbursement of an Oregon Opportunity Grant as a first-year student during the award year. Eligible nonrecipients are students who missed the segmental cutoff date for the first Oregon school listed on their FAFSA.

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

With the expansion of the Oregon Opportunity Grant (OOG) program to part-time students in the 2006-07 award year, we may see some increase in persistence rates. Targets for 2006 and 2007 were set prior to the expansion of the program and were based on the average of rates for 2002 through 2005. Based on revised persistence rates for 2002 through 2005 and the rate reported for 2006, we believe a target of 70.0% for 2008 is reasonable. The first year that will reflect program expansions from 2005-07 funding increases will be 2009; a higher target of 71% would be reasonable for this first year at new levels.

3. **HOW WE ARE DOING**

Even with revised actual persistence rates that are several percentage points lower than rates initially reported, the rates are not significantly lower than the original targets. Because of recent funding increases, trends may not yet be apparent. What we do know, however, is that persistence rates of grant recipients are significantly higher than those of eligible nonrecipients. We also know that persistence rates of grant recipients are higher than overall retention rates for 4-year postsecondary institutions in Oregon (see below).

4. **HOW WE COMPARE**

Institutions that participate in the Oregon Opportunity Grant Program also participate in federal Title IV student financial aid programs. Federal regulations require Title IV institutions to report data, including retention rates, annually to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). Retention rates for 4-year institutions are defined as "the percentage of first-time bachelor's degree-seeking undergraduates from the previous fall who are again enrolled in the current fall." The average of the most recent available retention rates for Oregon 4-year institutions is 75% after two years. Persistence rates of approximately 70% after four years for Opportunity Grant recipients compares very favorably with the average retention rate of 75% after just two years for students at 4-year institutions.

5. **FACTORS AFFECTING RESULTS**

It will be three more years before we see trends that could be attributed to program changes made in 2005-07. Delayed results of program changes are due to several factors: data are not available until after the end of an academic year; reported rates are based on student behavior over 4 years; and external factors such as tuition increases and changes in Oregon's economy may affect decisions about going to college.

6. **WHAT NEEDS TO BE DONE**

OSAC developed this KPM in response to a budget note from the 2003 Legislatively Approved Budget that instructed the commission, in part, "to develop additional measures to identify the impact of the Opportunity Grant on recipients' ability to complete degree programs." We have just completed the first year of a significant program expansion, so it is too early to be able to determine the true effects of increased program funding and program expansion to all eligible full-time and part-time students.

7. **ABOUT THE DATA**

The reporting cycle for this data is the Oregon fiscal year, which is the same as the academic year (July to June).

III. KEY MEASURE ANALYSIS

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #9	COMPLETION RATES FOR OOG RECIPIENTS AT 4-YEAR INSTITUTIONS Completion rates (graduated within 6 years) for students at 4-year institutions who are eligible and awarded an OOG vs. eligible nonrecipients.	Measure since: NEW
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	OSAC database; National Student Clearinghouse	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, (541) 687-7451	

