Oregon Student Access Commission

Appendix

for March 18, 2013 presentation to the

Joint Committee on Ways and Means
Subcommittee on Education

STUDENT ACCESS COMMISSION, OREGON

Annual Performance Progress Report (APPR) for Fiscal Year (2011-2012)

Original Submission Date: 2012

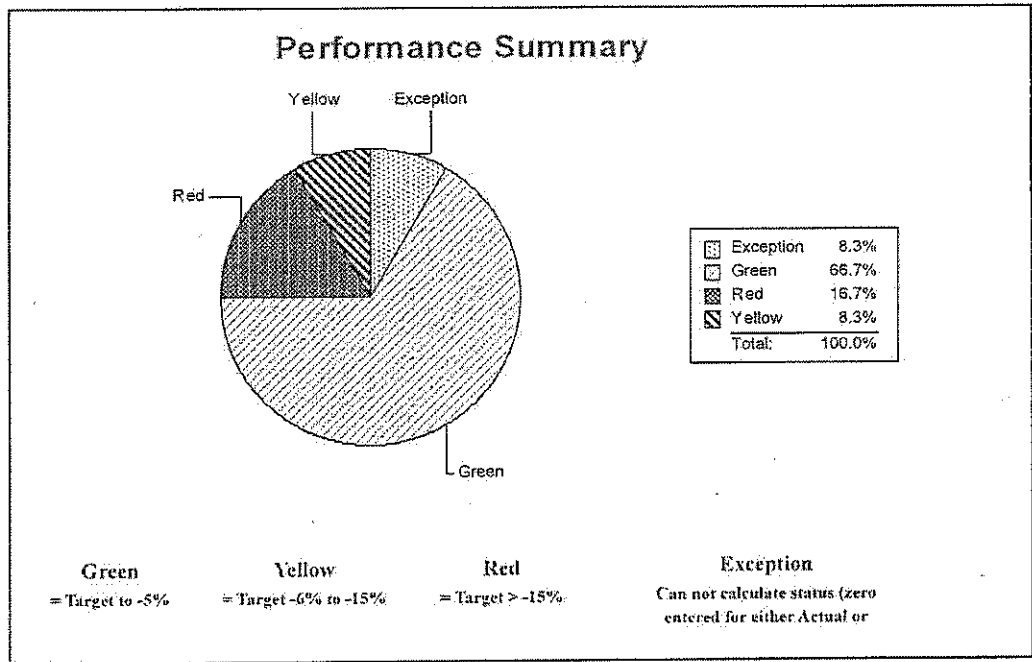Finalize Date: 1/16/2013

2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
2	Time to complete a degree program review.
3	Ratio of administrative dollars to private and public Scholarship dollars awarded to students.
5 a	Percentage of new program proposals requiring ODA involvement – New program application denial rate.
5 b	Total program applications processed by ODA.
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.
12	Percentage of students of color served by OSAC programs (i.e., disaggregate measures to track race/ethnicity of beneficiaries of OSAC program services).
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.
16	Remaining financial need after known grant assistance
17	Impact of Opportunity Grants on enrollment of eligible students.

New / Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015
NEW	**Title:** Determine the college-going culture of Oregon Opportunity Grant awardees by measuring the percentage of OOG awardees who enroll in college and utilize OOG funds. **Rationale:** OSAC's mission is to create a college-going culture. It is important to measure our programs accordingly.
NEW	**Title:** Determine the college-going culture of ASPIRE students by measuring the percentage of graduating senior ASPIRE participants who enroll in college. **Rationale:** OSAC's mission is college-going culture. It is important to measure our programs accordingly.
NEW	**Title:** Percentage of OOG awardees whose first college choice on the FAFSA was an out-of-state school but who attend an Oregon school and utilize OOG funds. **Rationale:** OSAC's mission is college-going culture. It is important to measure our programs accordingly.
NEW	**Title:** Effective and timely communications with OOG awardees. **Rationale:** OSAC wants to make sure students are notified timely of their eligibility for an OOG by measuring the number of days that pass between the date awards are made and the date electronic messages go out to students.
NEW	**Title:** Determining the college-going culture of Foster Youth awarded OOG by measuring the percentage of foster youth who are awarded priority OOG and who enroll in college and utilize OOG funds. **Rationale:** OSAC's mission is college-going culture. It is important to measure our programs accordingly.
DELETE	**Title:** Time to complete a degree program review. **Rationale:** This KPM is for the Office of Degree Authorization, which moved to the Higher Education Coordinating Commission on July 1, 2012.
DELETE	**Title:** Percentage of new program proposals requiring ODA involvement – New program application denial rate. **Rationale:** This KPM is for the Office of Degree Authorization, which moved to the Higher Educatoin Coordinating Commission on July 1, 2012.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015	
DELETE	Title:	Total program applications processed by ODA.
	Rationale:	This KPM is for the Office of Degree Authorization, which moved to the Higher Educatin Coordinating Commission on July 1, 2012.
DELETE	Title:	Persistence rates over 4 years for students at 4-year institutions who are eligible and awarded an OOG.
	Rationale:	OSAC has no control over outcomes for this KPM.
DELETE	Title:	Completion rates (graduated within 6 years) for students at 4-year institutions who are eligible and awarded an OOG.
	Rationale:	OSAC has no control over outcomes for this KPM.
DELETE	Title:	Completion rates (graduated within 3 years) for students at community colleges who are eligible and awarded an OOG.
	Rationale:	OSAC has no control over outcomes for this KPM.
DELETE	Title:	Remaining financial need after known grant assistance
	Rationale:	OSAC has no control over program demand or program funding.
DELETE	Title:	Impact of Opportunity Grants on enrollment of eligible students.
	Rationale:	OSAC has no control over program demand or program funding.

Agency Mission:	To create a college-going culture for all Oregonians by providing access through information, mentoring, and financial support.		
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Performance Summary

Exception	8.3%	
Green	66.7%	
Red	16.7%	
Yellow	8.3%	
Total:	100.0%	

Green	Yellow	Red	Exception
= Target to -5%	= Target -6% to -15%	= Target > -15%	Can not calculate status (zero entered for either Actual or

1. SCOPE OF REPORT

Agency programs and services addressed by key performance measures:

1) The Oregon Opportunity Grant is Oregon's largest state-funded, need-based program for students planning to go to college The program was established in 1971 and has been revised and expanded many times over the years. Program funding for the 2011-13 biennium consists primarily of General Fund with a small amount of funds from a percentage of interest earned on the Lottery-supported Education Stability Fund and expired Individual Education Accounts for participants in the JOBS Plus program. Nearly 29,000 students received more

than $43 million in Opportunity Grants for the first year of the 2011-13 biennium.

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. ODA moved to the Higher Education Coordinating Commission, effective July 1, 2012, so KPMs will only be reported only for the first year of the 2011-13 biennium.

3) Scholarship and Access Programs include more than 450 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 2010-11, more than 3,000 college and university students received over $15 million through this array of programs.

Several agency programs and services are currently not addressed by key performance measures: 1) ASPIRE (Access to Student assistance Programs in Reach of Everyone) is a mentoring program that helps high school students access postsecondary educational opportunities. In 2011-12, ASPIRE worked in approximately 143 Oregon sites that serve high school students. ASPIRE staff are developing measures to track the outcomes of ASPIRE. The program is already included in the OSAC customer service survey. 2) OSAC enhanced access to training for students and families on how to fill out the Free Application for Federal Student Aid (FAFSA) by providing monthly webl based training sessions in addition to the January statewide College Goal Oregon event.

2. THE OREGON CONTEXT

According to Oregon Employment Department's *Employment Projections by Industry & Occupation 2010-2020*, 19 percent of all job openings require some postsecondary training, and 35 percent of all competitive-level openings require a college degree. Numerous research groups have established the positive relationship between higher learning and higherⅬwage jobs, which lead to a higher tax base and increased state resources. As noted in the Oregon Employment Department's January 2012 report, *The Value of a Bachelor's Degree*, "The overall share of high-wage jobs is larger for occupations requiring a bachelor's degree than for occupations with an associate degree or no postsecondary education as a minimum requirement." Indeed, 82 percent of employment in Oregon's occupations requiring a bachelor's degree as a minimum requirement paid more than $50,000 a year. There is clear evidence of higher education's return on investment, both for the individual and for the state. Yet data from OUS Institutional Research Services show a decline in OUS enrollment by recent high school graduates, decreasing from a high of 24.1% in 2001-02 to 20.0% in both 2010-11 and 2011-12.

The 2007 Legislative Assembly approved a historic overhaul of the Oregon Opportunity Grant (OOG) program, the state's major need-based grant program for postsecondary students. Working with the Oregon University System, private 4-year colleges, and community colleges, OSAC continues to explore ways to expand and increase the effectiveness of the OOG program. This has been especially critical over the last two biennia, as college costs have continued to outpace inflation. Since 2008-09, the first year using the Shared Responsibility methodology, OSAC has seen huge increases in demand because of the economic downturn. That demand continues unabated in the current 2011-13 biennium, but program funding levels have remained static. In response, OSAC implemented cost controls such as reducing award amounts and setting early deadlines in order to accommodate as many students as possible. On another front, OSAC is working to expand the benefits of the ASPIRE program to all sites serving high school students that want to participate.

For 2011-13, the Commission set two goals that directly relate to furthering OSAC's mission: 1) increase OOG funding to expand the number of eligible applicants who receive grant funds and increase award amounts to recognize ever-increasing college costs and 2) extend participation in the ASPIRE program to all Oregon high schools and middle schools that seek to participate. 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 26a and b. Whether it is possible to sustain programs and work toward these goals with the limited funding available in the 2011-13 biennium and beyond remains to be seen.

3. PERFORMANCE SUMMARY

For the 2013-15 biennium, OSAC has proposed adding three new KPMs and deleting eight existing KPMs, including three KPMs for the Office of Degree Authorization, which moved to the Higher Education Coordinating Commission in July 2012. Overall, a total of 12 KPMs have been added since the end of the 2005 Legislative Session, but OSAC has limited data for many newer KPMs. As such, it is too early to identify trends or to determine with any certainty the extent to which OSAC is making progress toward its targets.

4. CHALLENGES

OSAC faces challenges uniquely related to its diverse programs and the KPMs for these programs, as noted below:

1) For most of 2011-12, the Office of Degree Authorization had only one full-time staff member to handle the workload of a normal staff of two. This increased the turnaround of program reviews. The percentage of programs denied is very low. Most institutions with new program proposals that require ODA involvement are able to resolve problems after an exchange of information and avoid denials. (KPMs #2, #5a, #5b.)

2) Oregon is unique in providing a successful public/private scholarship program, so 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)

3) To collect data on student race_ethnicity, program completions, or enrollment for KPMs related to 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 #9, #10, #12, #16, #17)

4) 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 #8, #9, #10)

5) Defining OSAC's customers is unique, given that we serve thousands of students and yet have little direct interaction. OSAC staff work most directly with scholarship donors and with financial aid officials on college campuses. Direct contact with students who apply for the

Opportunity Grant or for OSAC administered scholarships is extremely limited. (KPM#15)

5. RESOURCES AND EFFICIENCY

Resources: 2011-13 Budget Summary: General Fund $99,921,326; Lottery Funds $2,630,172; Other Funds $21,457,426; Other Funds Non Ltd $0; Federal Funds $0.

Efficiencies: KPM #3 (Private/Public Scholarship $$ per $1 Administrative) is OSAC's only clear efficiency measure. OSAC has reported on this measure since 2006. OSAC is meeting this challenge with the increased utilization of electronic tools and streamlining processes. Since 2006, scholarship dollars awarded have increased, yet the ratio of dollars awarded to administrative expense has remained fairly constant, indicating OSAC has met the challenge.

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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), Jennifer Diallo, Director, (503) 373-0072		

Time to Complete a Degree Program Review (in months)

Bar is actual, line is target

Data is represented by number
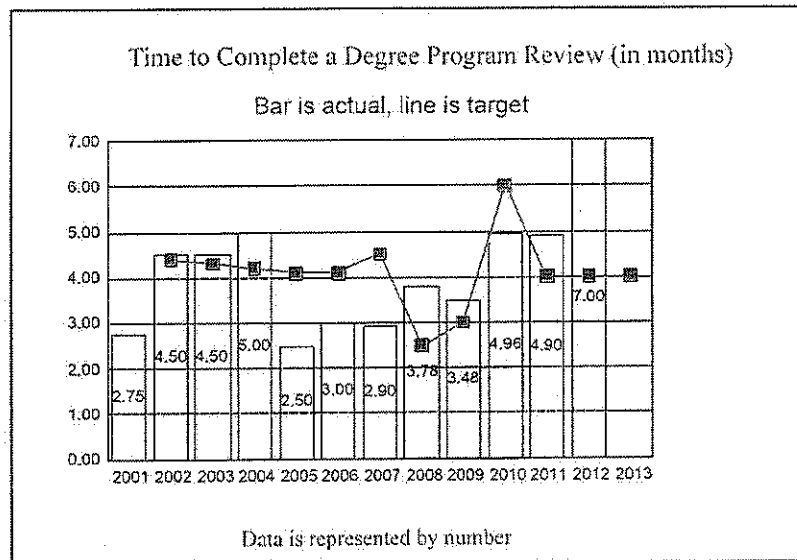
1. OUR STRATEGY

Review new programs first, develop ways to avoid duplicate reviews.

2. ABOUT THE TARGETS

Targets are based on known arrival dates of renewal applications for existing programs and available staff resources . Achieving results below the target is good.

3. HOW WE ARE DOING

During this fiscal year (2011-2012), ODA transitioned to a new agency and location in Salem. Changes to budget processes, unexpected retirement of the ODA Director and ongoing understaffing delayed timely completion of program reviews and an increased workload due to new federal mandates exacerbated the delays. ODA's time to review for this fiscal year was 7.0 months, which is not within the target timeframe. We plan to hire additional staff to complete the backlog of reviews and meet the desired goal of less than 4 months per review. In general, ODA is insufficiently staffed for the workload and we are taking steps to alleviate this problem. These will include both increased efficiency and increased staffing. Some ability to flex with workload levels is desirable, as the timing of new program requests is out of our hands.

HOW WE COMPARE

In 2008, 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. Of note, is that those states that conduct program evaluations similar in nature to the ODA review process are generally doing so in a similar timeframe . Minnesota, Missouri, and Ohio would be relatively similar to Oregon in terms of their in-depth review process; all of these report a time to review in the 4-6 month range. Oregon's target is 4 months, which is more ambitious and difficult to attain due to the extensive communications, site visit, response, and follow-up required within the review process.

5. FACTORS AFFECTING RESULTS

The primary variable is that when a school wants to start a completely new program, we normally give that application priority in order to allow the school to respond quickly to workforce needs. The arrival of such a program means that other renewals are held up for a while. This has a negative effect on ODA fee revenues, if the existing programs are held up for very long, as the grace period unnaturally extends the approval period, and delays the next review cycle, pushing the anticipated fee revenue further into the future and extending the time of approval longer than intended. The other main variables are under the school's control. These are whether the application is complete and well-prepared and whether the school has problems that are discovered during the review

and require more follow-up. Due to some persistent issues, ODA provided training for career colleges. We have seen a marked improvement in the quality and completeness of applications since the training.
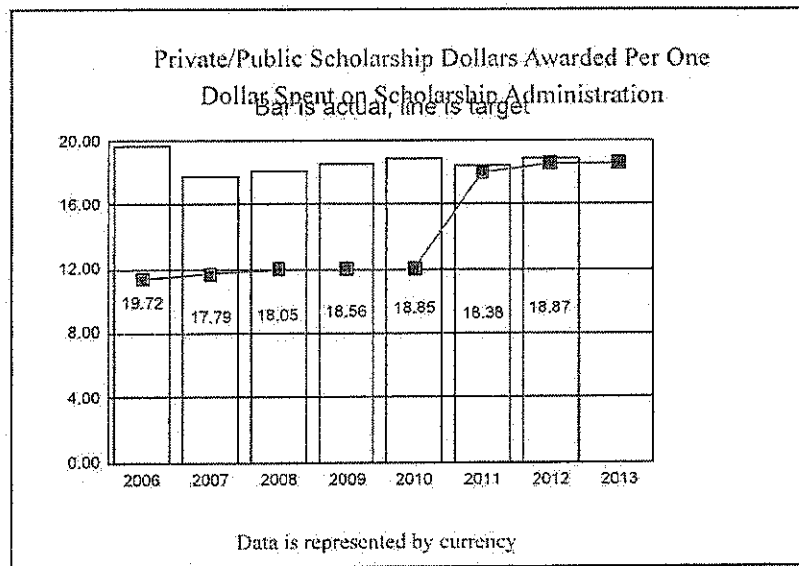
6. WHAT NEEDS TO BE DONE

The time to review is not entirely under our control and is driven largely by the increasing workload, quality of applications received, quality of new program design, and any problems or issues encountered during the review. The responsiveness of the school is another key factor. ODA can increase staffing to add one Office Specialist position to provide program support and increase efficiency. ODA can also improve our database and file management system to reduce redundant and manual processes, and create more efficiencies. Without additional staff and better data management systems, ODA cannot realistically reduce the time to review to achieve a target of 4 months. Use of contractors engenders additional layers of communication that also require staff time and can delay timely completion of reviews. In addition, use of contractors results in ODA staff having less awareness of issues or red flags to monitor at a campus.

