

STUDENT ASSISTANCE COMMISSION, OREGON

Annual Performance Progress Report (APPR) for Fiscal Year (2007-2008)

Proposed KPM's for Biennium (2009-2011)

Original Submission Date: 2008

2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
1	Percentage of growth in number of privately funded scholarships awarded.
2	Time to complete a degree program review.
3	Ratio of administrative dollars to private and public Scholarship dollars awarded to students.
4	Number of detrimental duplication issues resolved by ODA.
5 a	Percentage of new program proposals requiring ODA involvement – New program application denial rate.
5 b	Total program applications processed by ODA.
6	Number of degree validation cases resolved by ODA.
7	Impact of Opportunity Grants on enrollment of eligible students.
8	Persistence rates over 4 years for students at 4-year institutions who are eligible and awarded an OOG.
9	Completion rates (graduated within 6 years) for students at 4-year institutions who are eligible and awarded an OOG.
10	Completion rates (graduated within 3 years) for students at community colleges who are eligible and awarded an OOG.
11	Effectiveness of OSAC's Customer Service (combine data for all programs in annual reports).
12	Percentage of students of color served by OSAC programs (i.e., disaggregate measures to track race/ethnicity of beneficiaries of OSAC program services).

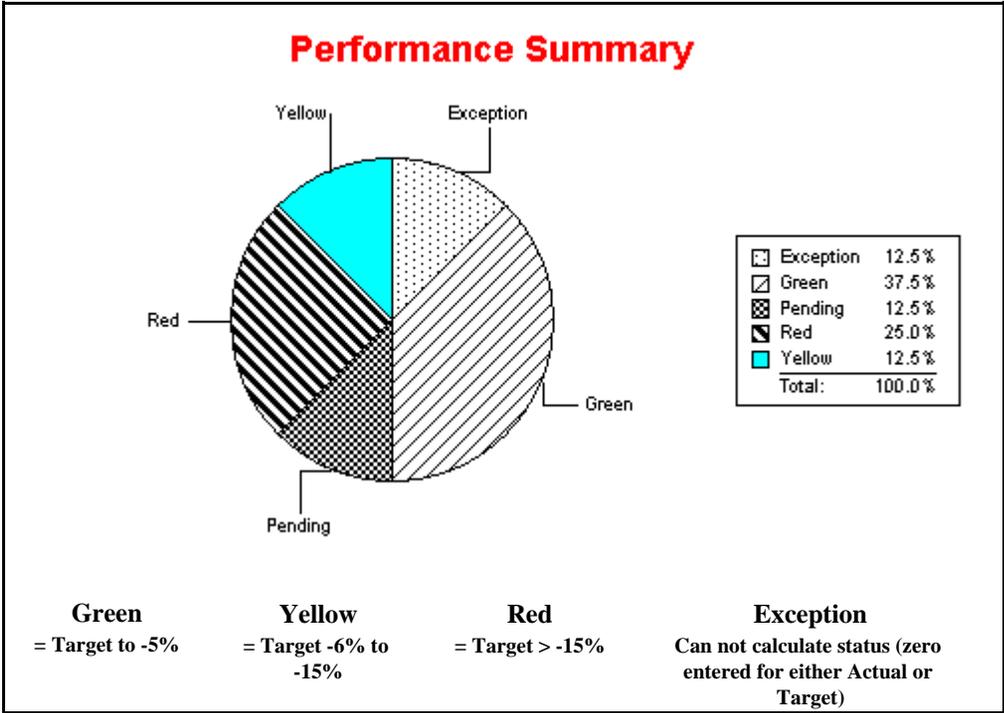
2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
13	Completion rates for part-time students.
14	Percent of total best practices met by the Board of Commissioners.
15	Percent of customers rating their satisfaction with the agency's customer service as "good" or "excellent": overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
NEW	<p>Title: Remaining financial need after known grant assistance</p> <p>Rationale: The 2007 Legislative Assembly directed the Commission to create a measure to track the impact of adoption of the Shared Responsibility Model (SRM), the new formula used to determine Oregon Opportunity Grant (OOG) eligibility. Because the SRM's stated goal is to eliminate the affordability gap-the remaining financial need that students face following state and federal assistance-in postsecondary education, the Commission proposes a measure to track the amount of unmet financial need as a percentage of student's total cost of attendance (COA). The measure would track remaining financial need for Oregon's neediest community college and public university students, meaning a maximum Federal Pell Grant and maximum Oregon Opportunity Grant.</p>
NEW	<p>Title: Impact of Opportunity Grants on enrollment of eligible students.</p> <p>Rationale: This measure seeks to increase college attendance and completion in Oregon by tracking the Oregon Opportunity Grant's effect on enrollment. To do this, OSAC proposes to annually measure the percent of viable grant candidates versus the total number students filing the Free Application for Federal Student Aid (FAFSA) for seven income ranges from \$0 to \$70,000. The median family income for Oregon for a family of four in 2007 was \$61,250 (U.S. Census Bureau). Past research by the Commission has shown a direct connection between the probability low-income students enroll in postsecondary education and the availability of grant assistance: students are increasingly more likely to enroll in college for each additional \$1000 of grant assistance. The FAFSA serves as the application form for the Federal Pell Grant and for federal student loans, as well as for the Oregon Opportunity Grant. Tracking known grant assistance by income will assist the Commission in measuring the program's impact on enrollment of eligible students.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: Completion rates for part-time students.</p> <p>Rationale: This measure was created by the 2005 Legislature when Oregon Opportunity Grants became available to part-time students for the first time in the program's history. However, OSAC will not have actual data to provide meaningful feedback until at least 2012. Setting targets before any real data are available is problematic. Moreover, there are no comparable data on completion rates of part-time students from other states and data on part-time students from federal sources include all students enrolled less than full-time in their data on part-time students. OOG rules limit awards to students enrolled at least half time (6 to 11 credit-hours per academic term). Therefore, OSAC is proposing to track this as an internal measure, continue to collect data, and will propose adding it back when data are available.</p>
DELETE	<p>Title: Effectiveness of OSAC's Customer Service (combine data for all programs in annual reports).</p> <p>Rationale: This measure was initially entered in the system as a placeholder for the state-mandated customer service measure. This measure has been replaced by KPM 15 and should be deleted.</p>
DELETE	<p>Title: Impact of Opportunity Grants on enrollment of eligible students.</p> <p>Rationale:</p>
DELETE	<p>Title: Number of degree validation cases resolved by ODA.</p> <p>Rationale: Most degree validation cases are referred to ODA by other state boards and commissions or by citizens, not initiated by ODA. Funding and staffing restraints limit ODA's ability to make the public aware of laws regarding use of fake degrees to posting information on the ODA website. Therefore, this measure would serve best as an internal measure. ODA will continue to track the number of degree validation cases resolved each year but proposes to report annually in the agency's factbook or alternative format.</p>
DELETE	<p>Title: Number of detrimental duplication issues resolved by ODA.</p> <p>Rationale: The number of detrimental duplication issues resolved by ODA has remained close to zero for most of this decade. The target for this measure has remained at zero, meaning there are so few cases of this type that data will consist of isolated points over a period of years. The measure has not proven to provide useful feedback for the agency, the Legislature, or the public. ODA will continue to track the number of detrimental duplication cases but proposes to report annually in the agency's factbook or an alternative format.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: Percentage of growth in number of privately funded scholarships awarded.</p> <p>Rationale: OSAC continually strives to increase the number and variety of scholarships offered through its Scholarship and Access programs. After many years of tracking this measure, OSAC has found that the number of awards that can be made in a given year is governed by both donor development efforts and forces outside of the agency's control or influence. For example, nearly ten percent of OSAC's private scholarships are supported by employers; however, during an economic downturn employers may be unable to continue to fund a scholarship, or may cease to operate altogether. In addition, interest income earned from scholarship endowments, which provides scholarship awards, diminishes significantly during economic downturns, thereby reducing the number of awards that can be made. OSAC will continue to track this measure internally and proposes to report the measure annually in the OSAC Fact Book.</p>

STUDENT ASSISTANCE COMMISSION, OREGON		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.			
Contact: Susan Degen		Contact Phone: 541-687-7451	
Alternate: Claire matese		Alternate Phone: 541-687-7385	



1. SCOPE OF REPORT

Agency programs/services addressed by key performance measures:

1.) The 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, the Oregon Opportunity Grant program funds consist mainly of General Funds with approximately \$2 million in federal funds each biennium and a similar amount of Lottery funds. In 2007-08, more than 27,700 students received over \$34.6 million in Opportunity Grants.

- 2.) The 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.
- 3.) Scholarship, Grant, and Loan Repayment Programs include nearly 400 student assistance programs funded by state, federal, or private sources. OSAC partners with government agencies, large foundations, financial institutions, community organizations, employers, and individual private donors to establish and implement these programs. In 2007-08, more than 3,300 college and university students received over \$14.4 million through this array of programs.

Agency programs/services, if any, not addressed by key performance measures:

- 1.) ASPIRE (Access to Student assistance Programs in Reach of Everyone) is a high school-based mentoring program that helps students to access postsecondary education opportunities. In 2007-08, ASPIRE worked in approximately 115 Oregon high schools. ASPIRE personnel are developing KPMs to track their progress. The program is already included in the OSAC customer service survey.
- 2.) OSAC access improvements: In the 2005-06 progress report, OSAC reported the need to improve access to Spanish-language materials on OSAC websites. For 2006-07, OSAC began offering "Opportunities" booklets in Spanish, which assisted more Spanish language students and advisers. Beginning in 2008, OSAC began offering the publication in Russian and Vietnamese. The College Goal Oregon website is also accessible in both English and Spanish.