1. OUR STRATEGY

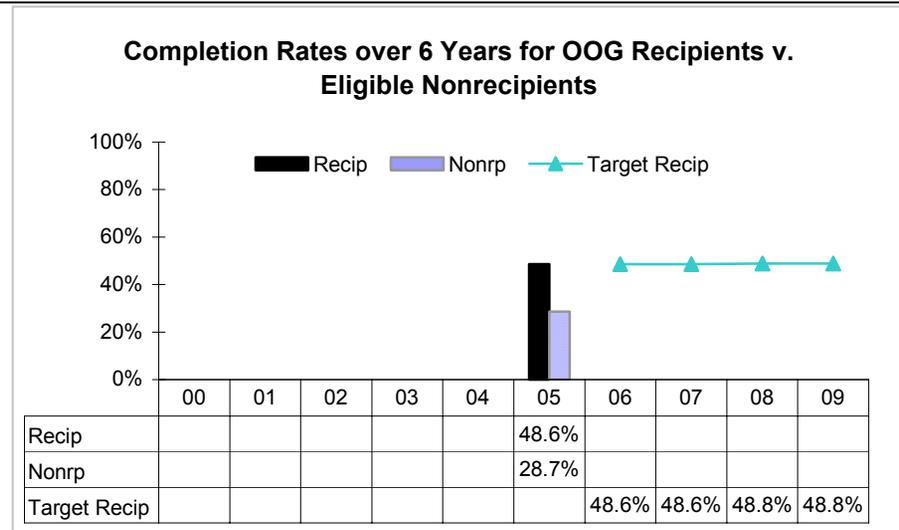
For each academic year, a cohort group of first-year, first-time Opportunity Grant recipients is identified and, if possible, a similar group of eligible nonrecipients is identified. To collect better data about completion rates, we refined our strategy by conducting data matches first with the Oregon University System (OUS). For each cohort group, we conduct matches to collect completions data on grant recipients at OUS. From the remaining nonmatching records, we select a statistically valid number of records and conduct a second data-match against the National Student Clearinghouse’s completion data, at a current cost of \$.25 per record.

By federal definition, students enrolled full time meet satisfactory progress if they complete their undergraduate program of study within 150 percent of the program’s published length (i.e., complete a 4-year program within 6 years). The most recent cohort group for whom data are available is first-year students from 1999-2000, who completed their programs by 2004-05.

For 2006-07, funds will be available to serve all eligible full-time and part-time students, so there will be no eligible nonrecipients. OSAC may modify future targets if this change in funding indicates new trends. Data for KPMs are compiled after the end of the academic year, usually in August. Over time, this will provide an indicator of the effectiveness of Opportunity Grants for students enrolled at 4-year institutions.

2. ABOUT THE TARGETS

The higher the percentage, the more grant recipients are successfully completing their programs of study within 6 years. The original data on which the target for recipients was based were collected during the 2005 legislative session. OSAC is in the process of repeating the datamatches conducted for the 1998-99 cohort group (reported for 2003-04) and conducting new matches for the 1999-00 cohort group, the most recent year for which 6-year completions data are available from OUS. After several months, the Commission has also finalized a contract with the Clearinghouse and is finally ready to conduct datamatches.



Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

3. **HOW WE ARE DOING**

This is a new performance measure. We do not yet have enough data to identify trends.

4. **HOW WE COMPARE**

Institutions that participate in the Oregon Opportunity Grant Program also participate in federal Title IV student financial aid programs. Federal regulations require Title IV institutions to report data, including retention rates, annually to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). IPEDS publishes graduation rates for all participating institutions. For 4-year institutions, IPEDS defines a graduation rate as the percentage of students in a given entering cohort (group) who graduated within a specified period of time — 6- years for students enrolled full-time at 4-year institutions. The average of the most recent available graduation rates for Oregon 4-year public is for the 1998-99 cohort (graduated by 2003-04). Graduating rates for Oregon public 4-year institutions range from 33% to 62%, with an average of 44%. Using only data from OUS, the graduation rates for Opportunity Grant recipients from public 4-year institutions is somewhat lower than this average. However, this does not take into consideration students who may have transferred to schools in another state or to a 4-year private independent institution in Oregon. Therefore, a secondary match with the National Student Clearinghouse will be necessary to collect complete data for each cohort group.

5. **FACTORS AFFECTING RESULTS**

OSAC developed this KPM in response to a budget note from a previous legislative cycle that instructed the Commission to develop measures to identify the impact of the Opportunity Grant on recipients' ability to complete degree programs. Taken together with persistence rates, completion rates indicate the potential for academic success of Opportunity Grant recipients compared to their peers. However, it is not possible to show the direct effect of the Opportunity Grant on completion rates of grant recipients because there too many variables that affect a student's decision to persist and complete their programs — upturns/downturns in Oregon's economy, changing price differentials among schools over time, family crises (e.g., death of a parent, catastrophic medical costs, loss of job by primary wage-earner), changes in federal aid of various types, ease or difficulty of credit transfer, and so on. Data for 2006 (that is, students who started in 2000-01 and graduated by 2005-06) are not yet available.