7. ABOUT THE DATA

ODA applications are currently tracked in a database. Review dates, schedules, and projected revenue data can theoretically be generated from the database. For most reporting, we use the state biennium as our standard framework. Our database is not functioning correctly and is not adaptable to newer program models and processes. We are exploring the possibility of creating a new webportal plus database system to provide better data management capability.

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, Vic Nunenkamp, Director, (541) 687-7385	

Private/Public Scholarship Dollars Awarded Per One Dollar Spent on Scholarship Administration
Bar is actual, line is target

Data is represented by currency

I. OUR STRATEGY

The goal of this KPM is to drive an increased efficiency in the processing and awarding of scholarships . This KPM compares scholarship administrative costs (personal services plus services & supplies) from Other Funds to total scholarship dollars disbursed to students. The

rate is calculated by determining the total dollars awarded in scholarship programs and dividing that amount by the total dollars spent in administration. When total scholarship dollars increase relative to total dollars spent in administration, the ratio improves.

2. ABOUT THE TARGETS

The first targets for this measure were set in 2006. The original target was set without benefit of historical data or industry standards. With 7 years of data, we now know that 18.6 is an appropriate target for this measure.

3. HOW WE ARE DOING

The ratio is 18.87 for the 2011-12 academic year. It is within the consistent range of 17.79 and 19.72 that has been reported since 2006 for this KPM and is close to the target of 18.6.

HOW WE COMPARE

Community foundations have estimated that administrative costs range from five to twenty percent of the programs (Source: Council on Foundations). OSAC's 2011-12 administrative charge for most programs was calculated at 11% of the amount of the scholarship awarded. (The 11% is not deducted from the scholarship award.)

5. FACTORS AFFECTING RESULTS

Scholarships have grown over the past 20 years even through the recent economic downturn. Although many trusts and endowments were reduced when investment returns diminished, new funds continued to be created by individual philanthropists, community foundations, and employers. The bottom line is that while the scholarship dollars remain the same, the number of scholarships has grown and efficiency is improved. OSAC continues to recognize process efficiencies through constant improvement of electronic solutions. However, the manual review of transcripts drives up costs and an electronic solution is yet to be found. All scholarship applications are now completed on-line and reviewed as electronic documents. Selection committees are also able to receive application data online via a secure web portal. While we have realized efficiencies thanks to electronic processes, the most time-consuming manual process is review of transcripts, and that is yet to be automated.
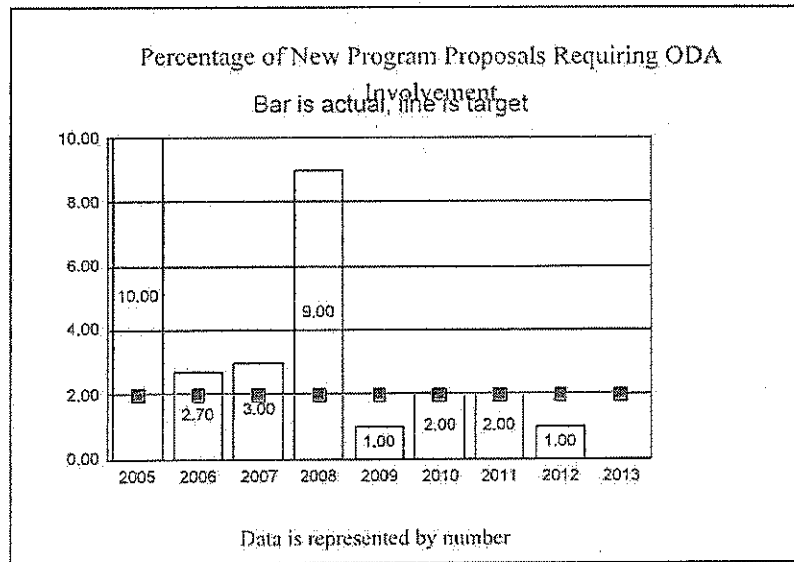
6. WHAT NEEDS TO BE DONE

Improved and increased electronic solutions continue to be a priority. The agency in the final stages of rewriting the electronic scholarship application, which will result in a less complex and more user-friendly experience. We anticipate this will increase the number of applicants -- an action that is needed if we wish to increase the number of donors and a corresponding number of scholarships. To accommodate this increase, however, a solution needs to be found concerning the manual review of transcripts in order to maintain the agency' s effectiveness and timeliness in processing the toal number of applications that are submitted each year.

7. ABOUT THE DATA

Data reported are based on scholarships awarded for a specific academic year. The 2011-12 academic year = 2012 KPM report period.

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), Jennifer Diallo, Director of Degree Authorization, (503) 373-0072	

Percentage of New Program Proposals Requiring ODA Involvement
Bar is actual, line is target

Data is represented by number

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 reviewed for 2011-12 is 312 degree and certificate programs. In addition, we received more than 600 applications for online programs, some of which include placement programs such as student teaching and clinical practicum programs. These latter require review and often verification and coordination with relevant licensing boards. Each degree, certificate, and placement program is reviewed every two years, prior to initial and renewal authorization. Targets reflect only known programs for which institutions will apply for approval on an ongoing basis. ODA has no control over the number, origin, and quality of unsolicited applications for new programs at existing schools, new schools and their programs, and new requests for approval of online degree programs for offer to Oregon students. Degree programs are reviewed and approved individually and school operations and administration are also reviewed biennially. Some institutions offer several programs, others only a few. Workload may be unpredictable as colleges make decisions independently and renewal applications may include more or fewer programs that the previous application from the last re-authorization.

3. HOW WE ARE DOING

Degree program approval follows an evaluation of a school's academic and administrative components to ensure that these meet Oregon standards under O.A.R. 583-030-0035. There is almost always an extensive exchange in which ODA staff plays an advisory role to the institution; recommending, in most cases, a course of action or specific actions to meet various standards. There are very few denials, due to the coaching and technical assistance provided throughout the process. If a school is denied, it is because they have failed to meet Oregon standards, and is not based on performance of ODA staff. It would be difficult for ODA to improve the percentage of approvals, except by continuing to improve the training and coaching provided on an ongoing basis to substandard schools until they rise to meet standards established in administrative rule. Unfortunately, prolonged coaching has a negative impact on another KPM, as it extends the period of time the application is under review past the target completion timeframe. Our standard practice in the case of a denial is to provide the school with a report of the deficits and a timeframe for re-submission. We have no control over whether schools are able to make the necessary improvements and re-submit. In general, when a school is denied, they do not re-submit for more than a year.

4. HOW WE COMPARE

There are no other states that limit denials to 2% of applications, so there is no basis for comparison. Some states have a more intensive review process, some have less, some rely only on accreditation and do not review at all, and therefore these states do not have as much diversity or local relevance in the degree programs offered in that state. Most states have some type of limited review, but to our knowledge, no other state appears to have the same combination of established standards and enforcement capability. Oregon is quite unique in that ODA is both provided with relevant standards and required to ensure compliance. Because of this, ODA is a recognized

leader in degree authorization among the U.S. states and also among countries around the world.

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 there are a few that do not really have the desire to do so. We have no control over this decision, nor can we require a specific timeframe for re-submission.

6. WHAT NEEDS TO BE DONE

With increased staffing and a fully functional data management system, ODA would be in a better position to plan for future reviews and provide more training and technical assistance beforehand and respond to performance deficits and student concerns in a more timely manner. We plan to create a guide to Oregon degree program authorization as a resource for schools and licensing boards , as well as to enhance our current public information to assist students in choosing colleges with appropriate authorization, accreditation, and licensing preparation. As long as applicant schools are responsible and their applications are well-prepared, ODA anticipates no likelihood of long-term problems or issues with meeting this performance measure. In addition, ODA is working on developing a new web portal application process and database that will also serve as a gatekeeper to determine whether a school is ready to submit a program for approval. This application will eliminate some of the redundancy in the current re-application process, and will transfer responsibility for some of the records maintenance to the school's administrative staff, while providing ODA staff with more reliable and current information on an ongoing basis, as well as at the time of review.

7. ABOUT THE DATA

Most data used in program applications is submitted on a 2-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), Jennifer Diallo, Director, (503) 373-0072	
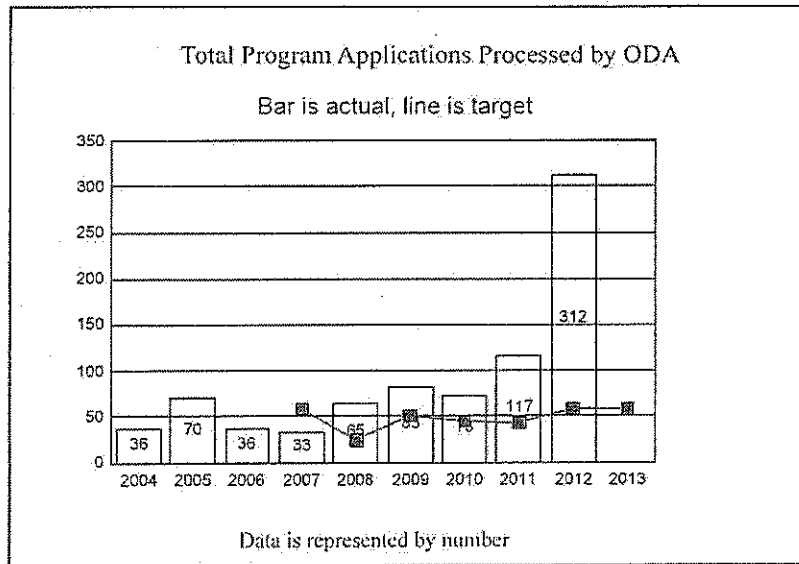
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1. OUR STRATEGY

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 estimated it will review 232 degree programs at Oregon campuses during the 2011-13 biennium, and reviewed 312 programs at Oregon campuses to Oregon students. Online degree programs are not individually reviewed. More than 600 out-of-state schools submitted applications for approval to offer online degree programs to students in Oregon. Most online programs submitted include clinical or teaching placements or other practicum experiences subject to supervision and oversight. Existing programs are reviewed every two years, while new programs are reviewed on receipt. Normally, new programs are given higher priority, but this depends on other workload considerations. Targets reflect known programs for which institutions are expected to re-apply for approval on an biennial basis. The actual number also includes a number of unanticipated programs that are new to Oregon and have not previously been evaluated by ODA. We have no way to predict how many new schools may open in Oregon or new programs may be proposed at existing campuses. By the same token, we cannot predict program and school closures, which may reduce this number. Degree programs are reviewed individually; some institutions offer a large number and range of programs, and others offer only one or a few degree programs.

HOW WE ARE DOING

ODA does not have any ability to control the number of new applications, so whether we are able to meet a "goal" of a specific number of program reviews is entirely out of our control. Overall, total applications were higher in 2009, increased again in 2010 and increased significantly in 2011-12. It is unclear how we can meet a specific goal, when the number of applications we receive is not something we can control. The recent experience of receiving unexpected applications from more than 320 schools in early 2011 makes this eminently obvious.

4. HOW WE COMPARE

There is no comparison data available for a targeted number of program reviews, as other states would not measure the number of applications received to assess performance of a counterpart agency.

5. FACTORS AFFECTING RESULTS

Inability to predict the number of program approval applications we may receive can have serious implications with respect to workload and staffing considerations. In 2011, we experienced an exponential increase in workload due to the introduction of new federal

regulations. The impact of these regulations did have a direct and significant impact on our workflow. The new regulations required schools to comply with state laws and rules and to show evidence of this compliance for federal financial aid eligibility. In most states, this necessitated developing a process to comply with the new requirements. In Oregon, we already had a process, so the impact of the new regulation was only in terms of increased communications and increased number of applications to process from schools now offering online degree and certificate programs. The workload issues were exacerbated by the high volume of cases where licensure preparation was not directly linked to the ODA approval process. ODA staff were compelled to respond to the urgent approvals needed by students whose schools had not prepared for their placements related to professional licensure in advance. Unfortunately, even though the unanticipated increase in our workload was accompanied by an unanticipated increase in fee revenues from these additional applications, we were not approved to hire additional full-time permanent staff to accomplish the work. We continue to make progress, but have been unable to keep up with reviews of existing programs in a timely manner due to continuing staffing shortages, turnover, and limited effectiveness of contract evaluators.
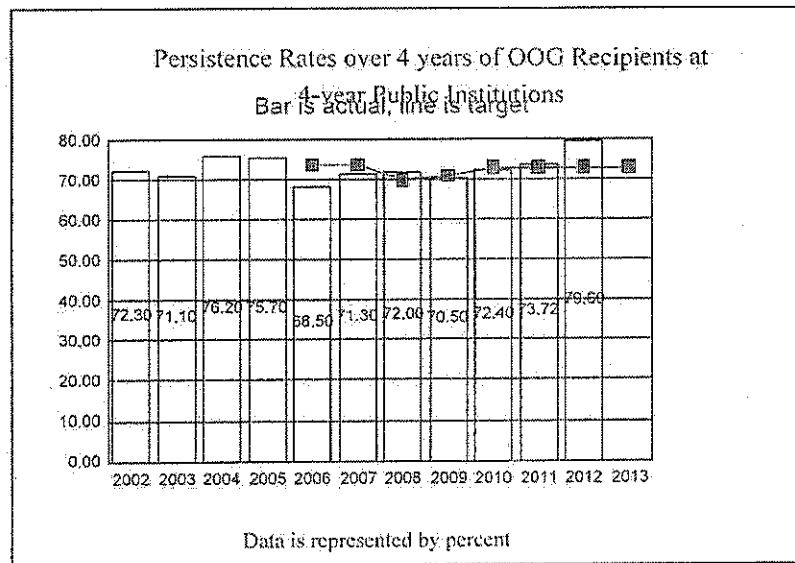
6. WHAT NEEDS TO BE DONE

We continue to work with schools to encourage and assist in the development of new programs and to improve existing programs. We believe that this assistance ensures more program stability.

7. ABOUT THE DATA

Most data submitted in program applications is stored as text files when submitted (every two years). We hope to improve our data management systems over the coming years.

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	Susan Degen, State Grants and Government Affairs Administrator, (541) 687-7451	

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Persistence Rates over 4 years of OOG Recipients at 4-year Public Institutions
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

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." OSAC began utilizing this KPM in 2005, but initial rate calculations were not accurate and, therefore, are not included in this report. The 2012 performance data looks at 4-year persistence rates for first-year students who enrolled in an eligible 4-year public postsecondary institution in 2008-09, applied for financial aid by filing a Free Application for Federal Student Aid (FAFSA), and received an Oregon Opportunity Grant (OOG) in 2008-09. Performance is measured by the percentage of students in this cohort who continued to file a FAFSA in each subsequent year through 2011-12. Data for students who completed a FAFSA starting in 2008-09 but did not receive an OOG were also studied in order to have a comparison group but are not reported. The 2011-2012 number indicates that 79.6% of first-time OOG recipients in 2008-09 continued to apply for aid 4 years in a row, suggesting year-to-year persistence toward degree completion.

2. ABOUT THE TARGETS

The goal is to achieve a 73% persistence rate or higher. In 2008-09, Oregon implemented the Shared Responsibility Model (SRM) for determining OOG eligibility and award amounts and significantly increased program funding. The 2008-09 cohort is the first group of first-time OOG recipients whose awards were made under the SRM methodology. For the first two years after implementation of the SRM methodology, awards were higher than under previous program parameters and more students were eligible for the grant. Persistence rates for this first SRM cohort are higher than those in recent years, but it is too early to determine the impact of later budget reductions and more recent program changes on OOG recipients' persistence rates over time.

3. HOW WE ARE DOING

The 2008-09 cohort of first-time first-year OOG recipients exceeded the goal of 73%. The persistence rate of OOG recipients (79.6%) is significantly higher than those of non-recipients (44.2%). While this initially suggests that receiving the OOG improves persistence towards a degree, less is known about the group of nonrecipients, so comparisons are problematic. Persistence rates of OOG recipients do align favorably with the overall retention rates for full-time students at 4-year public postsecondary institutions in Oregon (see below), which is 74%. The analysis is inconclusive on the hypothesis that OOG affects persistence to a degree.

4. HOW WE COMPARE

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 most recent available retention rates for students attending public 4-year institutions in Oregon is 74% after two years. Persistence rates of 79.6% after four years for Oregon Opportunity Grant recipients compare very favorably with this two-year rate for students at 4-year institutions.