2. THE OREGON CONTEXT

Since the 2005-07 biennium, the picture for student financing of higher education in Oregon has improved in most areas but has deteriorated in others. The Oregon Employment Department reports that 87% of the new jobs to be created between 2007 and 2011 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 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.

Recognizing the challenges above, the 2007 Legislative Assembly approved a historic overhaul of the Oregon Opportunity Grant (OOG) program, more than doubling funding for the second half of the 2007-09 biennium to \$106 million. Working in concert with colleagues in the university system, private 4-year colleges, and the community colleges, OSAC continues 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, in conjunction with the increase in funds, was able to serve approximately 115 high schools in 2007-08. While there is additional demand from schools seeking to join the program, current funding limitations prohibit additional expansion during 2008-09.

For 2007-09, the Commission has three goals related to its mission: 1) increase Oregon Opportunity Grant funding; 2) increase the number of scholarship programs administered by OSAC; and 3) increase the number of Oregon high schools that participate in the ASPIRE program. 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.

3. PERFORMANCE SUMMARY

OSAC's Annual Progress Report for 2006-07 contained 12 KPMs, including four new KPMs marked "develop." Three new measures have been added for 2007-08. A total of twelve KPMs have been added since the 2005 Legislative Session ended, many of which have acquired only one or two years' worth of actual data. With limited data, it is too early to identify trends or to determine with any certainty whether OSAC is making progress on some new KPMs. Limited data also makes it difficult to set initial targets and determine how reasonable they are.

4. CHALLENGES

OSAC faces challenges uniquely related to its diverse programs and, in turn, related to the KPMs for these programs, specifically for the following measures:

- 1.) Without a donor relations or fundraising professional on staff, OSAC worked collaboratively with outside organizations and relied on its network of current donors and influencers to generate new scholarship interest. The 2007 Legislature approved funding for the creation of a Marketing Specialist position, which was filled by OSAC in early 2008, but it will take 1-2 years before the results of the addition of this position are measurable. (KPM #1)
- 2.) 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. (KPMs #2, #4, #5a, #5b, #6)

3.) 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 points of reference. (KPM #3)

4.) 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. "Bubbles" in the ODA caseload may also occur when the agency is notified of investigative results from federal law enforcement agencies. (KPM #6)

5.) OSAC cannot obtain directly 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. (KPMs #7, #9, #10, #12)

6.) Student populations vary by institution type, by dependency status, by income, and even by degree goals. Measurements of student success must accommodate this variety. (KPMs #7, #8, #9, #10)

7.) Defining OSAC’s “customers” is problematic, because OSAC staff members do not normally interact directly with most of the students served by OSAC-administered programs. (KPM#11)

8.) 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 more than 27,800 students in 2007-08. (KPM #12)

5. RESOURCES AND EFFICIENCY

2007-09 Budget Summary:

General Fund - \$98,750,506

Lottery Funds - \$9,879,176

Other Funds - \$5,658,268

Other Funds Non-Ltd - \$9,855,788

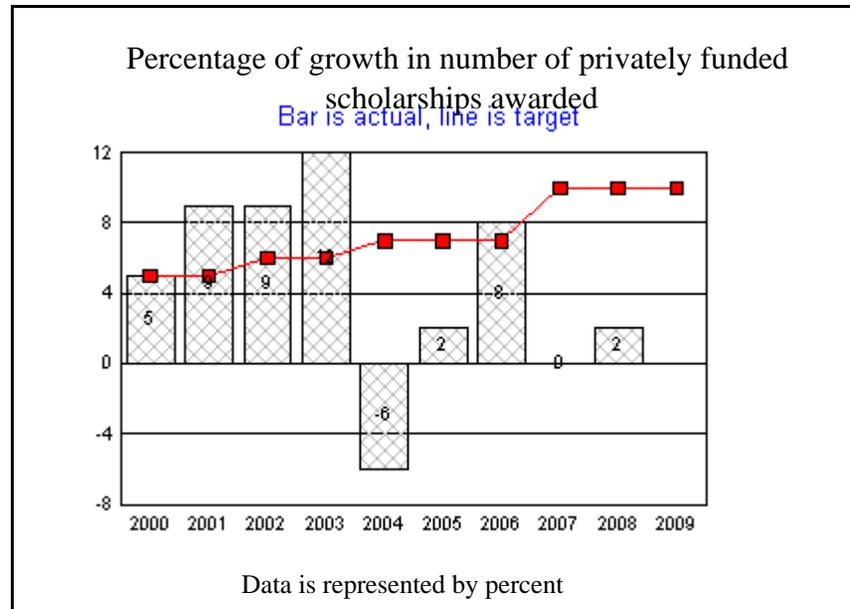
Federal Funds - \$2,104,655

Efficiencies:

Of the Commission's 16 performance measures, KPM #3 (Private/Public Scholarship \$\$ per \$1 Administrative) is clearly an efficiency measure.

This is the third year that OSAC has reported data on this measure. An ongoing challenge will be to continue to absorb greater volume without increasing the share of administrative expense.

KPM #1	Percentage of growth in number of privately funded scholarships awarded.	1999
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	OSAC database	
Owner	Scholarship and Access Programs, Vicki Merkel, Director, (541) 687-7385	



1. OUR STRATEGY

The agency's goal is to increase the number of scholarship awards to students. Private donors, not public sources, fund these scholarships. Data for this measure are based on counts of the number of scholarship awards made each year. The annual number of awards that can be made by each scholarship program varies due to market influences and donor intent.

2. ABOUT THE TARGETS

Actual percentage increases are shown. Targets are deliberately ambitious, reflecting ever-increasing college costs and corresponding increases in student need.

3. HOW WE ARE DOING

OSAC's partnership with private foundations is unique in the nation. These private scholarship dollars impact both access, by helping to lower education costs, and student borrowing, by lessening students' dependence on loans.

Nationally nearly two of every three undergraduate students are going into debt to go to college, borrowing an average of more than \$19,000. 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). A September 2008 report from the Project on Student Loan Debt shows average debt at \$19,800 for students graduating from 4-year institutions in Oregon. More Oregon students are taking out loans than the national average, but the loan debt remains 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 ways:

- It helps students who slip through the cracks of other aid programs.
- It facilitates choice and affordability for students of varying income levels.
- 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)

4. HOW WE COMPARE

Oregon is unique in the country as the only state government with an agency that partners with private donors, foundations, employers, and banks to administer scholarships to college students. These activities are financed completely by Other Funds, based on administration fees charged to donors calculated on the award amounts. The unified scholarship application is also unique to Oregon. Students may apply for up to 20 separate scholarship programs 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 that they have confidence in OSAC's ability to administer their programs. 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 6 years. Market trends do affect the returns on endowed funds and, therefore, the amount of interest available to use as scholarship awards. 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).

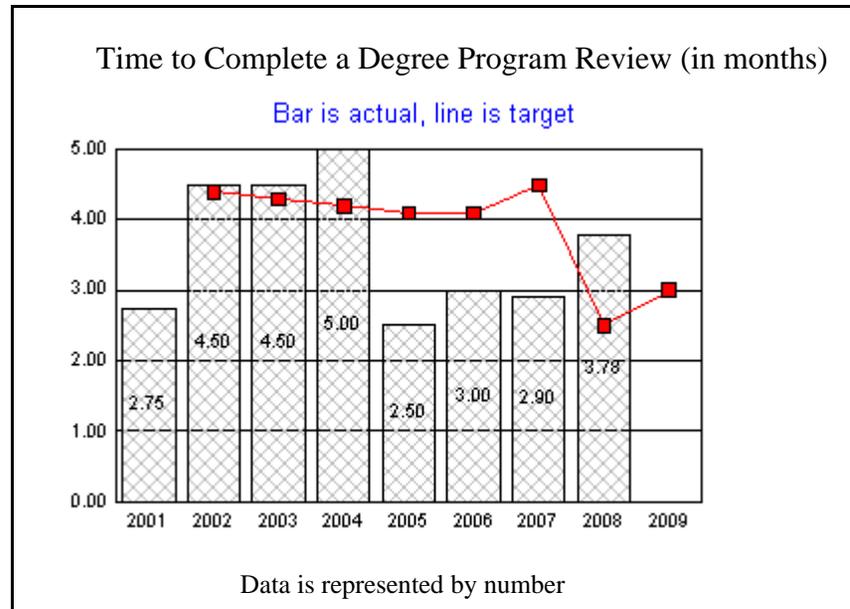
6. WHAT NEEDS TO BE DONE

OSAC needs to develop marketing tools, including streamlined individual scholarship criteria, so that potential donors have clear information on how to define their intent. In the 2006 annual progress report, OSAC indicated a need for a staff person who could proactively reach out to the philanthropic community, and small community and high school foundations. The 2007 Legislative Assembly approved a Scholarship Coordinator position that will help the agency expand its outreach activities into the philanthropic community. The position, combined with agency strategies, will enhance the ability to increase scholarships beyond relying on current partnerships to cultivate donors. The first measurable results will be reported in the 2009 annual progress report.

7. ABOUT THE DATA

Data reported are based on scholarships awarded for a specific academic year. The 2007-08 academic year = 2008 KPM report period.

KPM #2	Time to complete a degree program review.	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 (ODA), Alan Contreras, Administrator, (541) 687-7452	



1. OUR STRATEGY

Review new programs first, develop ways 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. Achieving results below the target is good.

3. HOW WE ARE DOING

ODA had reduced the time for completion of program reviews in recent years; however, increased workload in 2007-08 has increased the average time to completion of reviews by nearly a month. The number of programs reviewed was twice as many as last year and nearly triple what had been expected. Three existing schools with a great number of programs had new and renewal applications in for review.

Eight of the other applications were especially problematic, involving a great deal of ODA involvement. These included applications from five schools new to Oregon or to degree-level programs in Oregon. Several schools required extra time to bring their applications to required standards. One of the schools simply allowed its application to lapse after ODA's initial response.