6. **WHAT NEEDS TO BE DONE**

Currently the Opportunity Grant makes up the equivalent of approximately 11% of a student's average cost of attendance for the previous academic year. The award is available only to low-income students. For example, the income limit for a dependent student in a family of 4 is less than \$32,000, and the limit for a single independent student is less than \$9,500. Some research has suggested that award amounts of approximately 15% to 20% of a student's cost may have a more positive effect on an individual student's ability to complete his/her program of study, particularly for this low-income student population. Opportunity Grant awards are only available for the equivalent of 4 years (8 semesters or 12 quarters) of full-time enrollment. An increase in award amounts and/or in the number of academic terms for which the award is available would help more of grant recipients complete their programs on time.

7. **ABOUT THE DATA**

The reporting cycle for this data is the Oregon fiscal year, which is the same as the academic year (July to June).

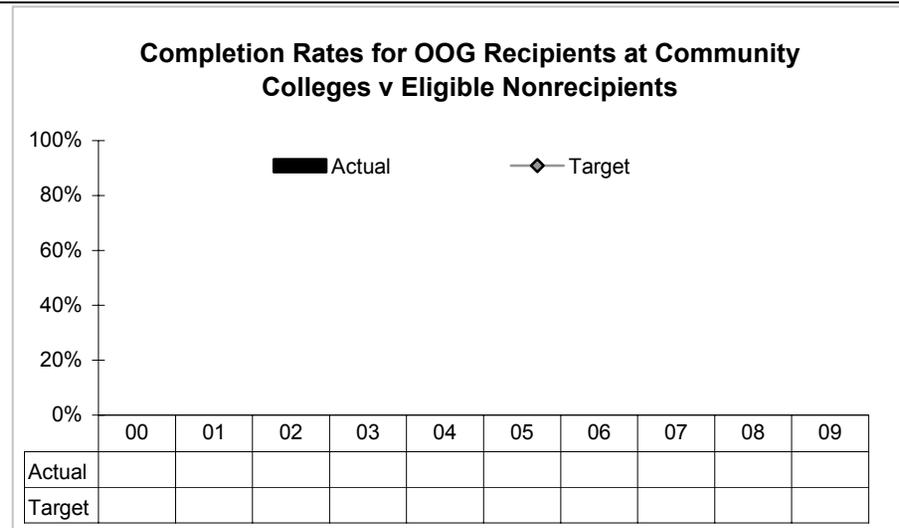
Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #10	COMPLETION RATES FOR OOG RECIPIENTS AT COMMUNITY COLLEGES Completion rates (graduated within 3 years) for Opportunity Grant recipients at community colleges who are eligible and awarded vs. eligible nonrecipients	Measure since: NEW
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	OSAC database; National Student Clearinghouse	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, (541) 687-7451	

1. **OUR STRATEGY**

[NOTE: OSAC presented proposed strategies for this KPM to the Joint Legislative Audit Committee (JLAC) in July and September. JLAC has not yet approved a strategy for this KPM.]

The Commission has proposed a data collection strategy similar to the one proposed for measuring completion rates for students at four-year institutions. For students attending community colleges, the Commission will calculate the 6-year completion (graduation) rates for both Oregon Opportunity Grant (OOG) recipients and eligible nonrecipients, or “late-filers” (i.e., students who met all other OOG eligibility criteria but filed their FAFSAs after the cutoff date for community college students). Data-matches would be conducted with CCWD after three years and with CCWD, OUS, and the National Student Clearinghouse after six years. OSAC will track 3-year completion rate data and will report 6-year completion rate data for the performance measure. Matches with OUS and with the National Student Clearinghouse will allow OSAC to collect completion data for those community college students who transfer to 4-year Oregon institutions as well as other out-of-state institutions.