5. FACTORS AFFECTING RESULTS

To detect trends, the assumptions used in administering the OOG must remain the same. However, program parameters have changed annually since 2008-09, so assumptions are not consistent. External factors such as tuition increases, availability of other forms of aid (especially Federal Pell Grants), family finances, family crises, and changes in Oregon's economy may all affect students' decisions about going to college.
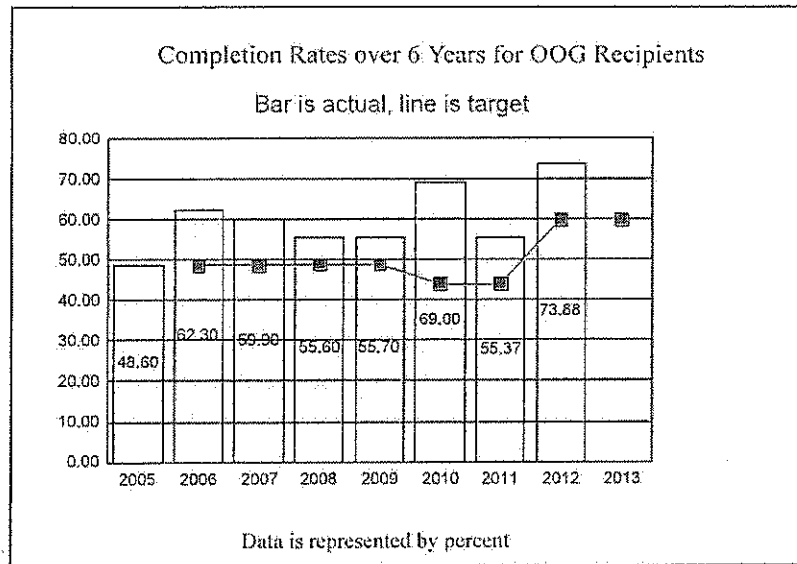
6. WHAT NEEDS TO BE DONE

The Shared Responsibility Model was first implemented in 2008-09, which was also soon after the start of the most recent economic recession. Total FAFSAs filed by potentially OOG-eligible applicants have increased from 130,249 in 2008-09 to 200,517 in 2011-12, an overall increase of 54%. Over this same period, college costs have increased by 5% to 7% per year, and appropriations for Opportunity Grants over the same period have remained relatively flat. Oregon Opportunity Grant dollars need to be increased to absorb the impact of increased student demand and increasing tuition.

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, State Grants and Government Affairs, (541) 687-7451	

Completion Rates over 6 Years for OOG Recipients

Bar is actual, line is target

Data is represented by percent

I. OUR STRATEGY

For each academic year, OSAC identifies a cohort group of first-year, first-time Oregon Opportunity Grant (OOG) recipients from six years prior to determine if they completed their degree (i.e., graduated) within 150% of the length of a 4-year program of study. OSAC uses an in-house database to

randomly select a representative sample of approximately 500 student records from recipient and non-recipient groups of students at institutions in the Oregon University System and conducts a data match with the National Student Clearinghouse to obtain completion information. This year's cohort group consists of first-year, first-time students from 2006-07 who completed their programs of study by the end of the 2011-12 academic year. The higher the percentage of completions, the more OOG recipients are successfully completing their programs of study within 150% of the length of their program – i.e., 6 years. The flaw in this strategy is that it implies that receipt of OOG funds has a direct effect on a student's ability to complete his/her degree – even if the student received OOG funds only once six years ago. In reality, the OOG is just one of several key factors that affect students' academic progress.

2. ABOUT THE TARGETS

Targets for 2011-12 and 2012-13 were based on average actual completion rates for the past 7 years – from 2004-05 to 2010-11 – rounded to the nearest whole number.

3. HOW WE ARE DOING

In comparison to completion (graduation) rates reported by colleges nationwide to the federal Integrated Postsecondary Educational Data System (IPEDS), Opportunity Grant recipients are performing above the national average. It is possible that the increase in the completion (graduation) rates for the 2012 cohort year can be attributed to the availability of a fully funded OOG program during two years of attendance (2006-07 and 2007-08) and two additional years (2008-09 and 2009-10) when more grants were available and at higher award levels than in the past. Other factors may include the start of economic recovery in Oregon, stability in college enrollments, and consistency in OOG application due dates and award amounts in the past two years. Future graduation rates will continue to be affected by changes in state appropriations and student demand as Oregon's economic conditions begin to recover.

4. HOW WE COMPARE

OSAC compares completion (graduation) rates of Opportunity Grant recipients with average rates of Oregon University System institutions, as reported annually to the federal Integrated Postsecondary Educational Data System (IPEDS) and posted on the College Navigator website. For 4-year institutions, IPEDS defines the graduation rate as the percentage of students in a given cohort of incoming first-year students who graduated within 150% of the published length of their program of study – i.e., 6 years for students enrolled full-time at 4-year institutions. The most current available national average graduation rate for 4-year public institutions is 55.1% for cohort year 2004 (i.e., started in 2004-05 and graduated by 2009-10). Data reported to IPEDS are always for the prior year, so the most recent average graduation rate for students at OUS institutions is 45% for cohort year 2005. Completion data from data-matches with the National Clearinghouse indicate that the average graduation rate for OOG recipients at OUS institutions is 73.88% for cohort year 2006-07. Although direct year-to-year comparisons are not possible, OOG recipients' completion rates for the most recent cohort year are above the most recently available state

and national averages.

5. FACTORS AFFECTING RESULTS

This KPM does not demonstrate the direct effect of the Opportunity Grant on recipients' completion rates because there too many variables that affect a student's decision to persist and complete his/her program of study on time – upturns/downturns in the state'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 (especially Pell Grants), changes in OOG eligibility criteria and award amounts, ease or difficulty of credit transfer, and so on. The OOG is just one element of many in providing access to postsecondary education. The primary factor that can affect this performance is to have significant dollars available to each student consistently over what may be up to 4 to 6 years of college attendance.

6. WHAT NEEDS TO BE DONE

ι   Until 2008-09, the Opportunity Grant was equal to approximately 11% of a student's average cost of attendance for the previous academic year, and the award was available only to low-income students (i.e., students with annual family incomes at or below 55% of Oregon's median family income for the year).
ι   Research suggests that increasing award amounts to equal approximately 15% to 20% of a student's overall college costs may have a more positive effect on an individual student's ability to complete his/her program of study, particularly for low-income students. In theory, increasing award amounts would help more grant recipients complete their programs on time.

7. ABOUT THE DATA

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

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	

Completion Rates over 3 Years for OOG Recipients at Community Colleges
Bar is actual, line is target

Data is represented by percent
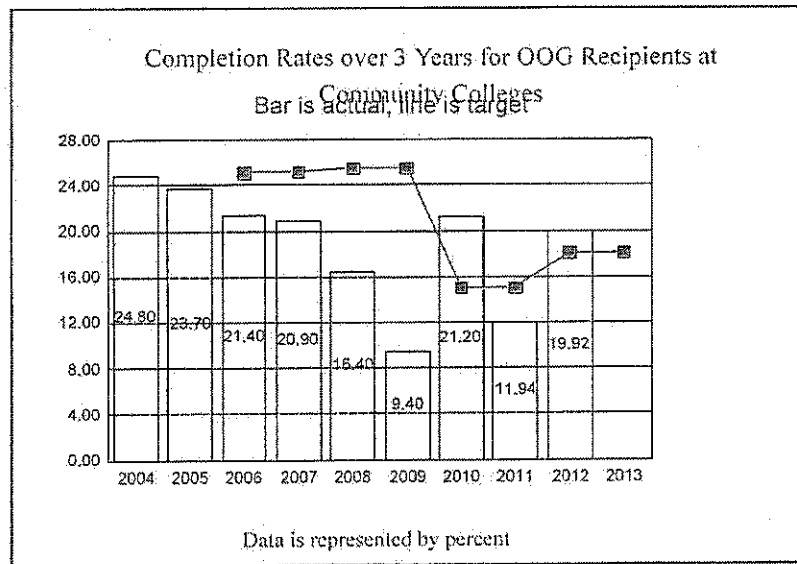
1. OUR STRATEGY

For each academic year, OSAC identifies a cohort group of first-year, first-time Oregon Opportunity Grant (OOG) recipients from three years prior to determine if they completed their degree (i.e., graduated) within 150% of the length of a 2-year program of study. OSAC uses an in-house database to

randomly select a representative sample of approximately 500 community college students who were OOG recipients and conducts a data match with the National Student Clearinghouse to obtain completion information. This year's cohort group consists of first-year, first-time OOG recipients from 2009-10 who completed their programs of study by the end of the 2011-12 academic year. The higher the percentage of completions, the more OOG recipients are successfully completing their programs of study within 150% of the length of their program – i.e., 3 years. The flaw in this strategy is that it implies that receipt of OOG funds has a direct effect on a student's ability to complete his/her degree – – even if the student received OOG funds only once three years ago. In reality, the OOG is just one of several key factors that affect students' academic progress.

2. ABOUT THE TARGETS

Targets for 2011-12 and 2012-13 were based on average actual completion rates for the past 7 years – from 2004-05 to 2010-11 – rounded to the nearest whole number.

3. HOW WE ARE DOING

In comparison to completion (graduation) rates reported by colleges nationwide to the federal Integrated Postsecondary Educational Data System (IPEDS), Opportunity Grant recipients are performing above the national average. It is possible that the increase for this cohort year may be attributed to improvements in the state's economy, stability in college enrollments, and consistency in OOG application deadlines and award amounts. Future graduation rates will continue to be affected by changes in state appropriations and student demand as Oregon's economic conditions begin to recover.

4. HOW WE COMPARE

OSAC compares completion (graduation) rates of Opportunity Grant recipients with average rates of Oregon community colleges, as reported annually to the federal Integrated Postsecondary Educational Data System (IPEDS) and posted on the College navigator website. For 2-year institutions (i.e., community colleges), IPEDS defines the graduation rate as the percentage of students in a given cohort of incoming first-year students who graduated within 150% of the published length of their program of study – e.g., 3 years for a 2-year associate degree. The most current available national average graduation rate for 2-year public institutions is 13.7% for cohort year 2007 (i.e., started in 2007-08 and graduated by the end of 2009-10).Data reported to IPEDS are always for the prior year, so the most recent average graduation rate at Oregon community colleges is 15% for cohort year 2008. Completion data from data-matches with the National Clearinghouse indicate that the average graduation rate at Oregon community colleges is 19.91% for cohort year 2009 Although direct year-to-year comparisons are not possible, OOG recipients' completion rates for the most recent cohort year are above the most recently available state and national averages.

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5. FACTORS AFFECTING RESULTS

OOG recipients at the community college level include students in one-year certificate programs; students in 2-year Associate Degree programs; and students who transfer to 4-year programs, sometimes earning a formal transfer degree, sometimes not. Some students who transfer to 4-year programs do not apply for graduation after 2 years at a community college even though they have earned enough credits to do so. Only after the student earns a certificate or degree does information about the student's chosen program of study and the length of the program become available. This KPM does not show the direct effect of the Opportunity Grant on recipients' completion rates because there are too many variables that may affect a student's decision to persist and complete his/her program of study—upturns/downturns in the state'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 (especially Pell Grants), changes in OOG eligibility criteria and award amounts, ease or difficulty of credit transfer, and so on. The OOG is just one element of many in providing access to postsecondary education. The primary factor that can affect this performance is to have significant dollars available to each student consistently over what may be up to 4-6 years of college attendance.

WHAT NEEDS TO BE DONE

Until 2008-09, the Opportunity Grant was equal to approximately 11% of a student's average cost of attendance for the previous academic year, and the award was available only to low-income students (i.e., students with annual family incomes at or below 55% of Oregon's median family income for the year). Research suggests that increasing award amounts to equal approximately 15% to 20% of a student's overall college costs may have a more positive effect on an individual student's ability to complete his/her program of study, particularly for low-income students. In theory, increasing award amounts would help more grant recipients complete their programs on time.

7. ABOUT THE DATA

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

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 data matches with institutions and segments	
Owner	Varies by program	

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Percentage of OSAC programs serving self-identified students of color.
Bar is actual, line is target

Data is represented by percent
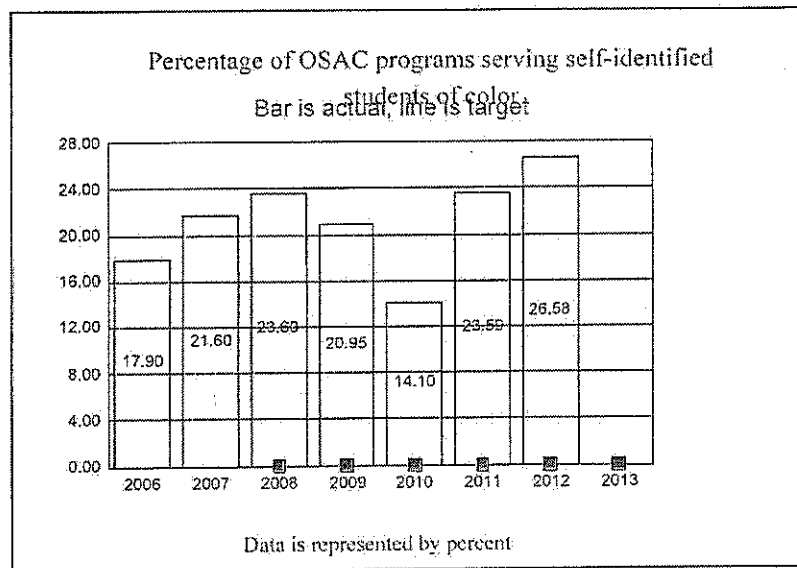
I. OUR STRATEGY

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." The

Commission collects race/ethnicity (R/E) data about scholarship and grant applicants from both internal and external sources. The KPM reports R/E totals for OSAC's two main programs – Private/Public Scholarships 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 R/E data about their students to the federal Integrated Postsecondary Education Data System (IPEDS). A student's race/ethnicity is a self-reported, optional data element collected during matriculation. For Oregon Opportunity Grants, OSAC conducts data-matches to collect R/E data from the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD), as reporting schedules permit after the end of the academic year in July/August. For Scholarships (SchSrv), OSAC collects R/E data from the OSAC Scholarship Application for this KPM.

2. ABOUT THE TARGETS

Percentages of recipients in each major R/E group are collected separately for the Oregon Opportunity Grant and for Scholarships. OSAC has not set specific targets for this KPM, as it was deemed inappropriate to set targets based upon students' race and/or ethnicity. Instead, at the suggestion of the Interim Ways and Means Committee, OSAC compares results with the overall state census data. The most recent R/E data for Oregon comes from the 2010 Census: 83.6% white, 1.8% African-American, 11.7% Hispanic/Latino, 1.4% Native American/Alaskan Native, and 4.0% Asian/Pacific Islander. This totals 18.9% minority population in Oregon.

3. HOW WE ARE DOING

In 2009-10, all postsecondary institutions that participate in federal Title IV student financial aid programs and report to the Integrated Postsecondary Education Data System (IPEDS) changed data collection criteria to comply with new federal collection and reporting requirements. Schools must now use a two-question format. The first question is whether the respondent is Hispanic, any race. For non-Hispanics only, the second question is whether the respondent is from one or more races based on the following list: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White, or Two or more races. Students can opt out of providing R/E information, but schools cannot include "decline" as a reporting option. Because of these recent changes in R/E categories, OSAC cannot compare data collected since 2010 with data from prior years.

4. HOW WE COMPARE

Data from 2010 established a new benchmark going forward, so it is not possible to compare data with prior years. For the 2011-12 academic year, the total percentage of grant and scholarship awardees who reported themselves within the African-American, Hispanic/Latino, Native America/Alaskan Native and

Asian/Pacific Islander R/E categories was 26.58% of all recipients. This percentage compares favorably to the 18.9% who identify themselves as a minority in the state of Oregon.

5. FACTORS AFFECTING RESULTS

The ASPIRE program increased from sites in 82 high schools in 2006-07 to 145 sites in 2011-12, reaching more students with information and individual mentoring. Because or changes in the way colleges collect and report students' race and ethnicity to IPEDS, OSAC will be unable to make year-to-year comparisons of R/E data for several years. For 2011-12, the number of total applicants who chose not to respond and those who answered "other" or "unknown" was 5.6% of respondents. This compares favorably with 2010-11, when the total number of nonrespondents and those who answered "other" or "unknown" decreased to 5.8% of total respondents. The total percentage of minority students increased for 2010-11, possibly because revised R/E categories may have encouraged more students to report.

6. WHAT NEEDS TO BE DONE

OSAC hopes to implement a marketing plan with the express goal of making OSAC and our products a household word. Utilizing technology to communicate the value of OSAC is vital in a world where the traditional college students use only electronic sources to obtain information. OSAC is very aware of underrepresented populations and will continue to drive communication to these segments.