So that schools trying to develop new programs were not unduly delayed, the new programs were inserted into the schedule ahead of renewal programs, even if the renewal applications had already been received. This increased the average time for completion, but had no ill effect on the operation of existing programs.

4. HOW WE COMPARE

In 2007, ODA asked other states that conduct a complete review of programs how long it takes them to conduct reviews. Reviews varied 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)

Florida - 3 months

Georgia - 3 to 4 months

Kentucky - 1 to 2 months

Minnesota - 6 months

Missouri - 6 months

New Jersey - 6 to 12 months

Ohio - 4 to 5 months

South Carolina - 4 to 6 months

Texas - 6 to 9 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.

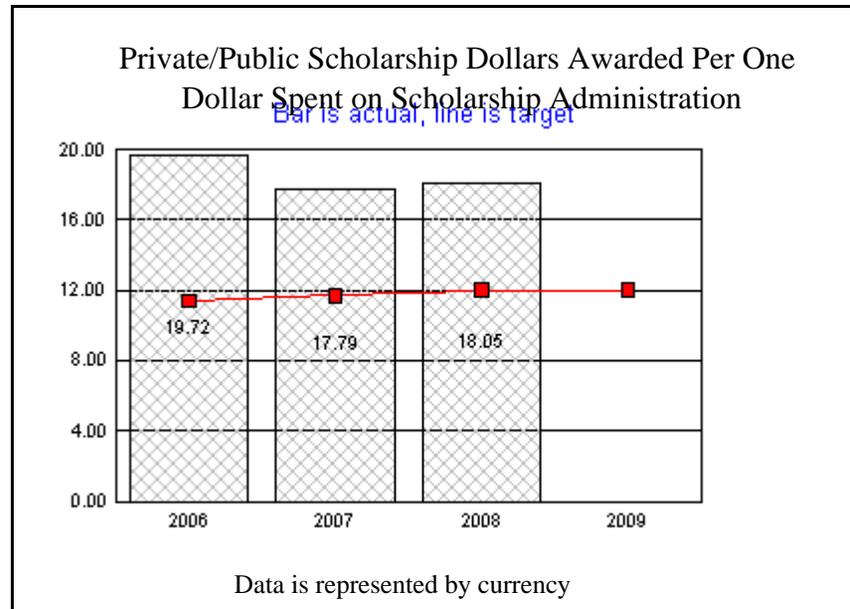
6. WHAT NEEDS TO BE DONE

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. In 2007-08, four reviews were done by contracted reviewers, but the contracting did not reduce the average time for completion.

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.

KPM #3	Ratio of administrative dollars to private and public Scholarship dollars awarded to students.	2006
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	OSAC database	
Owner	Scholarship and Access Programs, 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. This KPM compares administrative costs (personal services plus

services & supplies) for Scholarship Services staff from Other Funds to Total Scholarship Dollars disbursed to students.

2. ABOUT THE TARGETS

The higher the actual dollar amount, the better the agency is doing in providing more funds to students at a lower administrative cost. The first targets for this measure were set in 2006. It may be necessary in the future, once OSAC has collected enough data to determine possible trends, to adjust annual targets.

3. HOW WE ARE DOING

This is the third year OSAC has reported this data for a Key Performance Measure.

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 administer the individual programs, including processing of applications, selection of awardees, and disbursement of funds to schools. Current processes have improved greatly over the past two years as a result of upgraded software designed by the agency's Information Technology staff.

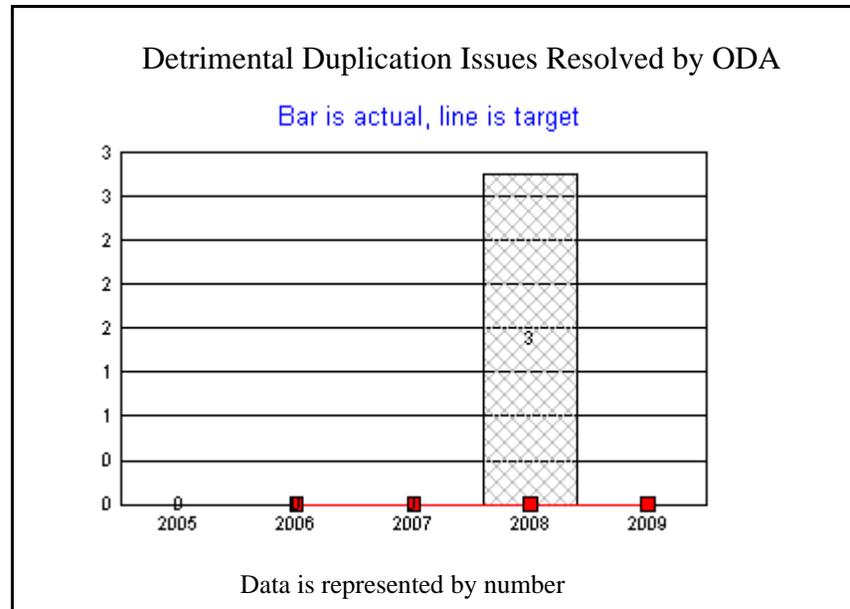
6. WHAT NEEDS TO BE DONE

In 2007, OSAC upgraded its services by building a new software program to increase the efficiency of scholarship administrative processes. System enhancements continue into 2008-09, including the implementation of new "paperless" policies.

7. ABOUT THE DATA

Data reported are based on scholarships awarded for a specific academic year. The 2007-08 academic year = 2008 KPM report period.

KPM #4	Number of detrimental duplication issues resolved by ODA.	2007
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 (ODA), 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 all but disappeared until several cases arose in 2007-08. 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 additions.

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.

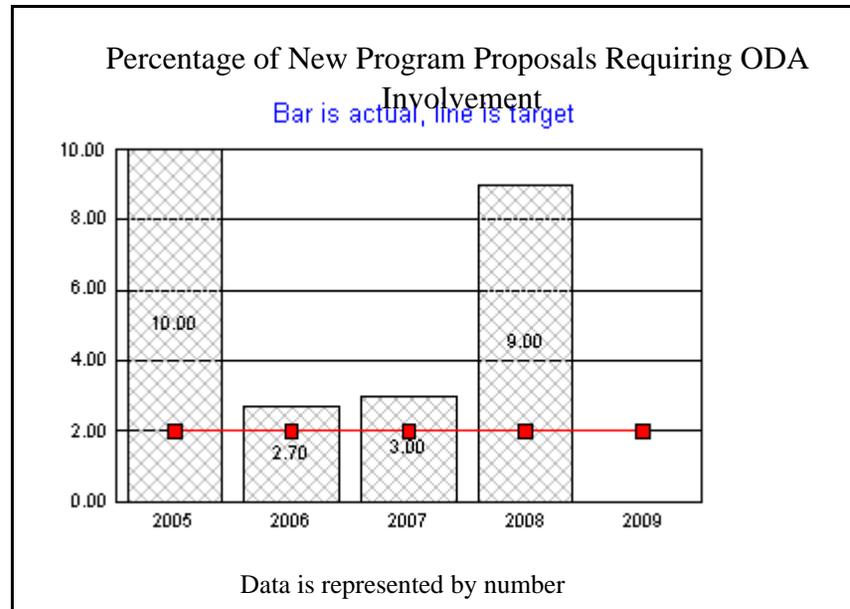
6. WHAT NEEDS TO BE DONE

Although ODA experience three adverse impact issues in 2007-08, the current low case level continues to be 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.

KPM #5a	Percentage of new program proposals requiring ODA involvement – New program application denial rate.	2007
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 (ODA), Alan Contreras, Administrator, (541) 687-7452	



1. OUR STRATEGY

At the suggestion of OSAC's Legislative Analyst, this KPM was split into 5a and 5b in 2007. Part 5a has a permanent 2% goal that is the "percentage of applications for new programs denied by ODA."

2. ABOUT THE TARGETS

The estimated number of programs to review for 2007-09 is 75. Existing programs are reviewed for reapproval every three 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, other only a few.

3. HOW WE ARE DOING

OSAC has had only two formal denials of full-scale schools in eight 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. No schools were denied approval in 2007-08, but one new school let its application lapse, and one rescinded its application for a new program.

4. HOW WE COMPARE

See the "Time to Completion" goal for more detail about how the 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.

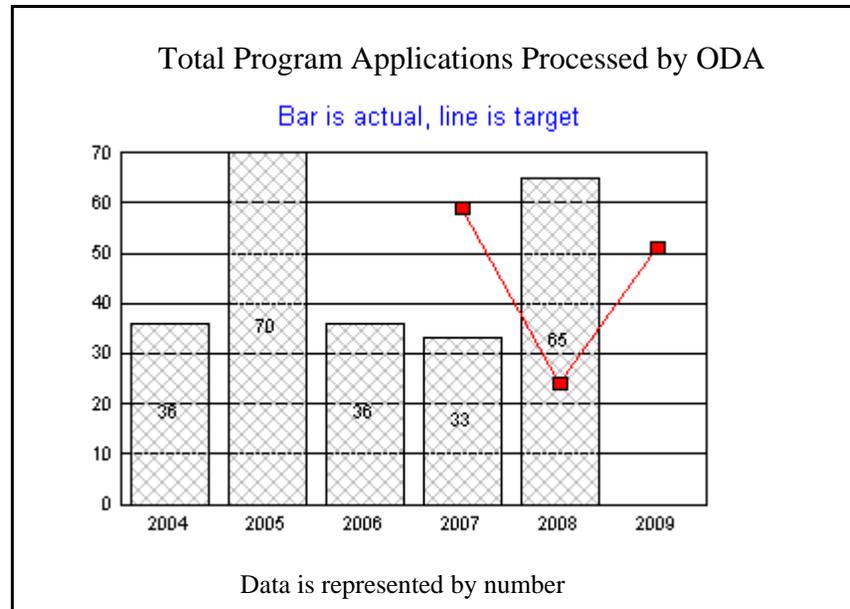
6. WHAT NEEDS TO BE DONE

ODA's approval process works quite well as long as it is possible to project arrival dates well enough to avoid backlogs. As long as applicants are primarily responsible schools, ODA anticipates 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.