Actual data for 2004 would reflect completion rates for the cohort group of first year students, both OOG recipients and late-filers, from the 1998-99 academic year who completed their program of study by the end of 2003-04. The 2005-06 cohort (first-year recipients in 2005–06 who graduate by the end of 2010–11) will include only OOG recipients because that is the first year that all eligible community college students were awarded grants. OSAC will evaluate targets at year three and again at year six for this new cohort group to determine whether targets need to be modified.

2. **ABOUT THE TARGETS**

Higher percentages indicate progress toward targets. Targets are only for grant recipients; no targets will be set for eligible nonrecipients (late-filers).

3. **HOW WE ARE DOING**

This is a new performance measure. We do not yet have enough data to identify trends.

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

4. HOW WE COMPARE

OSAC is one of only a few state agencies across the country that compile and report on performance measures for state-funded need-based student financial aid programs. It may be possible to compare completion rates for OOG recipients with completion rates that Oregon community colleges report to IPEDS.

5. FACTORS AFFECTING RESULTS

OOG recipients at the community college level include students in one-year certificate programs, students in 2-year Associate Degree programs, and students who transfer to 4-year programs, sometimes earning a formal transfer degree, sometimes not. Community college students are more likely to be older, independent, working adults; they are also more likely to enroll part time; to attend less than a full academic year; and to need additional time to complete their programs. For this reason, a more accurate picture of academic success for OOG recipients enrolled in community colleges should allow up to six years for a student.

6. WHAT NEEDS TO BE DONE

OSAC is developing this KPM in response to a budget note from the 2003 Legislatively Approved Budget that instructed the commission, in part, "to develop additional measures to identify the impact of the Opportunity Grant on recipients' ability to complete degree programs."

7. ABOUT THE DATA

The reporting cycle for this data is the Oregon fiscal year, which is the same as the academic year (July to June).

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #11	CUSTOMER SERVICE Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent.”	Measure since: NEW
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	Enough description of data source/methodology to allow an auditor to validate the data. If desired, add detail under item #7, below.	
Owner	Administration, Executive Director, Dennis Johnson (541) 687-7377	

1. OUR STRATEGY

FAQs published by the Progress Board on May 24, 2006, specify the required reporting format for the Customer Service KPM. The Commission proposes replacing old KPMs #11 and #13 to #18 with revised KPM #11.

2. ABOUT THE TARGETS

Ninety percent of customers using OSAC’s services should be satisfied with their experience at least at a “Good” or “Excellent” level. The higher the satisfaction rate, the more people have positive customer service experiences with OSAC.

3. HOW WE ARE DOING

For 2006 (2005-2006), 63.5% of OSAC customers rated their customer satisfaction experience at “Good” or “Excellent.” This is the first year OSAC has gathered data on customer satisfaction, and the outcomes are below the target mark.

4. HOW WE COMPARE

Comparisons may be possible if other education-related state agencies have similar customer groups.

5. FACTORS AFFECTING RESULTS

OSAC’s overall customer satisfaction rating was 63.5%, based on surveys of four groups of customers. Each group surveyed interacts differently with OSAC staff members. The highest rating (84%) came from Scholarship Selection Committees, who deal directly with OSAC staff members. The second highest rating (83%) came from the Outreach group, which consisted of students and parents who spoke one-on-one with OSAC employees at college fairs or trainings. Scholarship Applicants who apply online are immediately offered the option to complete the survey; they followed with a rating of 64%. For the most part, most online scholarship applicants have no direct contact with OSAC staff. The rating for the final group, which includes adults and students who participate in ASPIRE, was 40%. However, of this group, 11% of adults and 28% of students answered “don’t know” when asked about their knowledge of OSAC programs and services. Adults had a much higher customer satisfaction with OSAC (53%) than did the students (32%). This is attributable to the adults understanding that ASPIRE is a program of OSAC, and the students mostly interested in the services ASPIRE provides.



Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

6. **WHAT NEEDS TO BE DONE**

The data clearly show the need for more OSAC outreach and public relations. This presents a challenge to the current 24 OSAC staff members. The agency has requested a position for a donor relations and marketing person in the 2007–09 biennium to be funded by “Other Funds.” Although each group surveyed comes into contact with OSAC, the majority of students receiving financial aid have to dig deeply to understand where their Oregon Opportunity Grant money is coming from.

ASPIRE has begun its campaign to align with OSAC by including “A Program of the Oregon Student Assistance Commission” on all its publications, as well as in its presentations to volunteers, students, and school staff. The current OSAC scholarship application has a full page devoted to OSAC programs. The OSAC webpage targeting students at www.GetCollegeFunds.org now has quick links to every OSAC program.

In October, after the academic year for all postsecondary schools is under way, the agency will initiate a survey of financial aid office staff. Data from that survey will be used to inform agency staff about customer service needs for this constituency group for the current academic year. A second survey of financial aid office staff will be conducted in July, after the end of the 2006-07 academic year. At present, OSAC does not communicate directly with grant recipients, so surveying this group of “customers” would yield low responses and inconsistent data. OSAC plans to initiate a pilot project in early 2007 that would include email communications about grant eligibility to first-time first-year students.

7. **ABOUT THE DATA**

Surveys were based on the 2005-06 school year cycle (September – June). Strengths include a large group of respondents, representation from OSAC's major customer groups, and the ability to use both paper and electronic versions of the survey. Weaknesses of the data include not surveying all possible OSAC partners/customer bases, combining all the data into one total (the actual survey was broken into 9 questions), and not being able to explain the purpose of the survey to some customer groups who were asked to complete it.

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon’s college programs.

KPM #12	PERCENTAGE OF STUDENTS OF COLOR SERVED BY OSAC PROGRAMS Percentage of students of color served by OSAC programs (i.e., disaggregate measures to track race/ethnicity of beneficiaries of OSAC program services)	Measure since: 2005
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data source	Varies by program: Scholarship Services applications; Oregon Opportunity Grant datamatches with institutions & segments	
Owner	Varies by program	

1. OUR STRATEGY

[NOTE: OSAC presented proposed strategies for this KPM to the Joint Legislative Audit Committee (JLAC) in July and September. JLAC has not yet approved a strategy for this KPM.]

The Commission collects race/ethnicity (R/E) data about scholarship and grant applicants from internal and external sources and reports R/E totals for OSAC’s two main programs – Scholarship Services and the Oregon Opportunity Grant. The four R/E codes correspond to four traditionally recognized ethnic groups: African American (AfrAm), Native American/Alaska Native (NatAm), Asian/Pacific Islander (Asia/Pac), and Hispanic.

Postsecondary institutions that participate in federal Title IV programs are required to report summary-level data about their students’ race/ethnicity to the Integrated Postsecondary Education Data System (IPEDS). However, the Free Application for Federal Student Aid (FAFSA), which serves as the application for both federal student aid programs and the Oregon Opportunity Grant, does not collect R/E data. Instead, a student’s race/ethnicity is a self-reported, optional data element that institutions collect during matriculation. For Opportunity Grants, OSAC conducts data-matches to collect R/E data from the Oregon University System (OUS), the Community College and Workforce Development division (CCWD) of the Oregon Department of Education, and individual private independent 4-year institutions, as reporting schedules permit. For Scholarship Services (SchSrv), OSAC collects R/E data from the 7,000+ students who complete the OSAC combined scholarship application for the 340 scholarship programs it administers. Data for this KPM are compiled after the end of the academic year, usually in August.

This measure was developed in response to a Budget Note from OSAC’s 20003 Legislatively Approved Budget, which instructed the Commission to “to disaggregate measures that track services to students by race and ethnicity, with a special emphasis on agency program services to Latino students.”