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 #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, Interim Executive Director, Bob Brew, (541) 687-7377	

Percent of total best practices met by the Board of Commissioners.
Bar is actual, line is target

Data is represented by percent
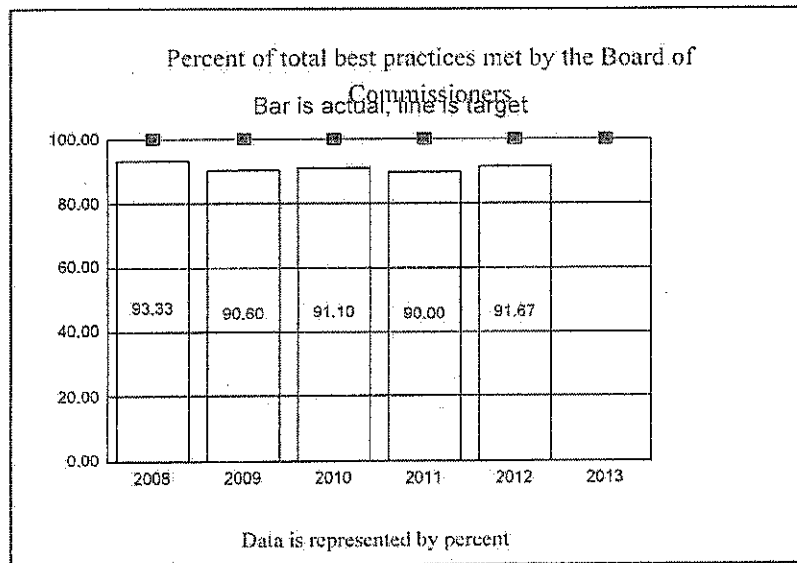
1. OUR STRATEGY

A 2005 budget note required the Department of Administrative Services to work with the Legislative Fiscal Office to develop best management practices performance measures with respect to governance oversight for applicable boards and commissions. A list of the measures and a list of approximately 44

entities to which these measures would apply were approved by the Joint Legislative Audit Committee in August 2006. In addition to OSAC, the following education-related entities that are required to report on the Best Practices KPM include Community Colleges and Workforce Development, State Board of Higher Education, and Teacher Standards and Practices Commission. This performance measure is now in its fifth year. Annually, each Commissioner is asked to assess the seven person commission on the 15 identified best practices. The commissioners were given the annual survey in July 2012. Four of the six Commissioners completed the survey and one chose to not answer all questions. During the past fiscal year, OSAC has had one open position on the Commission, resulting in only six instead of seven Commissioners participating in meetings. Two of OSAC's Commissioners are students. Neither chose to return their survey.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

During the five-year span, the percentage of best practices met has been in a consistent range of 90% to 93.33%. While we are short of the 100% target, we have consistently been close.
2008: 93.33%; 2009: 90.60%; 2010: 91.10%; 2011 90.0%; 2012 91.67%

4. HOW WE COMPARE

Comparison may be possible in the future with other education-related state agencies and agencies of comparable size. Currently, CCWD is the only "education-related" entity that reports on best practices, and the scope of its responsibilities differs from OSAC's. A glance at the APPR of various boards and commissions that are required to report the Best Practices KPM shows both higher and lower percentage reports. It appears that the Legislature has deleted the performacne measure for the Teacher Standards and Practices Commission, making it increasingly more difficult to compare to other education-related agencies.

5. FACTORS AFFECTING RESULTS

Two Commissioners chose not to answer some of the questions due to the timing (OSAC budget hadn't been reviewed yet at time of survey, policy option packages were not available yet, both items that would be submitted to the Commission within 60 days after the survey was complete), resulting in a score below 100%.

6. WHAT NEEDS TO BE DONE

The best practices affecting KPMs should be incorporated into the Commission meeting process. A review of the best practices at the beginning of each year could benefit the commission members and result in stronger performance by the commissioners and a better understanding of the survey at the end of the year. OSAC needs to reconsider the target of 100%, since a score of perfection is subject to the whim of each commissioner. A score that can offer flexibility to differing interpretations and understanding of the best practices will support high performance and at the same time allow for differences.

7. ABOUT THE DATA

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

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, Interim Executive Director, Bob Brew, (541) 687-7377	

Percent rating service good or excellent
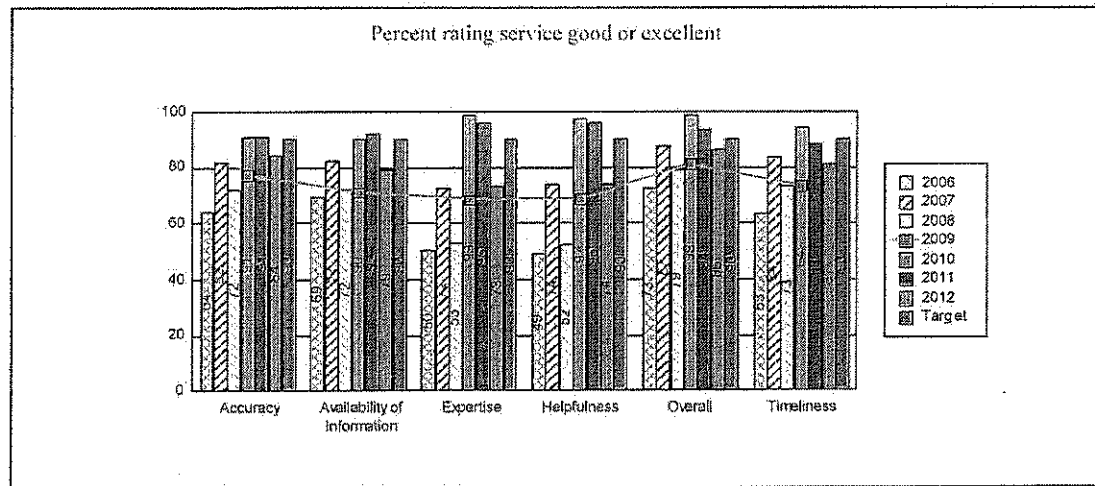
I. OUR STRATEGY

FAQs published by the Progress Board on May 24, 2006, specify the required reporting format for the Customer Service KPM. OSAC replaced previous KPMs with this measure to comply with the specified format. OSAC uses Survey Monkey to collect the information from Financial Aid Officers, ASPIRE Site Coordinators and Scholarship Selection Committee Members. Access to the survey was provided through an e-mail, communication on a listserv, or a website link provided with materials pertinent to the particular user group. For the

2012 KPM, 32 Financial Aid Officers, 132 ASPIRE Site Coordinators, and 299 Scholarship Selection Committee Members (a total of 393) completed the survey. The total number of survey completers is up significantly from the previous number of 259 in 2011.

2. ABOUT THE TARGETS

OSAC set the target at 90% for all categories. The higher the satisfaction rate, the more people that have a positive customer service experience with OSAC. OSAC's diverse customer populations result in a wide range of responses, depending upon customers' degree of direct interaction with staff and services.

3. HOW WE ARE DOING

On average, 85.97% of OSAC's client and constituent groups rated their overall customer satisfaction experience as "Good" or "Excellent" for 2012. This was a drop of 7.58% from the previous year.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

A consistent methodology has been employed since 2010, which makes the data more consistent year to year and, therefore, can be more accurately compared going forward.

Overall Service 2006: 84.5%; 2007: 91.0%; 2008: 90.9%; 2009: 89.8%; 2010: 98.7%; 2011: 93.55%; 2012: 85.97%

Timeliness 2006: 78.3%; 2007: 90.8%; 2008: 86.2%; 2009:80.3%; 2010: 94.4%; 2011:87.95%; 2012: 80.77%

Accuracy 2006: 80.5%; 2007: 89.8%; 2008: 90.4%; 2009 86.9%; 2010: 90.9%; 2011: 91.13%; 2012: 84.41%

Helpfulness 2006: 86.0%; 2007: 87.8%; 2008: 90.9%; 2009: 89.4%; 2010: 97.4%: 2011: 96.20%; 2012: 73.89%

Expertise 2006: 88.3%; 2007: 87.6%; 2008: 92.7%; 2009: 89.6%; 2010: 98.7%; 2011: 96.09%; 2012: 73.10%

Availability of Information 2006: 81.5%; 2007: 86.1%; 2008: 85.8%; 2009:80.3%; 2010: 90.0%; 2011: 92.28%; 2012: 78.90%

Three types of user groups were surveyed and for these groups, "don't know" responses ranged from 0% to 15.5%. The group with the most person-to-person contact with OSAC (Financial Aid Officers) had a lower percentage of "don't know" responses and a higher percentage of "Excellent" and "Good" than other groups. ASPIRE Coordinators had the highest percentage of "don't know" responses. The total number of responders to the customer service survey had another signficant increase for the second year in a row, up by another

52% over 2011. The increased number of survey respondents may be due to increased use of technology among customers. All customers now complete these surveys on-line, which makes for quick and easy access. There was a significant increase in the number of Scholarship Selection Committee survey responders, up from 126 in 2011 to 229 in 2012. OSAC encourages use of electronic scholarship application review and selection, an option that has not been available for three years.

The decrease in the "overall quality of service" rating is due to a variety of factors. The increase in Scholarship Selection Committee responders can be directly related to the availability of the survey to all selection committee members, not only the committee chair, as was the case in the past. Many of these committee members have no contact with OSAC outside of reviewing the scholarship applications and determining awardees. Lack of familiarity with OSAC processes seems to directly affect how they rate overall quality as well as individual categories. Those customers who deal directly with OSAC on an almost daily basis (Financial Aid Officers) consistently rated OSAC high in all of the individual categories as well as in Overall Quality.

6. WHAT NEEDS TO BE DONE

OSAC has used the same methodology for the past three years to collect and analyze customer service survey data.

ABOUT THE DATA

Surveys were based on the 2011-12 school year cycle (September - June). The following groups were surveyed: Scholarship Selection Committees (clients); ASPIRE Site Supervisors (constituents); and Financial Aid Officers (constituents/clients). For Scholarship Selection Committee members, a link to the customer service survey was available while the member was accessing on-line scholarship selection materials. If the committee has chosen to not use on-line access, a aper copy of the survey was sent with the scholarship selection packet. Other groups received an email solicitation containing a link to an on-line survey. OSAC customer service statistics are 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 are averaged to generate an agency-wide statistic. Customer groups that indicate limited knowledge of OSAC's programs and services (based on the percent of "don't know, none or a bit" responses) are surveyed but responses are 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 combining all the data into one summary total, and not being able to explain the purpose of the survey to some customer groups who were asked to complete it.

KPM #16	Remaining financial need after known grant assistance	2010
Goal	Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, and #26	
Data Source	OSAC will determine average cost of attendance for both sectors from data made available by the Oregon University System, the Oregon community colleges. Congress determines the maximum Federal Pell Grant, and the Commission sets the maximum Oregon Opportunity Grant amounts. OSAC will retrieve and verify accuracy of data on an annual basis.	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, State Grants and Government Affairs, (541) 687-7451	

Average Percentage of Unmet Need for Oregon University System Students Receiving the Oregon Opportunity Grant
Bar is actual, line is target

Data is represented by percent
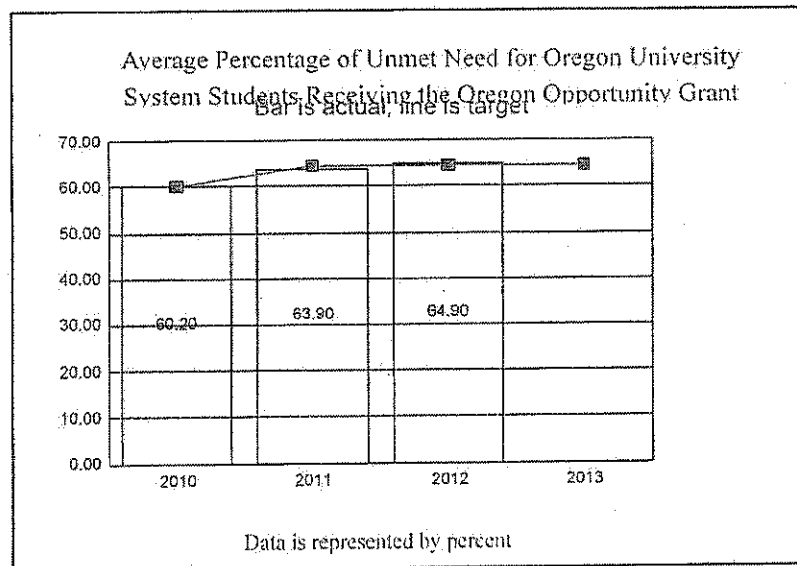
1. OUR STRATEGY

The 2007 Legislature directed OSAC to create a measure to track the impact of the adoption of the Shared Responsibility Model (SRM), which forms the

basis for the formula used to calculate Oregon Opportunity Grant (OOG) award amounts since 2008-09. The SRM's stated goal is to eliminate the student's affordability gap for postsecondary education (i.e., the remaining financial need that students face after receipt of state and federal financial aid). This performance measure tracks the amount of an OOG recipient's unmet financial need as a percentage of the student's total cost of attendance (COA). This is the third year of reporting for this KPM.

2. ABOUT THE TARGETS

Based on the 2009-11 appropriation, the upsurge in FAFSA filers, and the downturn in Oregon's economy, a target of 65% for 2011 and 2012 is reasonable. For 2011-12 data, the unmet need remaining after OOG and the Federal Pell Grant were factored in averaged 64.9%, almost exactly at the expected target rate. To maintain a standardized data set, OSAC is using data for Oregon's public university students. This is because the Oregon Legislature sets a maximum percentage of increase for cost of attendance at institutions in the Oregon University System (OUS). Oregon's community colleges set their own costs of attendance, which may fluctuate widely based on the community and the local economy where the community college is located.

I HOW WE ARE DOING

The OOG was expected to greatly reduce the amount of unmet need in 2008 with the implementation of the Shared Responsibility Model (SRM) and increased state support. The average cost of attendance at Oregon's public four year universities has increased from $18,557 for the 2008-09 academic year to $20,927 for 2011-12 academic year, an increase of 12.7%. Meanwhile, it was necessary to decrease the maximum OOG award to to provide grant funds to as many students as possible in an academic year when the number of eligible applicants increased substantially. The maximum OOG for four-year public institutions was $1950 per student for 2010-11, and remained the same for the 2011-12 academic year.

Remaining Unmet Need by Percentage and Sector

2008-09 – OUS 59.7%; Community Colleges 51.3%
2009-10 – OUS 60.2%; Community Colleges 49.5%
2010-11 – OUS 63.9%; Community Colleges 51.9%
2011-12 – OUS 64.9%; Community Colleges 54.5%

4. HOW WE COMPARE

OSAC initiated a survey in September 2011 to find out if any other states have a comparable performance measure. Oregon is still the only state that measures program performance by this means.

5. FACTORS AFFECTING RESULTS

OSAC has no direct control over program funding, college enrollment, the number of qualified applicants, or the rising cost of tuition. Additionally, the Federal Pell Grant program is dependent upon Congress for funding levels and award maximums. The bottom line is that OSAC cannot affect performance on this goal -- only the legislature has this ability by the dollars appropriated.

6. WHAT NEEDS TO BE DONE

An increased OOG appropriation that keeps pace with the increasing applications and increasing tuition is what needs to be done to improve this performance. Another option is to increase the individual award amount, which would reduce the number of students receiving the OOG but allow the individual student award to keep pace with the remaining need and rising costs.

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 #17	Impact of Opportunity Grants on enrollment of eligible students.	2007
Goal	Increase college attendance and completion in Oregon	
Oregon Context	Oregon Benchmarks #24, #25, and #26	
Data Source	OSAC will retrieve all necessary data from the agency's database. The majority of the data are received from the U.S. Department of Education following students' submittals of completed FAFSAs. OSAC will then determine the percentage of all FAFSA filers who are viable grant recipients by income sector (i.e., $0-9,999; $10,000-19,999; $20,000-$29,999; $30,000-$39,999; $40,000-49,999; $50,000-59,999; $60,000-69,999; and $70,000+).	
Owner	Oregon Opportunity Grant Program, Susan Degen, Administrator, State Grants and Government Affairs, (541) 687-7451	

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Percent of FAFSA filers with Income <$10K that receive OOG
Bar is actual, line is target

Data is represented by percent
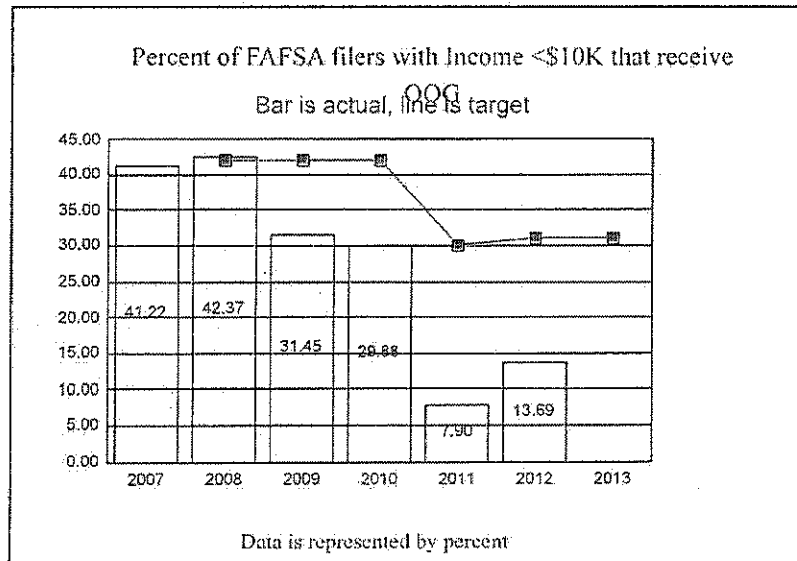
1. OUR STRATEGY

This KPM stratifies the incomes of the Oregon Opportunity Grant (OOG) recipients into seven income ranges from $0 to approximately the median family income for Oregon ($71,541 for a family of four in 2011, U.S. Census Bureau) and compares it to the total number of FAFSA filers by income range. Tracking grant assistance by income measures the program's impact on various income strata. The implementation of the Shared Responsibility Model in 2008 had the intention of impacting middle income families, and this KPM measures the effectiveness of the OOG to achieve this goal.

2. ABOUT THE TARGETS

The target for 2011 of 30% is the goal set for the percentage of FAFSA filers in the $0 - $9,999 income, which represents the group with the highest need.

3. HOW WE ARE DOING

For the 2010-11 academic year, the number of financial aid applicants who received the OOG decreased significantly due to a decrease in funding and an increase in FAFSA filers. As a consequence the percent of OOG applicants by income range declined when compared to the total population of the FAFSA filers.