KPM #5b	Total program applications processed by ODA.	2007
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 (ODA), Alan Contreras, Administrator, (541) 687-7452	



1. OUR STRATEGY

At the suggestion of OSAC's Legislative Analyst, this KPM was split into 5a and 5b in 2007. Part 5b is the number of total program applications received in a year. Goal numbers were first established in 2007 but data from previous years is included in the measure's graph.

2. ABOUT THE TARGETS

ODA estimates it will review 75 programs during the 2007-09 biennium. 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, other only a few.

3. HOW WE ARE DOING

ODA does not control the number of new applications. ODA works with applicants to process applications in a reasonable amount of time. Although total applications were slightly higher in 2008, the total remains within the agency goal.

4. HOW WE COMPARE

See the "Time to Completion" goal for more detail about how the 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 standards, but a few do not really have the desire to do so.

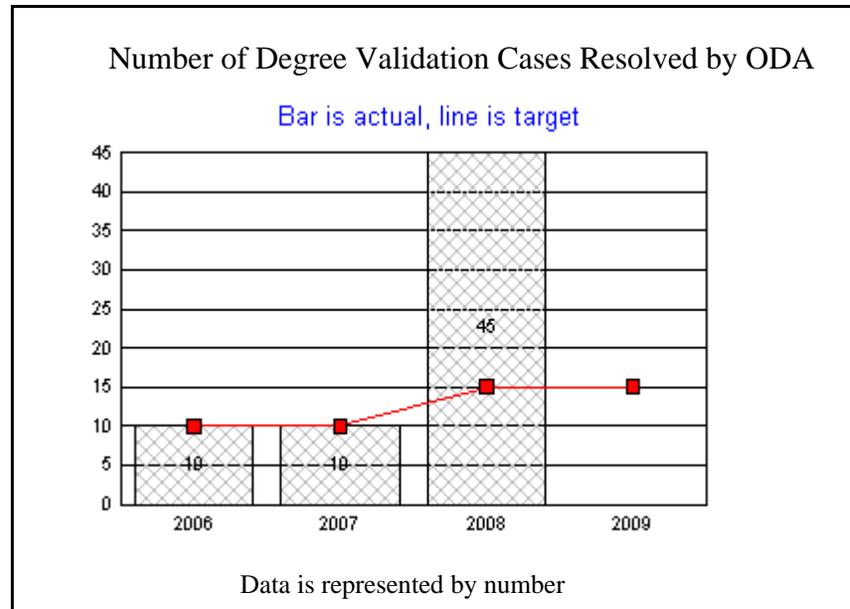
6. WHAT NEEDS TO BE DONE

ODA's approval process works quite well as long as it is possible to project arrival dates well enough to avoid backlogs. As long as applicants are primarily responsible schools, ODA anticipates 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.

KPM #6	Number of degree validation cases resolved by ODA.	2007
Goal	Goal 2: Protect the value of a college degree	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	ODA office keeps all records of staff actions, presentations and active cases.	
Owner	Office of Degree Authorization (ODA), Alan Contreras, Administrator, (541) 687-7452	



1. OUR STRATEGY

ODA expects 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, targets are based on prior experience. ODA's 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. ODA’s website 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. The unique increase in 2007-08 results from the federal release of names of users in a criminal case.

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. Outreach is therefore essentially limited to ODA’s website and the willingness of the news media to cover degree use cases.

6. WHAT NEEDS TO BE DONE

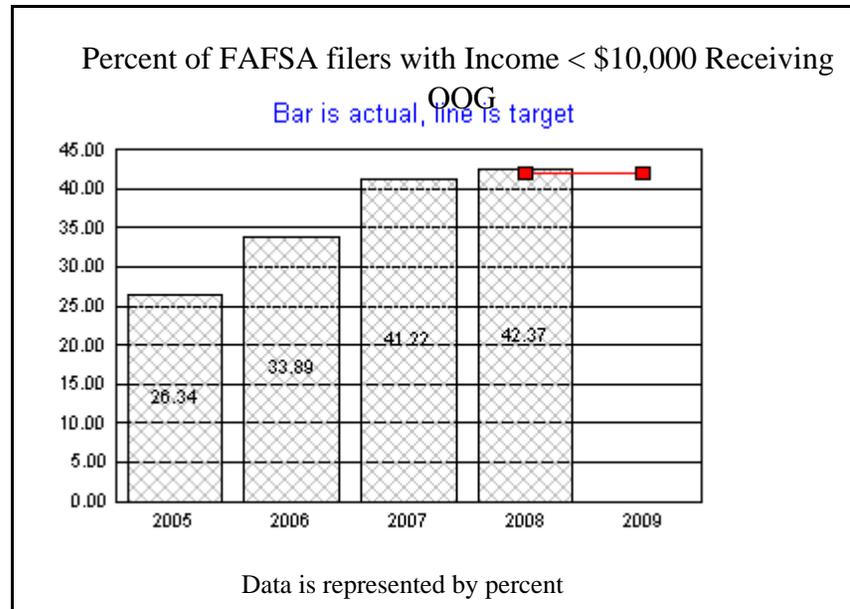
ODA developed an "Employer's Guide to College Degrees" in 2006 that will provide basic information in a .PDF format at little cost to the state. Otherwise, ODA is limited by the availability of funding.

7. ABOUT THE DATA

ODA tracks data in some years in order to determine what kinds of inquiries and cases are received and from what sources. 2006 data based on

six months of tracking shows about 11 degree validation inquiries received 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.

KPM #7	Impact of Opportunity Grants on enrollment of eligible students.	2008
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	OSAC database	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, (541) 687-7451	



1. OUR STRATEGY

The strategy compares the number of Opportunity Grant (OOG) recipients to the total number of students who file the Free Application for Federal Student Aid (FAFSA) for seven income ranges from \$0 to approximately the median family income for Oregon (\$61,250 for a family of four in 2007, U.S. Census Bureau). The FAFSA serves as the application form for the Federal Pell Grant and for federal student loans, as well as for the

Opportunity Grant. Tracking grant assistance by income measures the program's impact on enrollment of eligible students.

2. ABOUT THE TARGETS

Developing a target for this measure has been challenging, in part, because of the lack of control the Commission has over key elements, such as college costs, college enrollment rates, and the number of qualified applicants. Although college costs continue to increase at rates higher than annual increases in cost of living, the total number of FAFSA filers has declined somewhat since the economic downturn of 2003. Recently, the trend appears to have leveled off. Targets for 2008 are based upon estimates of the number of students that OSAC can serve with current funding levels and the total number of FAFSAs that will be submitted. For 2009, OSAC proposed to use targets set by the Shared Responsibility Model Steering Committee.

3. HOW WE ARE DOING

Data suggests that funding increases by the 2005 Legislative Assembly resulted in increases in total grant recipients at all income levels, most significantly in the lowest three income ranges. These increases reflect recent program changes that expanded award eligibility to students enrolled at least half time in 2007. Program expansion to half-time students offset small declines in the lowest income ranges, possibly indicating students in these ranges would prefer to enroll for lower credit loads. Many of these students may have work or family obligations.

Percent of FAFSA filers that receive OOG (by income):

\$0-\$9,999: 2005 - 26.34%; 2006 - 33.89%; 2007 - 41.22%; 2008 - 42.37%
 \$10,000-\$19,999: 2005 - 21.75%; 2006 - 27.47%; 2007 - 33.06%; 2008 - 32.19%
 \$20,000-\$29,999: 2005 - 17.73%; 2006 - 22.46%; 2007 - 26.63%; 2008 - 26.31%
 \$30,000-\$39,000: 2005 - 10.37%; 2006 - 11.75%; 2007 - 13.82%; 2008 - 13.77%
 \$40,000-\$49,000: 2005 - 1.46%; 2006 - 2.62%; 2007 - 3.65%; 2008 - 4.01%
 \$50,000-\$59,999: 2005 - 0.00%; 2006 - 0.00%; 2007 - 0.20%; 2008 - 0.38%
 \$60,000-\$69,000: 2005 - 0.00%; 2006 - 0.02%; 2007 - 0.07%; 2008 - 0.27%
 \$70,000 or greater: 2005 - 0.01%; 2006 - 0.02%; 2007 - 0.06%; 2008 - 0.06%

4. HOW WE COMPARE

This KPM is still being developed. In a recent survey of other state agencies that administer state-funded need-based grant programs, OSAC found itself to be much further along in the development of key performance measures to track agency progress. OSAC plans to initiate a follow-up

survey in winter 2008 to find out if any other states have added comparable program measures.

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 a single 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 institutional and 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. Through the completion of the 2007-08 academic year, grants were available only to students from families with incomes below 55% of the median family income for a family of four in Oregon. This changes with implementation of the Shared Responsibility Model in 2008-09 and will be first reported on in the 2009 APPR.

