

University Evaluation Framework

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

University Profile Information beginning academic year: _____

Total Enrollment Headcount: _____	Asian or Pacific Islander: _____%	Pell Recipients: _____%	Faculty to Student Ratio: _____
Full Time: _____%	Black or African American: _____%	First Generation Students: _____%	Tenured/Tenure Track Faculty: _____
Part Time: _____%	American Indian/Alaska Native: _____%	Gender: Male _____%	Adjunct Faculty: _____
Full Time Equivalency: _____%	Hispanic: _____%	Gender: Female: _____%	Nontenured Track Faculty: _____
Resident: _____%	White: _____%	Gender: No response: _____%	Full-time Faculty: _____
Nonresident: _____%	Multi-Racial: _____%	Veterans: _____%	Less Than Full-time: _____
	Unknown: _____%	Students Receiving Disability Services: _____%	

Institutional Focus Area	Evaluation Component	Data Points	#	%	Methodology and Data Source	
Access & Affordability ¹	Enrollment	Total Enrollment Headcount	All Students			
			Full-Time			
			Part-Time			
			Underrepresented Minorities			
			Pell Grant Recipients			
			First Generation Students			
			Resident			
			Nonresident			
			Undergraduate			
			Graduate (Masters)			
		Graduate (Doctorate)				
		Total Student Credit Hours	All Students			
			Underrepresented Minorities			
			Pell Grant Recipients			
First Generation Students						

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

	Student Debt	Amount of Average Student Debt Load	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
			First Generation Students		
			Resident		
		Nonresident			
		Loan Default Rate	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
			First Generation Students		
	Resident				
	Nonresident				
Student Support Systems	Please describe the types of Student Support Systems your institution has in place. Examples include but are not limited to counseling, summer bridge programs, advising, community-based partnerships and mentoring.				
Retention & Completion ²	Graduation Rates	Graduation Rates (In State)	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
		First Generation Students			
		Graduation Rates (Out of State)	All Students		
			Underrepresented Minorities		
	Pell Grant Recipients				
	Degrees Granted	Degrees Granted: Undergraduate	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
			First Generation Students		
		Degrees Granted: Graduate (Masters)	All Students		
			Underrepresented Minorities		
			First Generation Students		
		Degrees Granted: Graduate (Doctorate)	All Students		
Underrepresented Minorities					

Comment [DL1]: Transfer rates may be added to this section.

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

			First Generation Students				
Time to Completion	Average Time to Completion (for first time/full-time freshman) Cohort Beginning Date:			#	%		
		4 Yr: All Students					
		4 Yr: Underrepresented Minorities					
		4 Yr: Pell Grant Recipients					
		4 Yr: First Generation Students					
		5 Yr: All Students					
		5 Yr: Underrepresented Minorities					
		5 Yr: Pell Grant Recipients					
		5 Yr: First Generation Students					
		6 Yr: All Students					
		6 Yr: Underrepresented Minorities					
		6 Yr: Pell Grant Recipients					
		6 Yr: First Generation Students					
		Retention	First Year Retention Rates (In State)	All Students			
				Underrepresented Minorities			
Pell Grant Recipients							
First Generation Students							
First Year Retention Rates (Out of State)	All Students						
	Underrepresented Minorities						
	Pell Grant Recipients						
	First Generation Students						
Additional Information	Please describe any additional information you would like to share regarding your institution's retention and completion strategies.						
Economic Impact & Reputational Capital ³	Professional Licenses	Passage rates on licensing exams	All Students	%			
	Entrepreneurial Activities	Number of patents received	All Students				
		Amount of license Income	All Students	\$			

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

	Other	Please describe			
	Employment	Wage rates of graduates in a field related to their degree. Cohort Beginning Date: _____ 3 years from graduation date.	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
			First Generation Students		
	wage rates in non-related field	Cohort Beginning Date: _____ 3 years from graduation date.	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
			First Generation Students		
Graduate School Placement	Percentage of students placed in graduate schools	All Students	%		
Research Expenditures	Total Research Expenditures	All Students	\$		
Additional Information	Please describe any additional information you would like to share regarding your institution's economic and research impact(s).				
Community & Civic Engagement ⁴	Community & Civic Engagement Activities	Please describe your institutions community and civic engagement activities. Examples may include but are not limited to high impact practices such as internships/externships and enrollment in research based projects or community based/service learning activities.			

⁴ ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards act in the best interest of both the university and the State of Oregon as a whole.

Change in Governance Structure Focus Area	Evaluation Question	Data Points
Collaboration ⁵	Interinstitutional Collaboration	Please describe your institution's work in collaborative activities with other postsecondary institutions in Oregon. Examples may include but are not limited to Dual Enrollment Partnerships and facility sharing agreements.
	Statewide Engagement & Collaboration	Please describe your institution's participation in statewide groups/conversations/efforts. Examples may include but are not limited to International Faculty Senate, Joint Transfer Articulation Committee (formerly JBAC), K-12 partnerships and participation in groups such as Financial Aid Officers, Math Chairs, etc.
Economies of Scale & Operational Costs ⁶	What economies of scale remain?	Please describe.
	Has the institution experienced increased operational costs due to governance change?	Please describe and quantify.
	Has the institution experienced cost savings due to the governance change?	Please describe and quantify.
	What new opportunities may exist?	Please describe

⁵ ORS 352.025 notes that shared services may continue to be shared among universities.

⁶ ORS 352.025 notes that there are economy of scale benefits to having a coordinated university system.

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

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

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Fiduciary Responsibilities ⁹	The Board receives regular financial reports and takes necessary actions to ensure university is financially sound.			
	Legal titles to all real property are held in the name of the State of Oregon			
Mission & Strategic Planning ¹⁰	The university mission statement is understood and supported by the Board.			
	The Board adopts the mission statement.	Provide proof of adoption		
	The Campus Institutional Strategic Plan is regularly updated.	Provide date of last update		
	Board is actively engaged in university strategic planning.			
	The Campus/Institutional Strategic Plan is implemented.	Include narration on what has been implemented.		
	The Campus/Institutional Strategic Plan supports institutional focus areas.	Identify which ones and how they are supported.		

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

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

Academic Quality

Focus Area	Indicator	Data Points/Indicators		Data Source
External Measures	Regional & Professional Accreditation			
	Academic Program Review and Approval			
	Advisory Board's Assessment of Academic Quality			
	Research Grants and Projects			
	National Survey of Student Engagement			
	Support Systems for Faculty and Students			
	Employment of Graduates			
Internal Measures	Quality of Faculty/Evaluation and Tenure			
	Learning Outcomes and Assessments			
	Faculty Professional Development			
	Student Learning & Effective Teaching Practices with Continuous Improvement Indicators			

Focus Area	Indicator	Data Points/Indicators		Data Source
	Governing Board Regular Engagement and Support of Faculty and Students			
	Faculty Engagement in Shared Governance and Decision-Making Process			
	Faculty Led Process for Informing Academic Quality Measures on Campus.			
	High Impact Practices			
	Faculty Collaborations			
Organizational Relationships and Partners	Collaboration Among Faculty			
	Governing Board's Engagement with Faculty, Student and Staff			
	Collaboration with Community Colleges and K-12 partners			
	Community Partnerships, Student Groups, Internships, Practicum			
	Community Outreach and Engagement			