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

$0-$9,999: 2005 - 26.34%; 2006 - 33.89%; 2007 - 41.22%; 2008 - 42.37%; 2009 – 31.45%; 2010 – 29.88%; 2011-7.90%; 2012 - 13.69%

$10,000-$19,999: 2005 - 21.75%; 2006 - 27.47%; 2007 - 33.06%; 2008 - 32.19%; 2009 – 37.11%' 2010 – 36.80%; 2011-7.92%; 2012 - 14.89%

$20,000-$29,999: 2005 - 17.73%; 2006 - 22.46%; 2007 - 26.63%; 2008 - 26.31%; 2009 – 29.53%; 2010 – 28.88%; 2011-7.34%; 2012 - 14.81%

$30,000-$39,000: 2005 - 10.37%; 2006 - 11.75%; 2007 - 13.82%; 2008 - 13.77%; 2009 – 32.47%; 2010 – 22.31%; 2011-7.13%; 2012 - 14.48%

$40,000-$49,000: 2005 - 1.46%; 2006 - 2.62%; 2007 - 3.65%; 2008 - 4.01%; 2009 – 29.54%; 2010 – 13.70%; 2011-5.25%; 2012 - 16.14%

$50,000-$59,999: 2005 - 0.00%; 2006 - 0.00%; 2007 - 0.20%; 2008 - 0.38%; 2009 – 21.22%; 2010 – 2.27%; 2011-.64%; 2012 - 15.59%

$60,000-$69,000: 2005 - 0.00%; 2006 - 0.02%; 2007 - 0.07%; 2008 - 0.27%; 2009 – 10.36%; 2010 – 1.43%; 2011-.28%; 2012 - 12.34%

$70,000 or greater: 2005 - 0.01%; 2006 - 0.02%; 2007 - 0.06%; 2008 - 0.06%; 2009 - .49%; 2010 - .38%; 2011-.03%; 2012 - .37%

4. HOW WE COMPARE

Based on results of a 2011 survey of similar agencies in other states that administer state-funded need-based grant programs, OSAC is much further along in the development of key performance measures to track agency progress.

5. FACTORS AFFECTING RESULTS

The success of this KPM relies totally on the dollars allocated for the OOG and the number of FAFSA filers. More dollars without an increase in the number of applicants will improve performance. Before 2008-09, Opportunity Grants were available only to students from families with incomes at or below 55% of the median family income for a family of four in Oregon. This changed with implementation of the Shared Responsibility Model in 2008-09,, and the maximum eligible income was raised to $70,000. A decrease in the total appropriation for the Oregon Opportunity Grant in 2009-11 biennium, combined with a major upsurge in enrollment due to the downturn in Oregon's economy, resulted in a decrease of awarded applicants. Due to increased demand for limited funds, it is inappropriate to compare the data from year to year.

6. WHAT NEEDS TO BE DONE

To improve performance, significant dollars need to be appropriated to the Oregon Opportunity Grant.

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).

STUDENT ACCESS COMMISSION, OREGON	III. USING PERFORMANCE DATA
Agency Mission: To create a college-going culture for all Oregonians by providing access through information, mentoring, and financial support.	

Contact: Susan Degen	Contact Phone: 541-687-7451
Alternate: Peggy Cooksey	Alternate Phone: 541-687-7443

The following questions indicate how performance measures and data are used for management and accountability purposes.	
1. INCLUSIVITY	* Staff: OSAC's key performance measures relating to operational goals were developed with managers, program administrators, and other key staff members. * Elected Officials: Oregon's elected officials have determined OSAC's Key Performance Measures. All but one of OSAC's KPMs (#2) have been added or modified in 2005 or later by various legislative committees. The results of annual KPMs are reported to the Legislative Assembly during the agency's budget presentation before the Education Subcommittee of the Joint Committee on Ways and Means. * Stakeholders: OSAC collects data for KPMs related to the Oregon 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. Stakeholders are notified of each Commission meeting and can attend the presentation on the annual KPM report. All APPRs are also posted on OSAC's website. * Citizens: The KPM outcomes are reported annually at OSAC Commission meetings. These are publicly announced meetings that can be attended by any citizen. Every citizen has the opportunity to contribute to the KPMs.
2 MANAGING FOR RESULTS	Operational measures are used to determine progress toward achieving higher levels of effectiveness and efficiencies in administering agency-related programs. Program goals assist agency staff and 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 aligns with the state's fiscal year. OSAC uses measures to

	determine ways to improve services to the students it serves.
3 STAFF TRAINING	State-sponsored training has been provided for staff members assigned with the responsibility for coordinating the agency's annual key performance measure reports. KPMs are also discussed during meetings of key administrative and program staff.
4 COMMUNICATING RESULTS	* **Staff**: Key staff members participate in data collection and analysis during the development process for KPMs related to their programs. All staff members have access to final versions of KPM documents, which are posted on the agency website and presented at staff meetings. * **Elected Officials**: The Executive Director reports on the agency's KPMs in a presentation to the Education Subcommittee of the Joint Committee on Ways and Means during each legislative session. The most recent report to the legislature was in March 2011. * **Stakeholders**: KPMs are posted on the agency website: http://www.OregonStudentAid.gov/performance-measures.aspx. In addition, stakeholders and citizens can attend the KPM presentation made each year to OSAC Commissioners. * **Citizens**: Annual Performance Progress Reports are posted on the agency website: http://www.OregonStudentAid.gov/performance-measures.aspx.

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Agency Management Report

KPMs For Reporting Year 2012

Finalize Date: 1/16/2013

Agency: STUDENT ACCESS COMMISSION, OREGON

	Green = Target to -5%	Yellow = Target -6% to -15%	Red = Target > -15%	Pending	Exception Can not calculate status (zero entered for either Actual or Target)
Summary Stats:	66.67%	8.33%	16.67%	0.00%	8.33%

Detailed Report:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
1 - Time to complete a degree program review.	7.00	4.00	Red	2012	ODA was moved to the Higher Education Coordinating Commission as a result of SB 242 (2011). There was also a proposal to merge ODA and the Private Career Schools oversight function under the HECC in HB 1538 (2012). When these moves take place, ODA must retain current full-time staff dedicated to regulation of Oregon degree-granting schools. One additional staff member will be needed for the increased workload of online applications from out-of-state institutions, and possibly more if career schools workload is added to our area of responsibility.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date: 1/16/2013

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
3 - Ratio of administrative dollars to private and public Scholarship dollars awarded to students.	18.87	18.60	Green	2012	This KPM measures the efficiency with which OSAC processes and awards scholarships. The scholarship program has grown substantially over the past 20 years and OSAC has continually implemented process improvements to minimize the administrative expense associated with the program. The current-year ratio suggests that OSAC's administration of scholarships has increased its cost-effectiveness and compares favorably with cost ratios associated with a typical community foundation.
4 - Percentage of new program proposals requiring ODA involvement – New program application denial rate.	1.00	2.00	Green	2012	Establishing a goal for this KPM is not desirable, as ODA has no control over the quality of applications and cannot work toward a higher or lower denial rate. *All* applications require ODA involvement, so, if that is the goal, it is consistently met. The ODA review process already incorporates and encourages dialogue and support of applicant schools on how to meet various standards. Denial is quite rare and occurs only when the applicant does not meet standards. Measuring denials as an indicator of ODA involvement in the review process is not a relevant exercise, as there is no benefit to achieving a 2% rate if that means we would need to approve substandard programs in order to succeed in meeting the KPM. Better indicators of ODA involvement would be measuring contacts with schools, site visits, and ongoing monitoring and evaluation of ODA's review process to ensure that we are accurately assessing whether schools meet standards for compliance, and providing an appropriate level of support.

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
5 b - Total program applications processed by ODA.	312	58	Green	2012	This goal does not accurately measure ODA's performance, since we review all applications that come to us but have no control over either the quantity or quality of those applications and it is not appropriate or desirable to limit the number of program reviews to a specific count established based on past numbers of applications received. While the only realistic way to estimate the number of reviews is to use the current number of degree programs as a baseline, this becomes irrelevant as soon as a few schools decide to add more programs, a new campus is added in Oregon, another school new to Oregon submits an application, or any of these decide to reduce the number of programs offered. Past targets were based on the number of known programs, and assumed that institutions will keep these programs and continue to apply for approval on a two-year cycle. The target does not account for new schools or new programs at existing schools, nor does it allow for program closures and school closures that may be market-driven or otherwise out of ODA's control. ODA's staffing model and work planning should account for the comprehensive management of current programs, degree validations, adverse impact processes, and related tasks and projects. To a certain extent, our program review numbers and workflow are based on external factors, since we only review what is submitted. A certain degree of flexibility should be built in to our staffing model to provide for fluctuations in workload. The complexity and scope of ODA's work continues to increase and to require adjustments to staffing, rules, processes, and

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KPMs	Actual	Target	Status	Most Recent Year	Management Comments
					performance measures.
8 - Persistence rates over 4 years for students at 4-year institutions who are eligible and awarded an OOG.	79.60	73.00	Green	2012	The OOG program has undergone two major expansions in recent years: the 2006-07 expansion to serve part-time students and the 2008-09 Shared Responsibility Model redesign. While these expansions have a positive impact on retention, it has been offset by a significant increase in the number of eligible applicants and tuition increases at rates more than double the increases in the annual Consumer Price Index. For 2009-11, the funding appropriation was decreased. For 2011-13 the funding appropriation increased slightly; however, increases in FAFSA filers (applicants) and enrollment have also increased. The true effect of the Oregon Opportunity Grant on persistence rates may not be known until Oregon has a steady economy and increased and consistent funding occurs for the program.

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Finalize Date: 1/16/2013

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
9 - Completion rates (graduated within 6 years) for students at 4-year institutions who are eligible and awarded an OOG.	73.88	60.00	Green	2012	Because of rising college costs, increasing demand for student financial aid, and reduced funding, it is difficult to demonstrate a direct correlation between students' completion rates and receipt of an Oregon Opportunity Grant. There are many variables besides receipt of an Opportunity Grant that may affect a student's decision to persist and complete his/her program of study on time — upturns/downturns in the state's economy, changing price differentials among schools over time, family crises, changes in federal and institutional aid of various types, changes in OOG eligibility criteria and award amounts, ease or difficulty of credit transfer, and so on. The primary factor that can affect this KPM is to have significant dollars available to each student consistently over the 4 to 6 years of college attendance. A stronger KPM would be to measure access to postsecondary education instead of graduation as a result of an Oregon Opportunity Grant award.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date: 1/16/2013

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
10 - Completion rates (graduated within 3 years) for students at community colleges who are eligible and awarded an OOG.	19.92	18.00	Green	2012	Because of rising college costs, increasing demand for student financial aid, and reduced funding, it is difficult to demonstrate a direct correlation between students' completion rates and receipt of an Oregon Opportunity Grant. There are many variables besides receipt of an Opportunity Grant that may affect a student's decision to persist and complete his/her program of study on time — upturns/downturns in the state's economy, changing price differentials among schools over time, family crises, changes in federal and institutional aid of various types, changes in OOG eligibility criteria and award amounts, ease or difficulty of credit transfer, and so on. The primary factor that can affect this KPM is to have significant dollars available to each student consistently over their 2 to 3 years of community college attendance. A stronger KPM would be to measure _access_ to postsecondary education instead of graduation as a result of an Oregon Opportunity Grant award.
12 - Percentage of students of color served by OSAC programs (i.e., disaggregate measures to track race/ethnicity of beneficiaries of OSAC program services).	26.58	0	Exception	2012	OSAC remains committed to improving access and increasing affordability for all Oregonians.
14 - Percent of total best practices met by the Board of Commissioners.	91.67	100.00	Yellow	2012	OSAC deliberately set a very ambitious target for this measure in an effort to ensure that the Commission is as effective as possible. This target will be reevaluated so that we drive high performance and at the same time set the agency up for success. The performance of the governance body is an important indicator to the health of the agency.

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
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.	85.97	90.00	Green	2012	Since 2009, a consistent survey methodology has been applied and therefore strengthened the data going forward. Although a clear upward trend may not be apparent, the goal of reaching 90% customer satisfaction is still reasonable, even though the overall numbers decreased this year. On average, 85.97% of the client and constituent groups rate their overall customer satisfaction experience as "Good" or "Excellent." OSAC will continue to pursue a more equitable distribution of the survey and attempt to engage more respondents in order to achieve stronger results. OSAC believes in the value of this KPM and finds it reflects the good work of our staff.
16 - Remaining financial need after known grant assistance	64.90	64.50	Green	2012	An increased OOG appropriation that keeps pace with the annual number of applicants and ever-rising college costs is what needs to be done to improve this performance. Another option is to increase the individual award amount, which would reduce the number of students receiving the OOG but allow the individual student award to keep pace with the remaining need and rising costs.
17 - Impact of Opportunity Grants on enrollment of eligible students.	13.69	31.00	Red	2012	Until the downward trend in Oregon's economy is reversed, it is impossible to determine the true effects of the program. To improve performance, significant dollars need to be appropriated to the Oregon Opportunity Grant.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date: 1/16/2013

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This report provides high-level performance information which may not be sufficient to fully explain the complexities associated with some of the reported measurement results. Please reference the agency's most recent Annual Performance Progress Report to better understand a measure's intent, performance history, factors impacting performance and data gather and calculation methodology.

Legislatively Approved 2013-2015 Key Performance Measures

Agency: STUDENT ACCESS COMMISSION, OREGON

Mission: To create a college-going culture for all Oregonians by providing access through information, mentoring, and financial support.

<br type="_moz" />

Legislatively Proposed KPMs	Customer Service Category	Agency Request	Most Current Result	Target 2014	Target 2015
3 - Ratio of administrative dollars to private and public Scholarship dollars awarded to students.		Approved KPM	18.87		
12 - Percentage of students of color served by OSAC programs (i.e., disaggregate measures to track race/ethnicity of beneficiaries of OSAC program services).		Approved KPM	26.58		
14 - Percent of total best practices met by the Board of Commissioners.		Approved KPM	91.67		
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.	Accuracy	Approved KPM	84.41	90.00	90.00
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.	Availability of Information	Approved KPM	78.90	90.00	90.00
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.	Expertise	Approved KPM	73.10	90.00	90.00
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.	Helpfulness	Approved KPM	73.89	90.00	90.00
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.	Overall	Approved KPM	85.97	90.00	90.00

Agency: STUDENT ACCESS COMMISSION, OREGON

Mission: To create a college-going culture for all Oregonians by providing access through information, mentoring, and financial support.

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Legislatively Proposed KPMs	Customer Service Category	Agency Request	Most Current Result	Target 2014	Target 2015
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.	Timeliness	Approved KPM	80.77	90.00	90.00

LFO Recommendation:

Sub-Committee Action:

Hire Date	Hiree Name	Classification	Hire Step	Reason*
10/26/2011	Vickie Potoski	OS2	8	Match pay at previous job
11/16/2011	Jennifer Diallo (promotion)	PA3	3	Promotion from current State job
3/1/2012	Helen Dunford	PA2	4	Match pay at previous job
6/11/2012	Bob Brew	PEM-D	9	Lateral transfer from current State Job
7/1/2012	Brandon Fox	ISS5	4	Promotion from current State job
8/27/2012	Jordi Humphreys	ISS4	5	Match pay at previous job
12/1/2012	Cheryl Mathews	PA1	3	Match pay at previous job
				* if hired other than at Step 2

575 Oregon Student Access Commission:
Oregon Opportunity Grant

Primary Outcome Area: Education
Secondary Outcome Area: N/A
Program Contact: Susan Degen, Program Administrator, 541-687-7451

Legend:
- General Fund
- Lottery Funds
- Other Funds
- Federal Funds
- Eligible Applicants
- Recipients
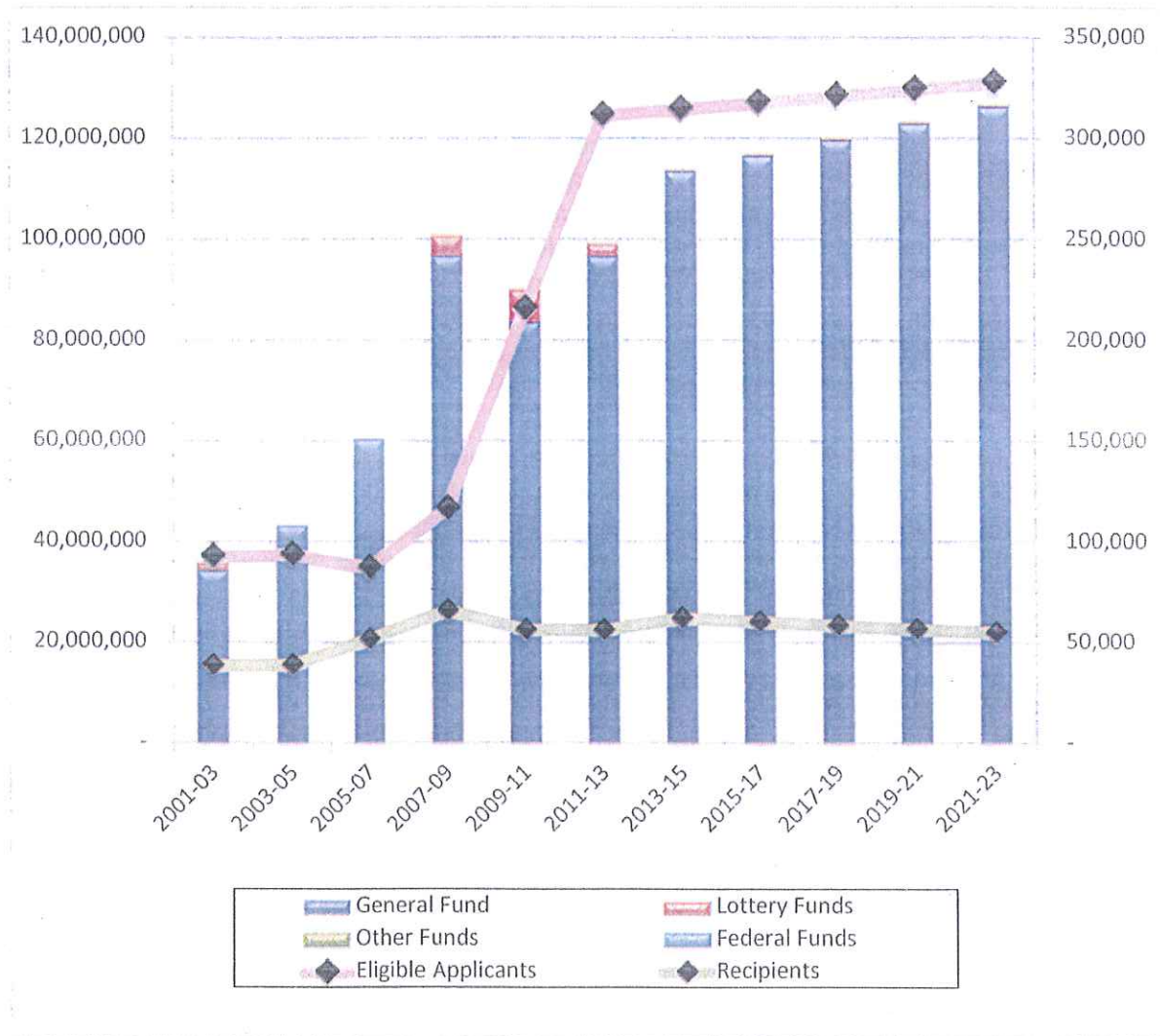
Executive Summary

The Oregon Opportunity Grant (OOG) is Oregon's only state-funded, need-sensitive grant program to help low- and middle-income Oregon residents achieve academic success and become educated, responsible, productive members of their communities as part of a strong, well-trained workforce in Oregon. During 2009-2011, more than 56,000 students received Opportunity Grant funds totaling more than $91 million. The OOG program supports Oregon's 40-40-20 Goal by providing financial assistance for students to enroll in postsecondary programs and reach the goal of a certificate or a two- ‹ – 5 9 – ‹ar college degree. Since the recession

began in 2008, demand for OOG funds has far exceeded the state's ability to help all eligible students.