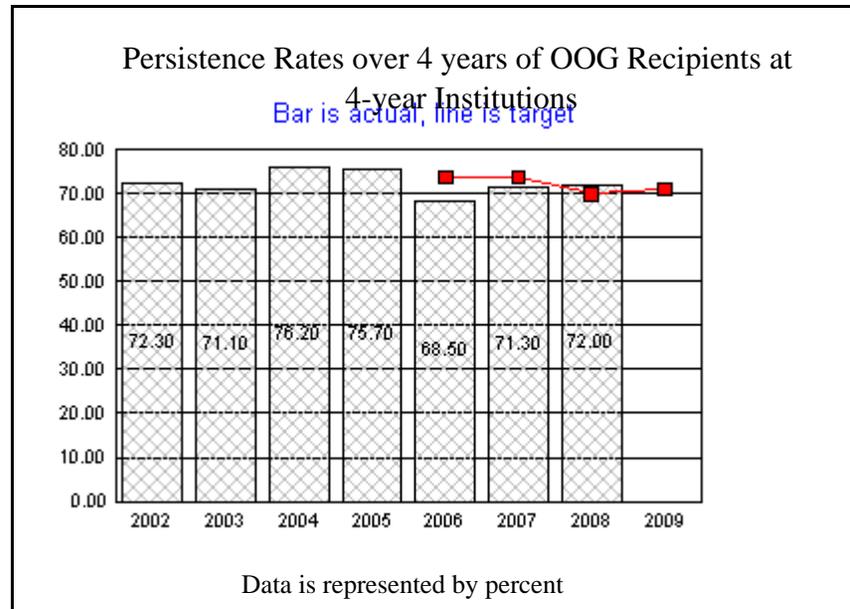
6. WHAT NEEDS TO BE DONE

The 2008 data tracks the second 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).

KPM #8	Persistence rates over 4 years for students at 4-year institutions who are eligible and awarded an OOG.	2007
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, OSAC runs a query that identifies eligible first-year students and compares this cohort group's filings in subsequent academic years to determine how many continue to submit FAFSAs. OSAC also compares the renewal application (persistence) rates of both recipients and eligible nonrecipients.

"Eligible nonrecipients," or "late filers," are students who would have been eligible to receive an Opportunity Grant if sufficient funding had been available to serve all students for that particular academic year. In years when funding was limited, OSAC has used cutoff dates, based on institutional type, as the primary mechanism. Cutoff dates could not be published because they were based on application filing rates, by institutional segment, during award processing each year.

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.

2. ABOUT THE TARGETS

Data were initially compiled in February 2005, when OSAC first developed this as a proposed KPM. Because some students remain at the same grade level for multiple years, OSAC's initial attempts at calculating persistence rates may have included some first-year students in more than one cohort group. The query used to identify the students included in each cohort group has since been refined. After calculating the persistence rate for 2006, OSAC recalculated rates for prior years. Based on this new data, 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 2008, are for first-year students in 2004-05 who continued to file FAFSAs for four consecutive years, through 2007-08. 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, or "late-filers," are students who missed the segmental cutoff date for the first Oregon school listed on their FAFSA.

With the expansion of the Oregon Opportunity Grant (OOG) program to part-time students in the 2006-07 award year, OSAC expects to see some increases in persistence rates. Targets for 2006 and 2007 were set prior to the expansion of the program and were based on the average rates for 2002 through 2005. Based on revised persistence rates for 2002 through 2005 and the rate reported for 2006, a target of 70.0% for 2008

is reasonable. The first year that will reflect program expansion 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

Because of recent funding increases, trends may not yet be apparent. What is known, however, is that persistence rates of grant recipients are significantly higher than those of nonrecipients. Moreover, 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 compare 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 two more years before trends attributable to program changes made in 2005-07 are clear. 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, availability of other forms of aid (especially Pell Grants) and changes in Oregon's economy may affect decisions about going to college.

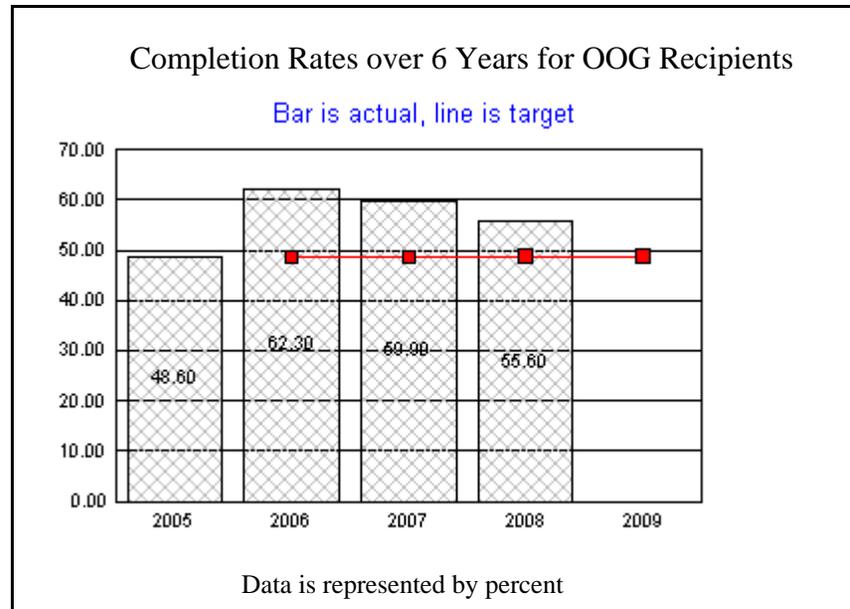
6. WHAT NEEDS TO BE DONE

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 recipient's ability to complete degree programs." The second year of a significant program expansion just ended, 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).

KPM #9	Completion rates (graduated within 6 years) for students at 4-year institutions who are eligible and awarded an OOG.	2007
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, OSAC identifies a cohort group of first-year, first-time Opportunity Grant recipients and, if possible, a similar group of eligible nonrecipients. “Eligible nonrecipients,” or “late-filers,” refers to students who would have been eligible to receive an Opportunity Grant if sufficient funding had been available to serve all students for that particular academic year. In years when funding was limited, OSAC has used

cutoff dates, based on institutional type, as the primary cost-control mechanism. Cutoff dates were based on application filing rates, by institutional segment, during award processing each year.

OSAC uses an in-house database to randomly select a representative sample of approximately 500 student records from recipient and nonrecipient groups for each institutional segment and conduct a completion match with the National Student Clearinghouse at a cost of \$.25 per record.

By federal definition, students enrolled full time meet satisfactory academic 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 2002-03 who completed their programs by 2007-08.

In 2007-08, funds were available to serve all eligible full-time and part-time students, so there will be no group of late-filing eligible nonrecipients to compare the cohort group against in future years. Increased funding and implementation of the Shared Responsibility Model for determining OOG award amounts, starting in 2008-09, may also affect completion rates as students from higher-income groups become eligible for OOG funds for the first time. OSAC will 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

Targets are only for grant recipients; no targets will be set for late-filing eligible nonrecipients. The higher the percentage, the more grant recipients are successfully completing their programs of study within 6 years. The original data on which the targets were based were collected during the 2005 legislative session.

Six Oregon postsecondary institutions do not report to the Clearinghouse, including two of the 40 institutions that participate in the Opportunity Grant Program—Oregon Health and Sciences University and Marylhurst University—each of which enrolls only a small number of grant recipients. Since nearly all Oregon postsecondary institutions, and most other institutions throughout the country report to the Clearinghouse, conducting data matches with the Clearinghouse provides OSAC with the most comprehensive information available to date on student completions.

3. HOW WE ARE DOING

Although this is a relatively new KPM, OSAC's strategy for compiling completion data has improved vastly, and OSAC anticipates no difficulties in continuing to retrieve reliable data. The OOG program has seen changes each year for the past 4 years. The last year of limited funding that required

rationing by cut-off dates was 2004-05. For 2005-06, funding was sufficient to serve all eligible full-time students attending public institutions and approximately 90% of full-time students at private independent 4-year institutions. For 2006-07, funding was again available for all full-time students at all public institutions and, for the first time, for eligible students enrolled at least half time (6 to 11 credit-hours per term). For 2007-08, the program continued to serve all eligible full and half-time students. Because the program has experienced so many changes, and will see more changes in the 2008-09 academic year, OSAC may not be able to determine trends for several more years.

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 on its College Navigator website.

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 completion rates for Oregon 4-year institutions is for the 2002-03 cohort (graduated by 2007-08). Limiting information on completion rates to 4-year public Oregon institutions omits those students who complete their programs after transferring to schools in another state or to a 4-year private independent institution in Oregon. It is for this reason that OSAC conducts matches with the National Student Clearinghouse rather than with OUS or individual institutions.

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. This KPM does not, however, 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 his/her 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 and institutional aid of various types, ease or difficulty of credit transfer, and so on. The OOG is just one element of many in providing access to higher education.

6. WHAT NEEDS TO BE DONE

During the period of time measure for this cohort, the Oregon Opportunity Grant made up approximately 11% of a student's average cost of

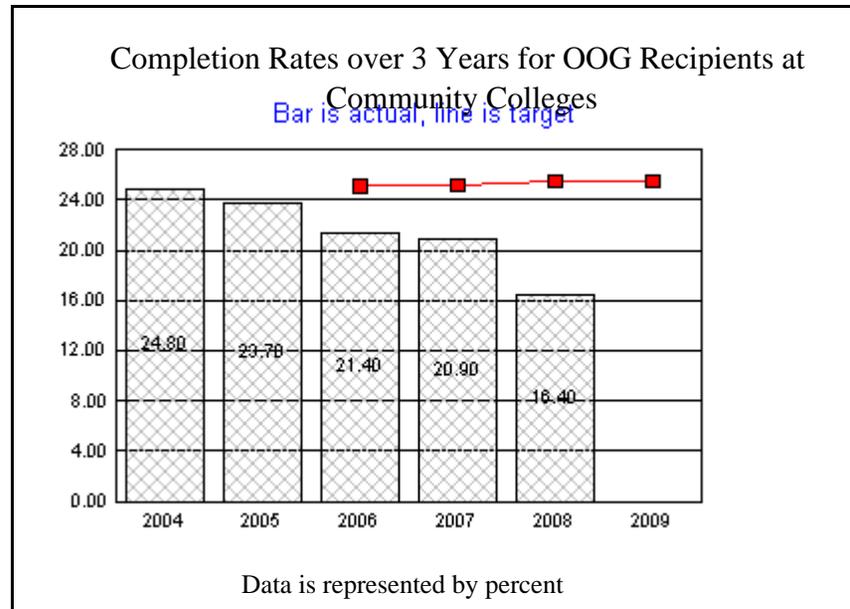
attendance for the previous academic year. The award was available only to low-income students. For example, the income limit for a dependent student from a family of 4 was less than \$34,000, and the limit for a single independent student was less than \$10,000. Some research has suggested that award 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 student, particularly for this low-income student population.