Overall	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Afr-Am	NA	NA	NA	NA	NA	NA	4.0%			
Nat-Am	NA	NA	NA	NA	NA	NA	2.9%			
Asia/Pac	NA	NA	NA	NA	NA	NA	5.0%			
Hisp	NA	NA	NA	NA	NA	NA	6.0%			
Scholarship Services										
Afr-Am	NA	NA	NA	NA	NA	NA	3.0%			
Nat-Am	NA	NA	NA	NA	NA	NA	2.4%			
Asia/Pac	NA	NA	NA	NA	NA	NA	4.7%			
Hisp	NA	NA	NA	NA	NA	NA	4.1%			
Oregon Opportunity Grant										
Afr-Am	3.0%	2.8%	3.1%	3.3%	4.2%	4.3%	4.5%			
Nat-Am	3.1%	3.1%	2.8%	3.0%	3.2%	3.0%	3.1%			
Asia/Pac	5.4%	6.3%	5.8%	5.8%	6.0%	5.9%	5.1%			
Hisp	6.1%	6.0%	6.8%	7.1%	7.6%	7.8%	6.8%			

Agency Mission: To assist Oregon students and their families in attaining a postsecondary education and to enhance the value, integrity, and diversity of Oregon's college programs.

2. **ABOUT THE TARGETS**

Percentages of recipients in each major R/E group are collected separately for the Opportunity Grant and for Scholarship Services. Since targets are not possible for this KPM, OSAC retains and reports descriptive data annually.

3. **HOW WE ARE DOING**

With limited data for some programs, it is too early to detect particular trends for this KPM.

4. **HOW WE COMPARE**

The most recent R/E data for Oregon for the percentage of population Age 25-64 by Race/Ethnicity comes from the 2000 Census: 85.3% white, 1.5% African-American, 6.6% Hispanic/Latino, 1.1% Native American/Alaskan Native, and 3.3% Asian/Pacific Islander. R/E percentages as reported by individual Oregon postsecondary institutions are available on the IPEDS COOL website. In most cases, overall percentages are near or above statewide percentages for underserved populations.

5. **FACTORS AFFECTING RESULTS**

The Oregon Student Assistance Commission increased outreach efforts throughout the state in 2005-06 by hiring regional scholarship consultants to present workshops on OSAC grants and scholarships at college fairs and college campuses. The ASPIRE program increased from 59 to 74 high schools reaching more students with information and individual mentoring.

6. **WHAT NEEDS TO BE DONE**

Continued outreach efforts to Oregonians about grants and scholarships administered by the Oregon Student Assistance Commission and general financial aid information. These efforts should consider social marketing strategies to reach students of color and other underserved groups. In January 2007, the first College Goal Sunday (CGS) program will occur on 15 campuses statewide to help students and their families file the Free Application for Federal Student Aid (also used as the application for the Oregon Opportunity Grant) and the OSAC scholarship application. Marketing for this event includes a number of social marketing strategies to reach underserved students including the following:

- Utilize social networks to reach students and their families. Each CGS regional committee will identify the target audience within the student's populations in their geographic area.
- Engage the Oregon Association of Financial Aid Administrators to bring CGS materials to high schools throughout the state and identify social networks.
- Utilize the Oregon Indian Postsecondary Education Coalition and the Oregon Council for Hispanic Advancement to distribute CGS materials to Native American and Latino students throughout the state and as social network participants.
- Locate additional Hispanic and African American networks in each geographic region as indicated.
- Engage education groups who work with students such as Confederation of School Administrators and Oregon School Counselor Association.

OSAC is also partnering with the Education Credit Management Corporation to provide a set of *Opportunities* Booklets and OSAC scholarship applications (including information on the Oregon Opportunity Grant) to students and families statewide.

7. **ABOUT THE DATA**

Data are for the Oregon fiscal year, which is similar to the standard academic year — July 1 through June 30.