Program Description

The Oregon Opportunity Grant (OOG) program provides funds annually to help approximately 30,000 Oregon residents with demonstrated financial need access postsecondary education. For the 2011-13 biennium, OSAC will disburse a total of $99.5 million in OOG funds to approximately 30,000 students each year. Students apply for the Opportunity Grant by completing the Free Application for Federal Student Aid (FAFSA), which is also the application for federal aid programs, including Federal Pell Grants and Direct Stafford Loans. Students must complete a FAFSA each year to ensure continued access to federal and state financial aid.

OSAC uses a formula based on the Shared Responsibility Model (SRM), established by statute in 2007, to determine students' grant eligibility and award amounts, based on each individual's financial resources. The SRM formula has five components — average annual cost of education (tuition and fees, room and board, books, etc.); student share (self-help from work, loans, scholarships, etc.); family share (expected family contribution); federal share (Pell Grants and assumed tax credits); and state share (remaining need, capped at annual limits). The SRM helps the State leverage federal and student/family resources effectively to make need-based financial aid available to as many students as possible.

Opportunity Grants are awarded on a first-come, first-served basis until funds are exhausted. Students must meet all eligibility requirements: be an Oregon resident, show financial need, have no prior baccalaureate degree, be a U.S. citizen or eligible noncitizen, and attend a community college or public or private nonprofit 4-year postsecondary institution that participates in federal Title IV student aid programs and is located and headquartered in Oregon. To remain eligible, students must maintain satisfactory academic progress and have no defaults on federal loans.

OSAC receives financial data from the US Department of Education for nearly 350,000 Oregon residents who file FAFSAs each year and uses the data to determine OOG awards and monitor ongoing eligibility. Financial aid offices at 40 participating Oregon institutions download weekly award lists via a password-protected web portal, and OSAC notifies students by email of potential grant eligibility. Each term, OSAC transmits funds to institutions electronically for delivery to students' accounts. Throughout the year, OOG administrators reconcile eligibility and award issues with financial aid officers via phone, email, and an online reporting system.

Over the past 10 years, the OOG program has undergone multiple complex policy changes, including new awarding strategies, half-time awards, student eligibility calculations, and a move from fixed to variable awards. As a result, year-to-year comparisons of program performance are problematic. Moreover, frequent programing changes have stretched the capabilities of OSAC's financial aid management system to its limits, hindering reproduction of reports on past performance and leading to unpredictable processing errors that put OSAC programs at risk.

Oregon Opportunity Grant cost drivers:
- Attendance costs at Oregon public and private nonprofit postsecondary institutions.
- Number of low- and moderate-income Oregon residents who apply for aid.
- Economic conditions that result in large numbers of jobs lost or gained.

Program Justification and Link to 10-Year Outcome

The need-based Oregon Opportunity Grant helps make accessing a postsecondary education possible for lower-income students who could not otherwise afford college. The OOG supports Education Outcome Indicator 4 (ready for college and career training) and the education strategy to "focus investments on achieving student outcomes." The OOG also supports the state's 40-40-20 goals by helping bridge the gap between college costs and students' ability to pay for postsecondary education. The OOG program serves both new high school graduates and adult learners seeking new skills after a job loss or a postsecondary credential for career advancement.

% Eligible Applicants vs. OOG Recipients

	2001-03	2003-05	2005-07	2007-09	2009-11	2011-13	2013-15	2015-17	2017-19	2019-21	2021-23
% Elg v Recip	41.4%	41.2%	58.9%	56.5%	26.0%	18.0%	19.7%	18.9%	18.1%	17.4%	16.7%
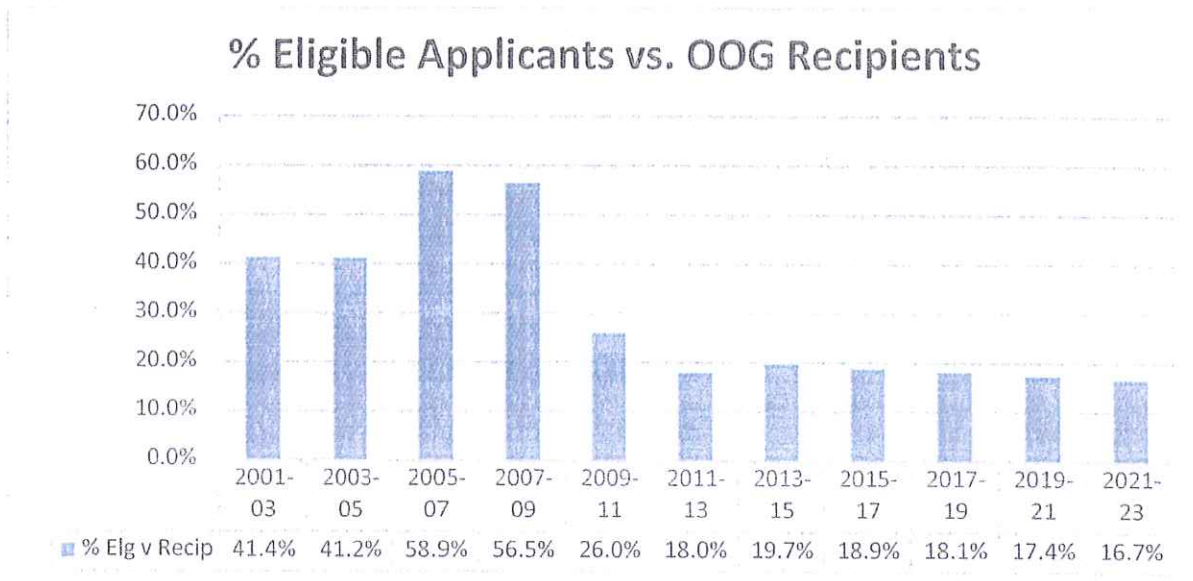
Since the start of the recession in 2008, the number of eligible applicants has exploded. College costs have continued to increase, while OOG program funding has remained relatively flat. The first graph, which compares OOG funding to total applicants and recipients clearly illustrates this situation. Although the traditional college-age population shows slow or stagnant growth, as noted in the June 2012 Oregon Economic and Revenue Forecast, "college enrollment typically goes up during the time of high unemployment and scarcity of well-paying jobs when even the older people flock back to college to better position themselves in a tough job market." This continues to be the case in Oregon with an unemployment rate of 8.7 percent that remains above the national rate of 8.2 percent. Due to declining state support, average tuition and fees at 2- and 4-year public colleges in Oregon continue to increase by double or triple the rate of the consumer price index, pushing a postsecondary education farther out of reach for more students every year.

Oregon is among 14 states whose state need-grant programs are based solely on financial need and currently has one of the earliest application deadline in the country (February 1) based on an annual NASSGAP survey. Since 1999-00, Oregon's national ranking for estimated need-based undergraduate grant dollars per FTE has typically hovered around 30 out of 52 (50 states, Puerto Rico, and Washington DC). That ranking improved to 15 for 2008-09 and 13 for 2009-10, the first two years under the Shared Responsibility Model, when program funding was up, awards were higher, and more students received awards than at any time in the program's history. Given current economic conditions, however, Oregon's ranking will likely retreat to previous levels.

Program Performance

The ratio of OOG recipients compared to the total number of OOG-eligible applicants has decreased significantly since the start of the economic recession in late 2008. (Data for 2011-13 are estimates based on 2011-12 data to-date.)

Rising tuition and fees at OUS institutions illustrates current pressures on the OOG program, as increased student demand and college costs continue to outpace increases in available funds for

OOG Average Award Disbursed by Sector
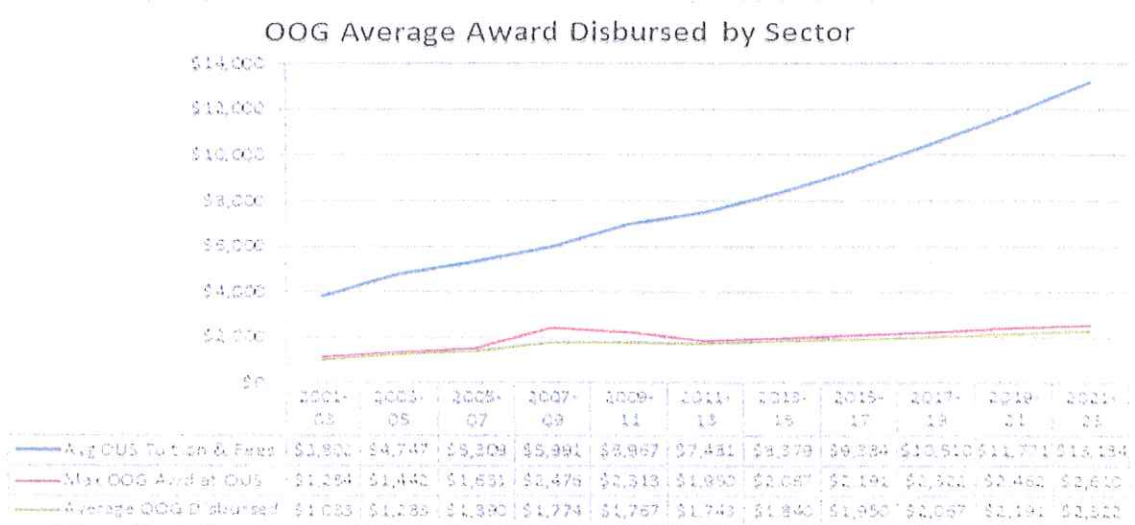
eligible students. OSAC must balance the number of students served with award amounts that are high enough to truly provide access to postsecondary education. Average tuition and fees based on OUS tuition and fees data reported to OSAC by institutions, based on 12 credits per term through 2007-08 and 15 credits per term for 2008-09 on.

Rising tuition and fees at OUS institutions illustrates current pressures on the OOG program, as increased student demand and college costs continue to outpace increases in available funds for eligible students. OSAC must balance the number of students served with award amounts that are high enough to truly provide access to postsecondary education. Average tuition and fees based on OUS tuition and fees data reported to OSAC by institutions, based on 12 credits per term through 2007-08 and 15 credits per term for 2008-09 on.

Enabling Legislation/Program Authorization

The Oregon Opportunity Grant program was established by statute in 1971 and is authorized, but not mandated, by ORS 348. Specific provisions governing OOG program administration appear in ORS 348.005, 348.180, 348.183, 348.205, 348.250, 348.260, and 348.520. The most recent program changes are outlined in provisions of Senate Bill 334 from 2007 (Shared Responsibility Model) and House Bill 3471 from 2011 (prioritized awards for foster youth).

Funding Streams

The primary source of funds for Opportunity Grants is the state General Fund. In addition, ORS 348.696 provides for 25 percent of interest earnings from the Lottery-supported Education

Stability Fund to be included in the OOG Fund. In past years, program funds also included a small amount of federal funds from the Leveraging Educational Assistance Partnership program. OSAC failed to meet maintenance of effort and matching funds requirements for 2010-11, and Congress zeroed-out LEAP funding in 2011. Finally, the OOG fund receives a small amount of Other Funds from expired Individual Educational Accounts under the JOBS Plus program.

Significant Proposed Program Changes from 2011-13

OSAC proposed a budgetary Policy Package for the 2013-2015 biennium increasing General Fund contributions to the Opportunity Grant to increase the number of available student grants per year at the 2013 approved level of $2,000 per grant.

575 Oregon Student Access Commission: Other Funds
Scholarships & Grants

Primary Outcome Area: Education
Secondary Outcome Area: N/A
Program Contacts: Holly Willeford, Scholarship Team Lead, 541-687-7466,
                             Peggy Cooksey, Program Analyst 1, 541-687-7443

Grants and Scholarships
Total Awards & Recipients
by Fund Type

Recipient data points: 7,635; 7,094; 7,166; 7,640; 7,608; 7700; 8,020; 8,234; 8,454; 8,679; 8,911

Periods: 2001-03, 2003-05, 2005-07, 2007-09, 2009-11, 2011-13, 2013-15, 2015-17, 2017-19, 2019-21, 2021-23

Legend: General Funds, Federal Funds, Other Funds, Total # Recipients
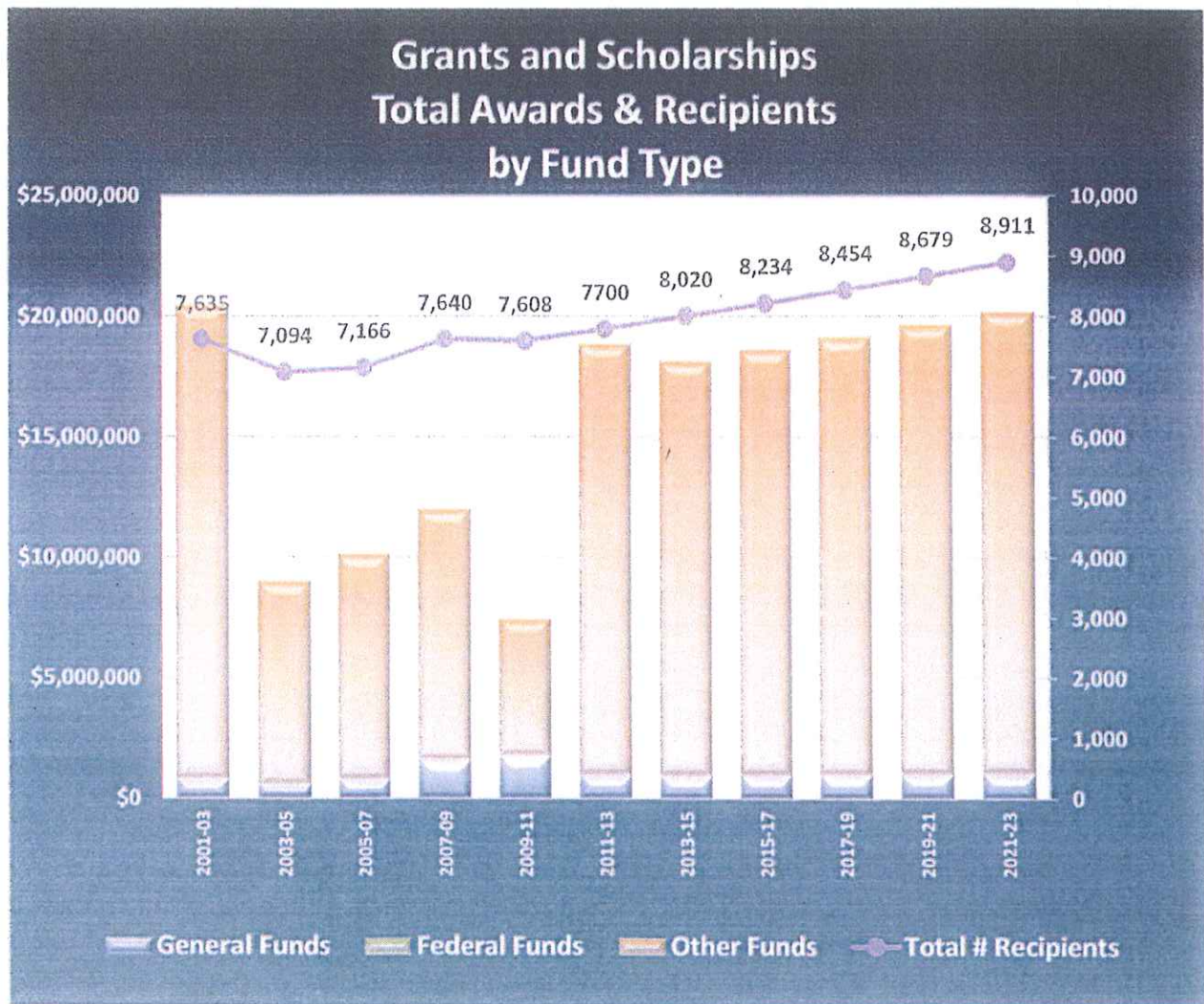
Executive Summary

OSAC's Scholarships and Grants programs provide financial aid that enable students, many of whom are identified as underserved populations, to attend college and universities in their pursuit of self-sufficiency, thus becoming educated, responsible and productive members of their communities and ultimately helping to create a well-trained and strong workforce for Oregon. In 2009-2011, OSAC awarded more than $33,709,000 in Scholarships and Grants to over 7,500 students (including Ford Family Foundation scholarships administered by OSAC). OSAC's Scholarships and Grants programs support Oregon's 40-40-20 Goal by supporting access to and achievement of postsecondary certificates and degrees.