An increase in award amounts and/or in the number of academic terms for which the award is available would help more grant recipients complete their programs on time. Increased program funding for 2007-09 and the implementation of a completely new process for determining award amounts for all students in 2008-09 will have major, unknown impacts on this KPM. Maximum award amounts will increase for most low-income students. Increased funding will also make awards available to some middle-income students for the first time, but OSAC has no data on this cohort group yet. Research has shown that students in higher income groups tend to have higher completion rates so OSAC anticipates increases in actual data and possible increases in targets.

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).

KPM #10	Completion rates (graduated within 3 years) for students at community colleges who are eligible and awarded an OOG.	2007
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	National Student Clearinghouse	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, (541) 687-7451	



1. OUR STRATEGY

The data collection strategy for this KPM is similar to KPM #9, which measures completion rates for students at four-year institutions. For each academic year, OSAC identifies a cohort group of first-year, first-time Opportunity Grant recipients and, if possible, a similar group of eligible nonrecipient late-filers. "Non-recipient late filers" are students who would have been eligible to receive an Opportunity Grant if sufficient funding had

been available to serve all students for that particular academic year, but filed their Free Application for Federal Student Aid (FAFSA) after the cutoff date. In years when funding was limited, OSAC has used cutoff dates, based on institutional type and application filing dates, as the primary cost-control mechanism. Cutoff dates could not be published because they were based on application filing rates, by institutional type, during award processing each year.

OSAC uses an in-house database to randomly select a representative sample of approximately 500 student records of recipient and nonrecipient groups and conduct a completion match with the National Student Clearinghouse at a cost of \$.25 per record.

2. ABOUT THE TARGETS

Targets are only for grant recipients; targets are not appropriate for nonrecipients. The higher the percentage, the more grant recipients are successfully completing their programs of study on time (i.e., within 3 years). The original data on which the targets were based were collected during the 2005 legislative session. For the 2005 measure, OSAC tested a different process for comparing data against the centralized database of the Office of Community Colleges and Workforce Development. However, collecting completion data from only one institutional segment resulted in limited information that had to be matched again with the Clearinghouse. For 2006, OSAC returned to the previous strategy of comparing data from its internal database with the Clearinghouse.

Six Oregon postsecondary institutions do not report to the Clearinghouse, including two of the 40 institutions that participate in the Opportunity Grant Program--Oregon Health and Science University and Marylhurst University--each of which enrolls only a small number of grant recipients. Since nearly all Oregon postsecondary institutions, and most other institutions throughout the country report to the Clearinghouse, conducting data matches with the Clearinghouse provides OSAC with the most comprehensive information available to date on student completions.

3. HOW WE ARE DOING

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

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, most of whom do not go on to complete 2-year Associate degrees; students in 2-year Associate Degree programs; and students who transfer to 4-year programs, sometimes earning a formal transfer degree, sometimes not. Some students who transfer to 4-year programs do not complete 2 years at a community college. Only after the student earns a certificate or degree does information about the student's chosen program of student become available to OSAC. 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. Thus, a reasonably accurate picture of academic success for OOG recipients enrolled in community colleges should allow up to six years for a student.

Taken together with persistence rates, completion rates indicate the potential for academic success of Opportunity Grant recipients compared to their peers. This KPM does not however, show the direct effect of the Opportunity Grant on completion rates of grant recipients because there are too many variables that affect a student's decision to persist and complete his/her 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 (especially Pell Grants), ease or difficulty of credit transfer, and so on. The Opportunity Grant is just one element of many in providing access to community colleges.

6. WHAT NEEDS TO BE DONE

During the period of time measured in this KPM, the Opportunity Grant made up the equivalent of approximately 11% of a student's average cost of attendance for the previous academic year. The award was available only to low-income students. For example, for the 2007-08 academic year, the income limit for a dependent student in a family of 4 is less than \$34,000, and the limit for a single independent student is \$9,600. 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. Increased program funding for 2007-09 and implementation of a completely new process for determining award amounts for all students in 2008-09 will have major, unknown impacts on this KPM. Maximum award amounts will increase for most low-income students. Increased funding will also make awards available to some middle-income students for the first time, but OSAC has no data on this cohort group yet. Research has shown that students in higher income groups tend to have higher completion rates, so we anticipate increases in actual data and possible modifications to targets.

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). Institutions have up to 60 days after the end of a student's period of enrollment or the end of the academic year to report to the US Department of Education and Clearinghouse.

KPM #11	Effectiveness of OSAC's Customer Service (combine data for all programs in annual reports).	2008
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	Compile data from customer surveys, by program	
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 replaced old KPMs #11 and #13 to #18 (2005-07) with revised KPM #11 during the 2007 Legislative Session, which complies with the specified format. The intent of the agency was to replace multiple customer service measures with one. However KPM #15, a duplicate customer service measure, was inadvertently approved with the agency's 2007-09 Legislatively Approved Key Performance Measures.

2. ABOUT THE TARGETS

OSAC set initial customer service targets at 90% for all categories. The higher the satisfaction rate, the more people have positive customer service experiences with OSAC. However, OSAC's diverse customer populations result in a wide range of responses, depending upon customers' degree of direct interaction with OSAC staff and services. As a result, OSAC may revise some targets in the future.

3. HOW WE ARE DOING

For 2008 (2007-08), 78.8% of OSAC's customers rated their customer satisfaction experience at "Good" or "Excellent." This is the first year of reporting for this measure but the third year that OSAC has been gathering data on customer satisfaction.

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 service rating was 78.8% for 2008, down from 87.4% in 2007 but above the 72.2% received in 2006. Each group surveyed interacts differently with OSAC staff members. The highest ratings came from staff members in financial aid offices across Oregon, members of scholarship selection committees, ASPIRE coordinators, and ASPIRE-AmeriCorps Site Supervisors. For this group, "don't know" responses ranged from 0% to 4.3%. Groups with increased person-to-person contact with OSAC had a lower percentage of "don't know" responses and a higher percentage of "Excellent" and "Good" than other groups. Opportunity Grant recipients and eApp filers -- both student groups -- are familiar with some of OSAC's services, but their overall knowledge of all OSAC services is limited. This was reflected in the groups' average "don't know" responses, which ranged from 9.8% to 15.7%. As in past years, OSAC compiled surveys of ASPIRE mentors and students, but they were excluded from the overall survey report for 2008 because of "don't know" responses averaging above 30%.

6. WHAT NEEDS TO BE DONE

Survey data shows the need for more OSAC outreach and public relations. For 2008, OSAC incorporated more information about its programs and services in publications distributed to Oregon high school students. OSAC added a new donor relations and marketing position in early 2008 to improve outreach efforts. 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. To change this, OSAC began notifying students by email of their potential eligibility for Opportunity Grants in February 2008. The federal applications are also used to determine students' eligibility for Oregon Opportunity Grants.

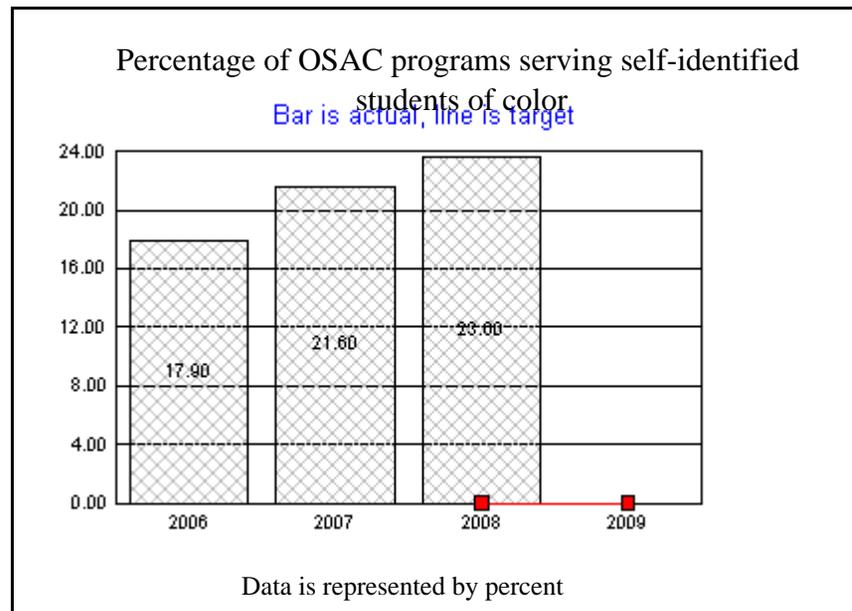
ASPIRE promotes other OSAC programs by including "A Program of the Oregon Student Assistance Commission" on all its publications and in its presentations to volunteers, students, and school staff. The current OSAC scholarship application has a full page devoted to OSAC programs. The OSAC website targeting students at www.GetCollegeFunds.org now has quick links to every OSAC program.

The two categories in which OSAC scored lower responses were "Helpfulness" and "Expertise." This was particularly the case if respondents were unlikely to interact directly with OSAC staff members.