Program Description

Scholarships

OSAC is renowned for its public-private scholarship partnerships. In partnership with The Oregon Community Foundation, The Ford Family Foundation, private individuals, employers, banks, and membership organizations, OSAC administers more than 420 private scholarship programs each year. One single electronic application is used for all scholarships. According to pre-established criteria, OSAC provides initial screening of the applicant pool for each scholarship program as well as the final announcement and disbursement of awards to appropriate post-secondary institutions. Many of these scholarships are based on merit and achievement; others are based on need and focus on underserved populations such as low-income, adult learners, and first-generation college students. OSAC's Scholarships depend on the generosity of Oregon donors.

Grants

OSAC annually administers multiple grant programs for those underserved populations who might believe postsecondary certification and training beyond high school were out of reach. It is a collective belief that providing financial assistance to underserved populations may make it easier for students to work toward their academic goals and better ensure their access to college enrollment.

Grant Program Descriptions
- Chafee Education and Training Grant (ETG) – Since 2003, OSAC has worked in partnership with the Oregon Department of Human Services to award the federally funded Chafee ETG to foster youth who are without family resources and support in an effort to encourage their achieving academic goals ranging from one-year certificates and completion of trade programs to Associate, Bachelor and Graduate degrees. Between 2003 and 2011, 1,425 Chafee awards have been made.
- In partnership with the state of Oregon since 2007, OSAC has administered the General Funded Oregon Student Child Care Grant to ensure parents attending school know their children are well cared for by certified child care providers. Between 2007 and 2011, 367 Child Care awards have been made.
- Barber and Hairdresser Grant disburses interest accrued on a permanent endowment. Between 2001 and 2011, 363 awards have been.
- Oregon Youth Conservation Corps (OYCC) disburses funds transferred from the Oregon Community College and Workforce Development Department. Between 2001 and 2011, 333 OYCC vouchers were redeemed.
- JOBS Plus disburses funds transferred from the Oregon Department of Human Services. Between 2001 and 2011, 4,268 vouchers were redeemed.
- The Nursing Faculty Loan Repayment Program was put in statute to encourage qualified nursing instructors to remain in Oregon after graduation. Although funded only for the 2009-11 biennium, OSAC will continue to pay out this obligation to awardees until 2016. A total of $164,443 will assist seven nursing faculty repay their student loans.

Grant Program Cost Drivers
- The Chafee ETG is dependent upon the number of foster youth accessing the grant for a given academic year.
- The Student Child Care Grant's major cost driver is the general cost of child care in Oregon, a cost that fluctuates with the economy. Higher child care costs tend to discourage potential students from pursuing their education.
- The other grant and voucher programs (Barber and Hairdresser, OYCC, JOBS Plus) are more dependent upon usage by the participants and the budget of other partnering agencies.

Program Justification and Link to 10-Year Outcome

Scholarships

OSAC's scholarships stand on their own to support the goals of Oregon's 40-40-20 Plan by providing financial assistance to students working toward postsecondary credentials or degrees. The scholarship programs assist candidates who meet a variety of pre-selected criteria ranging from merit/achievement to financial need in being part of underserved populations. Regardless of the scholarship criteria, the goal remains the same – to foster access to postsecondary education, academic success and achievement toward self-sufficiency, becoming responsible and productive members of our communities and ultimately creating a strong workforce for Oregon.

Grants

OSAC's Grant programs also support the goals of Oregon's 40-40-20 Plan. OSAC's grant programs are targeted toward low-income, at-risk, underserved populations. These populations typically have lower college-going rates than other populations because, first, they often do not believe they can achieve education beyond high school and, second, if they thought they could, they believe the cost is insurmountable.

By providing financial assistance to underserved populations, OSAC helps recipients work toward their academic goals. Achievement of a certificate, two- or four-year degree, in turn, helps these underserved populations be better prepared to enter Oregon's workforce and assist in the economic growth of the state. As their standard of living increases, their socio-economic risk factors decrease, as do those of their children.

Program Performance

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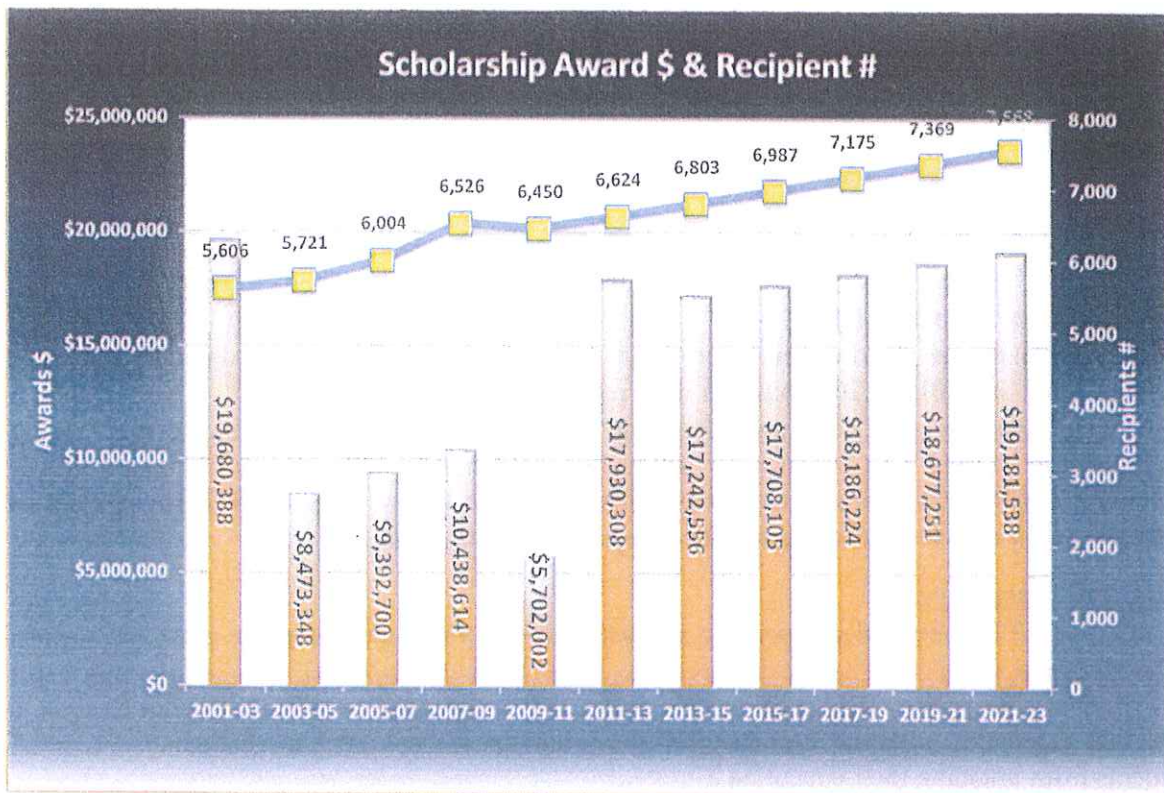
Scholarships

OSAC has administered private scholarships for more than four decades. Since inception, OSAC has seen growth in the number of scholarship programs as well as the number of recipients and the total dollars awarded. Since 2001-03, recipient numbers have increased from 5,606 in 2001-03 to 6,450 in 2009-11 and scholarship dollars have increased from $19,680,338 in 2001-03 to $18,930,308 in 2011-13 $31,863,131 when Ford Family Foundation scholarships administered by OSAC are included).

Grants

- Since OSAC started partnering with DHS to administer the Chafee ETG in 2003, the number of recipients has increased each year. In 2008, OSAC started using an electronic application, which increased the number of applicants. In 2009, OSAC created an on-line portal for DHS to review applications to determine eligibility and a separate on-line portal for the universities and colleges to enter awards. The implementation of both the electronic application and portals has been a major factor in increasing recipient counts from 99 in 2003-05 to 592 in 2009-11. Dollars awarded have increased from $399,712 to $1,632,568 in that same time period. OSAC started gathering data in the fall of 2011 to determine graduation rates of Chafee ETG recipients. We do not have enough data at this time to determine a trend or correlation.
- The Oregon Student Child Care Grant was a budget-line item transferred to OSAC from DHS in early 2007. Since 2007, the recipient count has increased from 158 in 2007-09 to 209 for 2009-11. Dollars awarded increased from $768,128 to $933,017 for the same period.
- Since 2001-03, recipients and dollars awarded in the Barber and Hairdresser Grant have decreased as interest earnings were higher in the early part of the decade and then plummeted with the economy. This is a small program that is strictly a payout of interest earned over the previous year on a permanent endowment. In 2001-03, $60,000 was awarded to 100 recipients. By 2009-11, only $12,240 was awarded to 70 recipients. That number is expected to decrease by half during 2011-13.
- JOBS Plus had more usage in 2001-03 (1,870 participants used $462,098 in vouchers) and again in 2003-05 (1,112 used $283,135 in vouchers) when the program was in its early days and both the Oregon Employment Department and DHS were assigning participants to the program. Since 2005, only DHS has participated in the program and usage of the Individual Education Account vouchers has gradually declined as there are fewer budget dollars available through DHS to continue to fund as many participants (772 recipients redeemed $194,969 in vouchers in 2005-07; 350 redeemed $105,565 in vouchers in 2007-09; and 214 redeemed $93,335 in vouchers in 2009-11).
- OYCC usage has gradually increased from 59 recipients redeeming $67,454 in vouchers in 2001-03 to 111 recipients redeeming $103,251 in vouchers in 2009-11. Both of these programs are dependent upon the budget and level of participation at partnering agencies. OSAC acts as the pass-through for redemption of vouchers earned. The goals of both programs are to provide a small award (depending on length of service, $50 - $1200 in JOBS Plus and $350 - $1200 in OYCC) to the program participants in an effort to give them a jump-start toward post-secondary education and self-sufficiency.

Enabling Legislation/Program Authorization

OSAC's Scholarships and Grant programs exist in statute as noted below, but are not mandated.

Scholarships

- The Scholarships program is described in ORS 348.530 and administered under OAR 575-060.

Grants

- The Chafee ETG is a Federal grant program (authorized under the Social Security Act, Title IV, Part E, Section 477(h)) that is awarded to DHS and contracted with OSAC to administer.
- Independent Living Program is contracted with OSAC through an agreement with DHS to provide the application, awarding, and disbursement process.

- The Oregon Student Child Care Grant is administered under OAR 575-095.
- The Barber and Hairdressers Grant is described in ORS 348.290 and administered under OAR 575-035.
- The JOBS Plus Program is described in ORS 411.894.
- The Oregon Youth Conservation Corps (OYCC) is described in ORS 418.658.
- The Nursing Faculty Loan Repayment Program is described in ORS 348.440.

Funding Streams
Scholarships –Other Funds (OF)
The Scholarship programs are funded through private donations from generous individuals, member organizations, trusts and foundations.

Grants
- Chafee ETG is funded through Other Funds. (OF)
- The Oregon Student Child Care Grant is funded General Fund. (GF)
- The Barber and Hairdresser Grant disburses interest funds from a permanent endowment. (OF)
- JOBS Plus is funded through Other Funds. (OF)
- The Oregon Youth Conservation Corps program is funded through Other Funds. (OF)
- The Nursing Faculty (also known as Nursing Educator) Loan Repayment Program was funded in 2009-11 through General Funds. OSAC continues to pay out obligations to awardees based on the original budget appropriation from 2009-11. (GF)

Significant Proposed Program Changes from 2011-13-

There are no significant changes proposed for 2013-2015 in this program.

575 Oregon Student Access Commission: ASPIRE
(Access to Student assistance Programs in Reach of Everyone)

Primary Outcome Area: Education
Secondary Outcome Area: NA
Program Contact: Lori Ellis, ASPIRE, (541) 687-7471

ASPIRE Funding Sources

	2001-03	2003-05	2005-07	2007-09	2009-11	2011-13	2013-15	2015-17	2017-19	2019-21	2021-23
Other Funds (thousands)	600.05	1,090.6	1,467.7	1,234.7	746.21	1,020.1	144.35	148.25	152.25	156.36	160.58
General Fund (thousands)	0.00	0.00	0.00	655.29	640.72	157.90	4,256.8	4,633.8	5,055.1	5,526.3	6,053.8
Sites	39	59	83	115	124	145	250	270	290	310	330
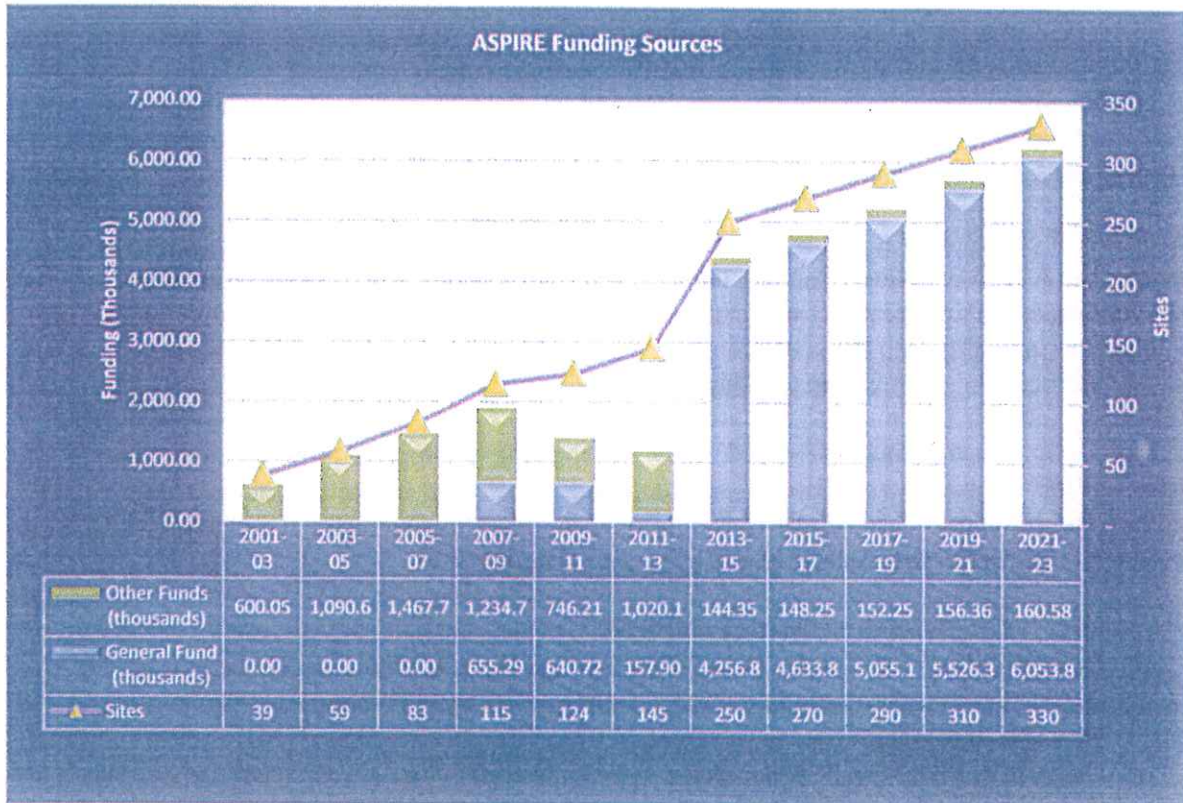
Executive Summary
ASPIRE provides information about education and training beyond high school to middle and high school students in Oregon. ASPIRE directly supports Oregon's 40-40-20 goal and extends and enhances the reach of school guidance counselors who on average have a caseload of 540 students (National Association for College Admission Counseling, 2012).

Program Description
ASPIRE serves 145 middle schools, high schools, community-based organizations (CBOs), and community colleges statewide. In 2010-11, the program's 1,503 adult volunteers mentored 7,123 students in learning the necessary steps for accessing education and training beyond high school. The program is all-inclusive and reaches students who think education beyond high school is not for them. Through mentoring, ASPIRE volunteers provide resources to help students overcome financial, cultural, and academic barriers to postsecondary education by helping them set goals, learn about the college admission processes, and apply for financial aid.