7. ABOUT THE DATA

Surveys were based on the 2007-08 school year cycle (September - June). The following groups were surveyed: scholarship selection committees (clients), students who completed online scholarship applications (consumers); recipients of Oregon Opportunity Grant (consumers); ASPIRE-AmeriCorps members (constituents); ASPIRE site supervisors (constituents); and financial aid officers (constituents). The customer service survey was included as a pop-up option after a student had completed an online scholarship application (eApp). It is also an option on OSAC's website for students, www.GetCollegeFunds.org. Strengths include a large group of respondents, representation from OSAC's major customer groups, and the ability to use both paper and electronic version of the survey. Weaknesses of the data include not surveying all possible OSAC partners/customer bases, combining all the data into one total, and not being able to explain the purpose of the survey to some customer groups who were asked to complete it.

KPM #12	Percentage of students of color served by OSAC programs (i.e., disaggregate measures to track race/ethnicity of beneficiaries of OSAC program services).	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 application; Oregon Opportunity Grant datamatches with institutions and segments	
Owner	Varies by program	



1. OUR STRATEGY

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/Alaskan Native (NatAm), Asian/Pacific Islander (Asia/Pac), and Hispanic (Hisp).

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. However, 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). A student's race/ethnicity is a self-reported, optional data element that institutions collect during matriculation and then transfer summaries to IPEDS.

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 after the end of the academic year in July/August. For Scholarship Services (SchSrv), OSAC collects R/E data from the 7,000+ students who complete the OSAC combined scholarship application for the 370 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 2003 Legislatively Approved Budget, which instructed the Commission to "disaggregate measures that track services to students by race and ethnicity, with a special emphasis on agency program services to Latino students."

2. ABOUT THE TARGETS

Percentages of recipients in each major R/E group are collected separately for the Opportunity Grant and for Scholarship Services. OSAC has not set targets for this measure in the past, as the agency has deemed it inappropriate to determine targets based upon race and/or ethnicity. At the suggestion of the Interim Ways and Means Committee, OSAC suggested comparing results with overall state census data. 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.

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 are reported by individual Oregon postsecondary institutions are available on the U.S. Department of Education's College Navigator 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 starting 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 82 high schools in 2006-07 to nearly 115 high schools and locations in 2007-08, reaching more students with information and individual mentoring.

6. WHAT NEEDS TO BE DONE

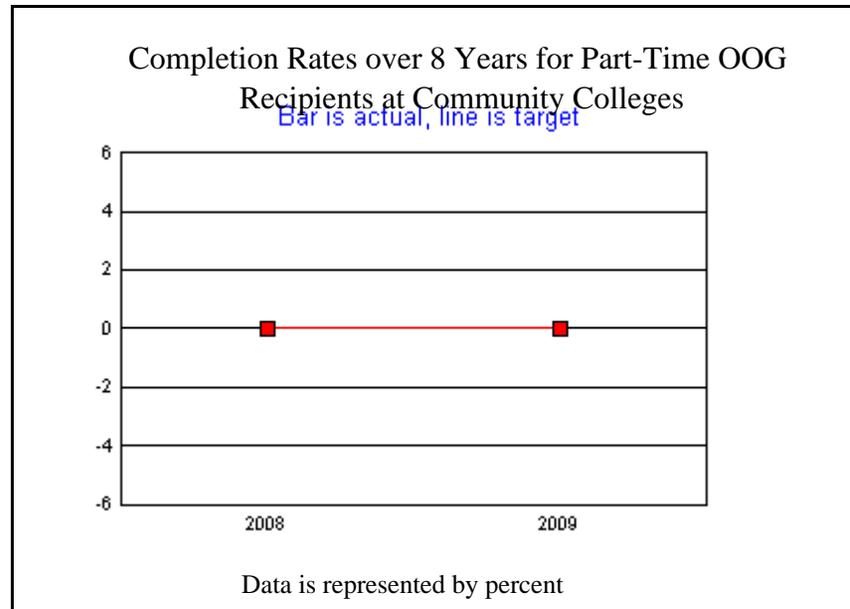
The agency must continue outreach efforts to Oregonians about OSAC-administered grants and scholarship and about financial aid information in general. These efforts should consider social marketing strategies to reach students of color and other underserved groups. In January 2007, the first College Goal Sunday (CGS) program took place 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. The event was repeated in January 2008, and more than 2,000 students attended statewide. 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.

7. ABOUT THE DATA

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

KPM #13	Completion rates for part-time students.	2008
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

At the end of each academic year, OSAC identifies a cohort of first-year, first-time students who received Oregon Opportunity Grant (OOG) funds for half-time enrollment during Fall term. OSAC selects statistically representative samples of part-time grant recipients, by institutional type (community colleges and 4-year public institutions), and conduct data matches with the National Student Clearinghouse to collect completions data

for each group. The National Student Clearinghouse conducts data matches and returns completions data for those student records in their system to OSAC at a cost of \$.25 per matched record. OSAC runs a query of its database to randomly select a representative sample of approximately 500 student records of part-time OOG recipients for each institutional type.

The student populations at 2- and 4-year institutions are very different, so OSAC proposed tracking completion rates separately for students at 2-year and students at 4-year institutions. By federal definition, full-time students meet satisfactory academic progress if they complete their undergraduate program of study within 150% of the program's published length (traditionally, 2 years for an Associate's degree and 4 years for a Baccalaureate degree). This is the standard used by the US Department of Education and is also the standard used for the completion rates data reported for KPMs #9 and #10. For part-time recipients, OSAC defines satisfactory progress at 200% of program length and sets completion-rate targets at 75% of the completion-rate targets in KPMs #9 and #10.

The 2006-07 academic year was the first year in which OOG funds were made available to eligible part-time students. However, only part-time students who are enrolled at least half-time (6 to 11 credit-hours per academic term) and meet income and other OOG eligibility requirements are eligible to receive awards. OOG funds were available to all eligible students in 2006-07, so there is no cohort of nonrecipient late-filers against which to compare a cohort group.

Increased funding and implementation of the Shared Responsibility Model (SRM) for determining OOG award amounts, starting in 2008-09, may also affect completion rates as students from higher-income groups become eligible for OOG funds for the first time in the program's history. In addition, the formula for determining award amounts for "part-time" students will also change in 2008-09. For 2006-07 and 2007-08, awards for half-time students equaled 50% of full-time awards. Under the new SRM methodology, however, OSAC must use a separate formula to calculate half-time award amounts, so awards for some students may drop from 50% of a full-time award to \$0. The effect of this change in the way half-time awards are calculated will only be known after the end of the 2008-09 academic year, the first year under the SRM. OSAC may modify future targets if changes in funding and award calculation indicate new trends. Data for KPMs are compiled after the end of the academic year, usually in September. Over time, this may be another indicator of the effectiveness of the Opportunity Grant.

2. ABOUT THE TARGETS

OOG recipients who are enrolled half time in Fall 2006 will be the first cohort group of "part-time" students for whom OSAC will report completion rates. For students at community colleges, actual completions data will not be available until 2009-10 -- 4 years after the end of the 2006-07 academic year. For students at 4-year institutions, actual completions data will not be available until 2013-2014 -- 8 years after the end of the 2006-07 academic year. Initially, OSAC will set targets at 75% of the 2006-07 completion-rate targets for full-time 2- and 4-year OOG recipients.

Thus, initial targets will be 15.1% for part-time community college students and 36.5% for part-time students at 4-year institutions.

Generally, the higher the percentage, the greater the number of OOG grant recipients who successfully complete their programs of study within the specified time frames. Six Oregon postsecondary institutions do not report to the Clearinghouse, including two of the 40 institutions that participate in the Opportunity Grant Program -- Oregon Health and Sciences University and Marylhurst University -- each of which enrolls only a small number of OOG recipients. Since nearly all Oregon postsecondary institutions, and most other institutions throughout the country report to the Clearinghouse, conducting data matches with the Clearinghouse provides OSAC with the most comprehensive information available to-date on student completions.

3. HOW WE ARE DOING

This is a new KPM; actual data will not be available for at least four more years.

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. Moreover, no national data are available on completion rates for part-time students. OSAC uses data from the IPEDS College Navigator website for comparisons of graduation rates for all participating schools, but IPEDS data are limited to data for full-time, first-time undergraduates. As a substitute, OSAC compares completion rates for OOG recipients who are part-time students to the completion rate for students at community colleges and 4-year institutions, as reported in KPMs #9 and #10.

5. FACTORS AFFECTING RESULTS

This KPM cannot show the direct effect of the Opportunity Grant on completion rates of grant recipients because there are too many variables that affect a student's decision to persist and complete his/her programs -- upturns/downturns in Oregon's economy, changing price differentials among schools over time, family crises (e.g., death of parent, catastrophic medical costs, loss of job by primary wage-earner), changes in federal and institutional aid of various types, ease or difficulty of credit transfer, and so on. The OOG is just one element of many in providing access to higher education.

In 2006-07, the first year for part-time awards, approximately 95% of OOG-eligible students at 4-year institutions were enrolled full time and 5% half time. At community colleges, 80% of OOG-eligible students are enrolled full time, and 20% half time. Few OOG recipients are enrolled half time for the full year.

6. WHAT NEEDS TO BE DONE

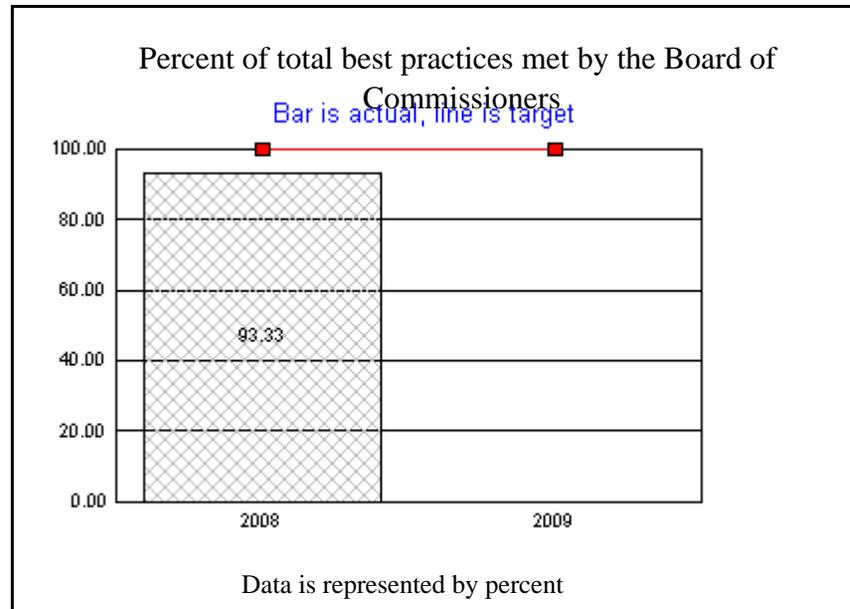
During the period of time measure for this cohort, the Oregon Opportunity Grant made up approximately 11% of a student's average cost of attendance for the previous academic year. The award was available only to low-income students. For example, the income limit for a dependent student from a family of 4 was less than \$34,000, and the limit for a single independent student was less than \$10,000. 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 student, particularly for this low-income student population.

An increase in award amounts and/or in the number of academic terms for which the award is available would help more grant recipients complete their programs on time. Increased program funding for 2007-09 and implementation of the Shared Responsibility Model for determining award amounts in 2008-09 will have unknown effects on this KPM. Maximum award amounts will increase for most low-income students. Increased funding will also make awards available to some middle-income students for the first time, but OSAC has no data on this cohort group yet. Research has shown that students in higher income groups tend to have higher completion rates, so OSAC anticipates increases in actual data and possible increases in targets.

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).

KPM #14	Percent of total best practices met by the Board of Commissioners.	2008
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	OSAC survey of commissioners	
Owner	Administration, Executive Director, Dennis Johnson, (541) 687-7377	



1. OUR STRATEGY

Annually, each Commissioner has the opportunity to review the 15 best practices and individually evaluates their assessment of the Commission's performance. During a regular OSAC meeting, Commissioners discuss and compare their individual evaluations, and agree on a group evaluation.

2. ABOUT THE TARGETS

In an effort to ensure the Commission is as effective as possible, OSAC has set a target of 100% for this measure.

3. HOW WE ARE DOING

This is a new performance measure. We do not yet have enough data to identify trends. Of the 15 criteria provided to the Commission for evaluation, the members concluded that current training opportunities were insufficient. As a response, OSAC staff presented the Commission with a calendar of trainings for fall and winter.

4. HOW WE COMPARE

Comparison may be possible in the future with other education-related state agencies and agencies of comparable size.

5. FACTORS AFFECTING RESULTS

Some commissioners expressed concern that the "one-size-fits-all" approach used by the state for this measure does not allow the Commission to fully evaluate itself. OSAC plans to work with KPM coordinators and analysts to maximize this measure's potential assistance.

6. WHAT NEEDS TO BE DONE

In response to the Commission's survey of best practices, OSAC staff presented the Commission with a calendar of trainings for fall and winter, 2008-09. OSAC staff will continue to work with the Commission to provide needed issue and skills trainings.

7. ABOUT THE DATA

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

KPM #15	Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.	2007
Goal	Goal 1: Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, #26	
Data Source	Compile data from customer surveys, by program	
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 replaced previous KPMs with this measure to comply with the specified format.

2. ABOUT THE TARGETS

OSAC set initial customer service targets at 90% for all categories. The higher the satisfaction rate, the more people have positive customer service experiences with OSAC. However, OSAC's diverse customer populations result in a wide range of responses, depending upon customers' degree of direct interaction with OSAC staff and services. As a result, OSAC may revise some targets in the future.

3. HOW WE ARE DOING

On average, 90.9% of OSAC's client and constituent groups rated their overall customer satisfaction experience as "Good" or "Excellent." This is the first year of reporting for this measure but the third year that OSAC has gathered data on customer satisfaction.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Due to changes in the way in which the OSAC's customer service data have been analyzed over time, previously reported customer service statistics are not comparable across years. Once a consistent methodology is applied, a clear upward trend is apparent.

Overall Service

2006: 84.5%; 2007: 91.0%; 2008: 90.9%

Timeliness

2006: 78.3%; 2007: 90.8%; 2008: 86.2%

Accuracy

2006: 80.5%; 2007: 89.8%; 2008: 90.4%

Helpfulness

2006: 86.0%; 2007: 87.8%; 2008: 90.9%

Expertise

2006: 88.3%; 2007: 87.6%; 2008: 92.7%

Availability of Information

2006: 81.5%; 2007: 86.1%; 2008: 85.8%

OSAC's overall service rating was 90.9% for 2008, consistent with 2007 performance and above 2006 performance. Each group surveyed

interacts differently with OSAC staff members. The highest ratings came from staff members in financial aid offices across Oregon, members of scholarship selection committees, ASPIRE coordinators, and ASPIRE-AmeriCorps Site Supervisors. For this group, "don't know" responses ranged from 0% to 4.3%. Groups with increased person-to-person contact with OSAC had a lower percentage of "don't know" responses and a higher percentage of "Excellent" and "Good" than other groups. Opportunity Grant recipients and eApp filers -- both student groups -- are familiar with some of OSAC's services, but their overall knowledge of all OSAC services is limited. This was reflected in the groups' average "don't know" responses, which ranged from 9.8% to 15.7%. As in past years, OSAC compiled surveys of ASPIRE mentors and students, but they were excluded from the overall survey report for 2008 because of "don't know" responses averaging above 30%.

6. WHAT NEEDS TO BE DONE

Survey data shows the need for more OSAC outreach and public relations. For 2008, OSAC incorporated more information about its programs and services in publications distributed to Oregon high school students. OSAC added a new donor relations and marketing position in early 2008 to improve outreach efforts. 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. To change this, OSAC began notifying students by email of their potential eligibility for Opportunity Grants in February 2008. The federal applications are also used to determine students' eligibility for Oregon Opportunity Grants.

ASPIRE promotes other OSAC programs by including "A Program of the Oregon Student Assistance Commission" on all its publications and in its presentations to volunteers, students, and school staff. The current OSAC scholarship application has a full page devoted to OSAC programs. The OSAC website targeting students at www.GetCollegeFunds.org now has quick links to every OSAC program.

The two categories in which OSAC scored lower responses were "Helpfulness" and "Expertise." This was particularly the case if respondents were unlikely to interact directly with OSAC staff members.

7. ABOUT THE DATA

Surveys were based on the 2007-08 school year cycle (September - June). The following groups were surveyed: scholarship selection committees (clients), students who completed online scholarship applications (consumers); recipients of Oregon Opportunity Grant (consumers); ASPIRE-AmeriCorps members (constituents); ASPIRE site supervisors (constituents); and financial aid officers (constituents). For students completing the online scholarship application (eApp), the customer service survey is available while the student is completing the application, as well as a pop-up option upon completion. Other groups received an email solicitation containing a link to an online survey.

As mentioned above, the methodology used to analyze OSAC's customer service data has changed over time. Going forward, OSAC customer

service statistics will be calculated for each respondent group as the number of "Excellent" and "Good" responses divided by the total number of responses, excluding respondents who skip the question or respond "don't know". The results for each respondent group will be averaged to generate an agency-wide statistic. As in previous years, respondent groups who have limited knowledge of OSAC's programs and services (based on the percent of "don't know" responses) will be excluded from the analysis.

Overall, strengths include a large group of respondents, representation from OSAC's major customer groups, and the ability to use both paper and electronic version of the survey. Weaknesses of the data include not surveying all possible OSAC partners/customer bases, combining all the data into one total, 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.

Contact: Susan Degen

Contact Phone: 541-687-7451

Alternate: Claire matese

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The following questions indicate how performance measures and data are used for management and accountability purposes.

<p>1. INCLUSIVITY</p>	<p>* 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.</p> <p>* Elected Officials: Only two of OSAC's existing KPMs (#1 and #2) existed in their current form prior to the 2005 Legislative Assembly. All other KPMs were modified or added in 2005, including three new KPMs for ODA and four new KPMs for the Oregon Opportunity Grant (OOG). Two previous KPMs for the OOG were removed. The 2007 Legislative Assembly added an additional three measures, tracking the implementation of the Shared Responsibility Model, board of commissioner best practices, and a second customer service measure.</p> <p>* 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.</p> <p>* Citizens: Staff presents KPM data and reports to OSAC's board of commissioners.</p>
<p>2 MANAGING FOR RESULTS</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. Nearly all measures are based on data collected after the close of the academic year, which coincides with the state's fiscal year. OSAC uses measures to determine ways to improve services to the students it serves.</p>
<p>3 STAFF TRAINING</p>	<p>State-sponsored training has been provided for those assigned with the responsibility for coordinating the</p>

	<p>agency's performance measure reports. KPMs are also discussed during meetings of key administrative and program staff.</p>
<p>4 COMMUNICATING RESULTS</p>	<p>* 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.</p> <p>* Elected Officials:</p> <p>The Executive Director discussed the agency's KPMs in presentations to various legislative committees during the 2007 Legislative sessions. OSAC also presented updates before the interim Ways and Means Committee on progress of the development of new agency KPMs in January 2008.</p> <p>* 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.</p> <p>* Citizens: Performance measures are posted in the agency website: www.osac.state.or.us/performance.html.</p>
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