ASPIRE helps to create and foster a college-going culture by encouraging students to believe in possibilities as they plan for their future by: 1) Helping students and their families value and access education and training beyond high school by providing one-on-one mentoring and resources; 2) Providing training resources and consultation for building a sustainable community-based volunteer mentoring program; and 3) Increasing the number of Oregon students seeking and receiving scholarships and other financial aid. Each ASPIRE site has a designated employee called an ASPIRE coordinator, to recruit, train, coordinate and retain volunteers, form community partnerships, and integrate ASPIRE into the school culture.

ASPIRE staff meet with the ASPIRE coordinators in the fall to set goals that help meet the needs of their students and their communities. ASPIRE staff provide guidance, support, and oversight to ASPIRE sites during the academic year, provide fall training, and create plans for more effectively reaching students, recruiting volunteers, and facilitating one-on-one relationships between students and mentors.

An ASPIRE coordinator is located at each ASPIRE site and manages a corps of volunteers, updates the ASPIRE College/Career Centers, forms partnerships with local colleges and universities, and helps create a relationship with school staff and administration that integrates ASPIRE permanently into the school culture. The ASPIRE coordinator is the catalyst for a successful program and creating a college-going culture.

ASPIRE volunteer mentors are located at the ASPIRE site and receive training and resources from ASPIRE coordinators. Mentors help keep students focused on how to access postsecondary training and education, research career opportunities, apply for financial aid and admissions, and search for and complete scholarship and college applications.

Our partners are essential in supporting ASPIRE:
- **Funding:** The Ford Family Foundation, College Access Challenge Grant through OUS, Oregon Community Foundation (OCF), Oregon GEAR UP, Department of Human Services, and Incight
- **Outreach, Training, & Resources:** Oregon Mentors; Educational Credit Management Corporation; Oregon 529 College Savings Network, Oregon four-year universities
- **Scholarships for ASPIRE Students:** Western Oregon University
- **ASPIRE Pilot for Community College:** OCF and Area Health Education Center

ASPIRE staff and site coordinators are the major cost drivers of the program. To help offset these costs, we developed eASPIRE, which is a web-based version of ASPIRE. E-mentoring provides one-on-one mentoring and removes the time constraints and geographic availability issues that often limit volunteer recruitment and provides access to underrepresented students. Another project in development is a district-wide ASPIRE program with the Salem-Keizer school district. ASPIRE staff will work with one district wide coordinator, instead of one coordinator at each of the 19 sites, allowing for consistency, capacity building, expansion, and sustainability at a lower cost and, at the same time, embedding a college-going culture throughout the district. This ASPIRE project will include elementary through high school eliminating some of the hours necessary to support individual ASPIRE sites.

Program Justification and Link to 10-Year Outcome

ASPIRE has a direct link to Oregon's 40-40-20 goal in that ASPIRE's main focus is to create a college-going culture in the communities we serve. ASPIRE volunteer mentors foster a culture of education by mentoring many students who never believed that education and training beyond high school was achievable for them.

ASPIRE is successful in reaching first-generation college students. The 2011 ASPIRE Senior Student Surveys reflect that 45 percent of students had mothers and 48 percent of students had fathers who did not attend college.

ASPIRE supports a statewide education system that includes middle schools, high schools, CBOs, community colleges, and connects colleges and universities with ASPIRE sites and students. CBOs include after-school programs, tribal entities, libraries, high school completion programs, and summer programs that provide mentoring opportunities year round. In development is an ASPIRE program focused on four community colleges that will help bridge the gap between high school and college to create a continuum of a college-going culture. By 2017, ASPIRE will include PK – 20 and be available to all students.

The average Oregon counselor's student-to-counseling caseload is 540:1, which ranks 42 out of 50 states. The American School Counseling Association recommends a student-to-counselor ratio of 250:1 for college and academic counseling. There has been a significant reduction in school counselors due to budget cuts. This reduction has resulted in fewer counselors to provide postsecondary access information to students. ASPIRE extends and enhances the reach of school guidance counselors.

ASPIRE's vision for the next 10-years is to fully support Oregon's PK – 20 sites. By 2023, ASPIRE plans on serving all elementary, middle, and high school students throughout the state as well as expanding to the 17 Oregon Community Colleges to create a stabilized continuum.

Program Performance

The number of **ASPIRE sites** includes the total number of participating middle schools, high schools, and CBOs. The program grows at a steady pace, with little recruitment effort, showing that the demand for ASPIRE is high for middle school and high school students. Additionally, three community colleges joined ASPIRE in 201-12.

ASPIRE Sites, Volunteers & Students Mentored

	2001 -03	2003 -05	2005 -07	2007 -09	2009 -11	2011 -13	2013 -15	2015 -17	2017 -19	2019 -21	2021 -23
Sites	39	59	83	115	124	145	250	270	290	310	330
Volunteers	602	1,246	1,772	2,920	2,847	3,236	5,081	6,191	6,659	7,126	7,593
Students Mentored	2,197	7,988	12,280	21,030	12,964	17,623	27,675	33,720	36,264	38,809	41,534
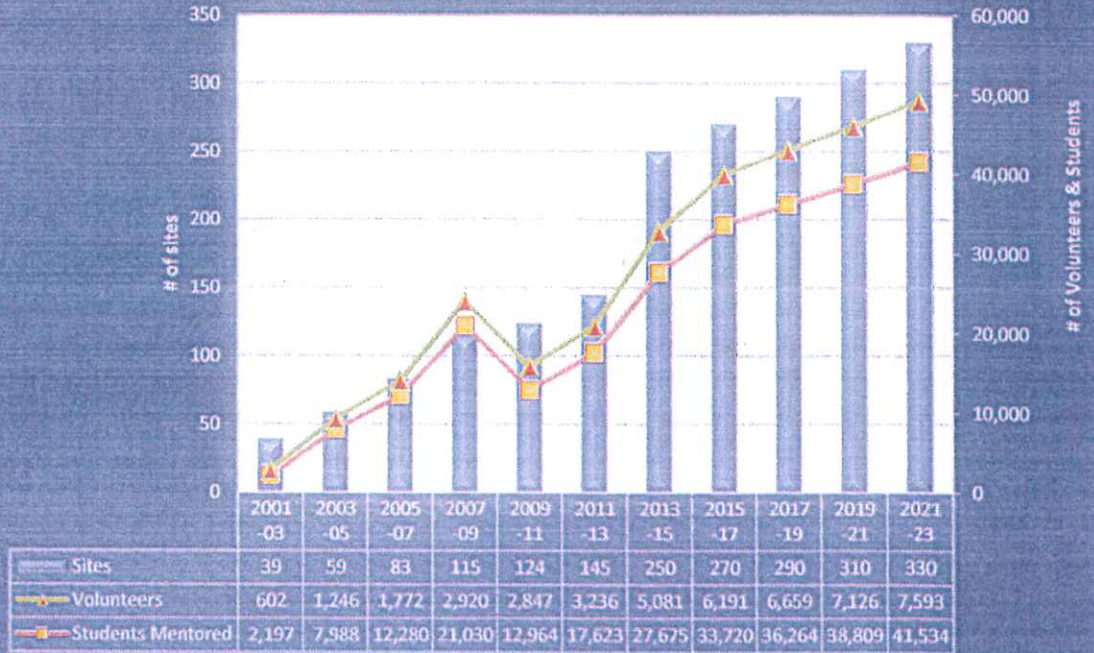
Note: In 2009-11, the way to capture the number of students was redefined to provide a better representation on how many students actually received one-on-one mentoring without a duplicated headcount.

The number of **ASPIRE volunteer mentors** includes the number of volunteers throughout Oregon who mentor students. The program can only be successful if there is a sufficient number of mentors to meet one-on-one with the students.

The number of **ASPIRE students** includes students who receive one-on-one mentoring. The number is reviewed on an annual basis to show that the site is increasing their student participation levels. The current goal for each site is to serve the needs of seniors and gradually begin to serve students in grades 9-11.

ASPIRE has a direct impact on a school's college-going rate and is essential to help support the Oregon 40-40-20 goal.

School	College-Going Rate Before ASPIRE	College-Going Rate After ASPIRE	Years in Program
Crow HS	38%	96%	5
Ashland HS	65%	94%	9
Estacada HS	69%	83%	5
Elkton HS	52%	66%	9
Beaverton HS	55%	66%	4
Stanfield HS	5%	100%	4

Enabling Legislation/Program Authorization
ASPIRE is governed by Oregon Revised Statute 348.500 and is not mandated. The statute establishes Access to Student assistance Programs in Reach of Everyone to provide information about financial aid and education and training options beyond high school to students in Oregon's secondary schools.

Funding Streams
Historically, ASPIRE has been funded by private grants, Program Administrative Fees, and General Funds. Given the instability of a program based on grant funding, ASPIRE is seeking General Fund appropriation at the current level for program continuation and sustainability. ASPIRE sites may receive a 1:1 matching grant from OSAC to help fund the ASPIRE coordinator positions These dollars can be leveraged to acquire local matching funds.
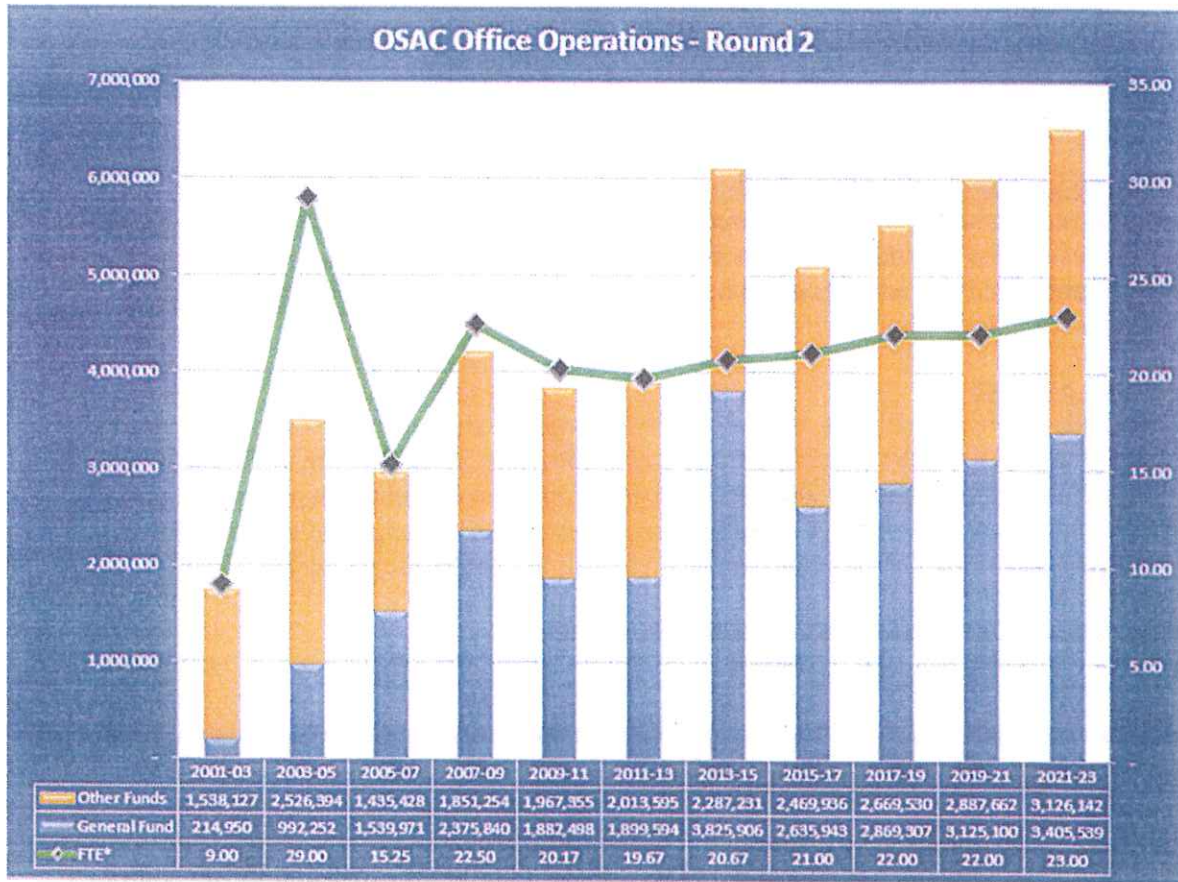
Significant Proposed Program Changes from 2011-13
ASPIRE experienced a significant loss of grant funding ($539,000) in Fiscal Year 2012 from the College Access Challenge Grant, requiring a reduction of staff of 70%. In order for this proven program to be stabilized and continue, ASPIRE is requesting to funding to maintain the current level of service with General Fund resources.

OSAC also hopes to build on the current ASPIRE program model which serves 145 sites across the state. A package requesting additional funding will allow for expansion to 105 additional sites statewide (250 total), with an emphasis on middle schools and rural communities. This is the first phase of an expansion that will eventually see an ASPIRE program in every Oregon middle school and high school.

Expanding ASPIRE will increase participation in middle schools, high schools, community-based organizations, and community colleges. In addition to our services to middle school and high school students, ASPIRE will develop a school-district wide program that will use staff more efficiently by allowing them to work with one district-wide ASPIRE coordinator who will train and support all individual ASPIRE site coordinators. ASPIRE staff will focus more on development and expansion into elementary schools in addition to middle and high school students and community college students. The program will continue to increase the use of technology to deliver program trainings and assistance to sites thereby reducing travel time and costs.

575 Oregon Student Access Commission: Office Operations

Primary Outcome Area: Education
Secondary Outcome Area: N/A
Program Contact: Bob Brew, Interim Executive Director, (541) 687-7377

OSAC Office Operations – Round 2

	2001-03	2003-05	2005-07	2007-09	2009-11	2011-13	2013-15	2015-17	2017-19	2019-21	2021-23
Other Funds	1,538,127	2,526,394	1,435,428	1,851,254	1,967,355	2,013,595	2,287,231	2,469,936	2,669,530	2,887,662	3,126,142
General Fund	214,950	992,252	1,539,971	2,375,840	1,882,498	1,899,594	3,825,906	2,635,943	2,869,307	3,125,100	3,405,539
FTE*	9.00	29.00	15.25	22.50	20.17	19.67	20.67	21.00	22.00	22.00	23.00

*FTE data 2001-03 reflects a change in the way staff was recorded. In 2005-07, the agency sold off its loan portfolio and staff was reduced.

Executive Summary

General Office Operations comprises agency wide administrative functions and oversight of Commission programs. Operations include the following: general agency functions; fiscal and budget administration; information systems administration, and other – i.e., ASPIRE (Access to Student assistance Programs in Reach of Everyone), outreach to community and professional/ partner organizations, and scholarships and public grants program administration. Management and oversight of these essential functions support Oregon's 40-40-20 Goal by providing volunteer mentoring to middle and high school students to share information about education and training beyond high school as well as providing financial assistance for students to enroll in postsecondary educational programs and achieve certificates and two- or four- year college degrees.

Program Description

The management and oversight of OSAC's programs and their day-to-day activities include:

General Agency Functions:
- Direction of the agency as a whole to ensure programs and activities relate to the agency's mission, key performance measures and other designated outcomes.
- Dissemination of public information regarding agency programs and policies through agency website, hardcopy materials and workshops statewide and by providing timely and accurate responses to public inquires.
- Administrative support for the Executive Director, the Management Team and Commission members, agency reception and general office support.
- Coordination of Personnel administration with Depart of Administrative Services (DAS).
- Payroll and benefits administration for agency staff through an interagency agreement with DAS.
- Legislative issues and related activities.
- Internal audit processes for all-agency activities in partnership with Moss Adams to meet State requirements in Oregon Administrative Rule (OAR) 125-700 Internal Auditing.
- Oversight and management of interagency agreements with DAS/ Human Resources.
- Travel coordination for staff and Commissioners.
- Record keeping and archival processes.

Fiscal and Budget Administration:
- Coordination of accounting and budget management services with DAS-Shared Client Services (SCS).
- Accurate purchasing and payments for agency needs, including equipment and office supplies and invoicing grantors and donors.
- Agency wide accounting for all administrative tasks and special payments to awardees.
- Disbursing funds to postsecondary institutions nationwide for students who have been awarded grants and/or scholarships.
- Providing reports to funders, including the State of Oregon, other state agencies, private foundations and individual donors.

Information Systems Administration:
- Development and maintenance of all electronic systems including student applications for specific programs, password-protected portals for schools and donors to ensure secure transmission of data, financial aid management system for a financial aid delivery system and student account information, data and websites.
- Ensure data security measures meet audit and legal requirements.
- Maintain internet-based OFAX system, which allows students to receive financial aid for dual enrollment at institutions statewide and Oregon university partners in other states.
- Maintain the OSAC in-house network architecture.

Other:
- Scholarship and public program administration, ensuring that students receive accurate information about application processes and that all awards are made according to Oregon Administrative Rules or Scholarship donor criteria.

- Oversight and administration of the Oregon Opportunity Grant.
- Oversight and administration of ASPIRE (Access to Student assistance Programs In Reach of Everyone)
- Outreach to community and professional organizations.
- Collaboration in events that help students file their Federal Application for Federal Student Aid (FAFSA) and other workshops hosted by schools and community organizations about applying for scholarships.
- Partnerships with organizations to produce publications such as the Opportunities Booklet that provides information regarding postsecondary planning and financial aid.
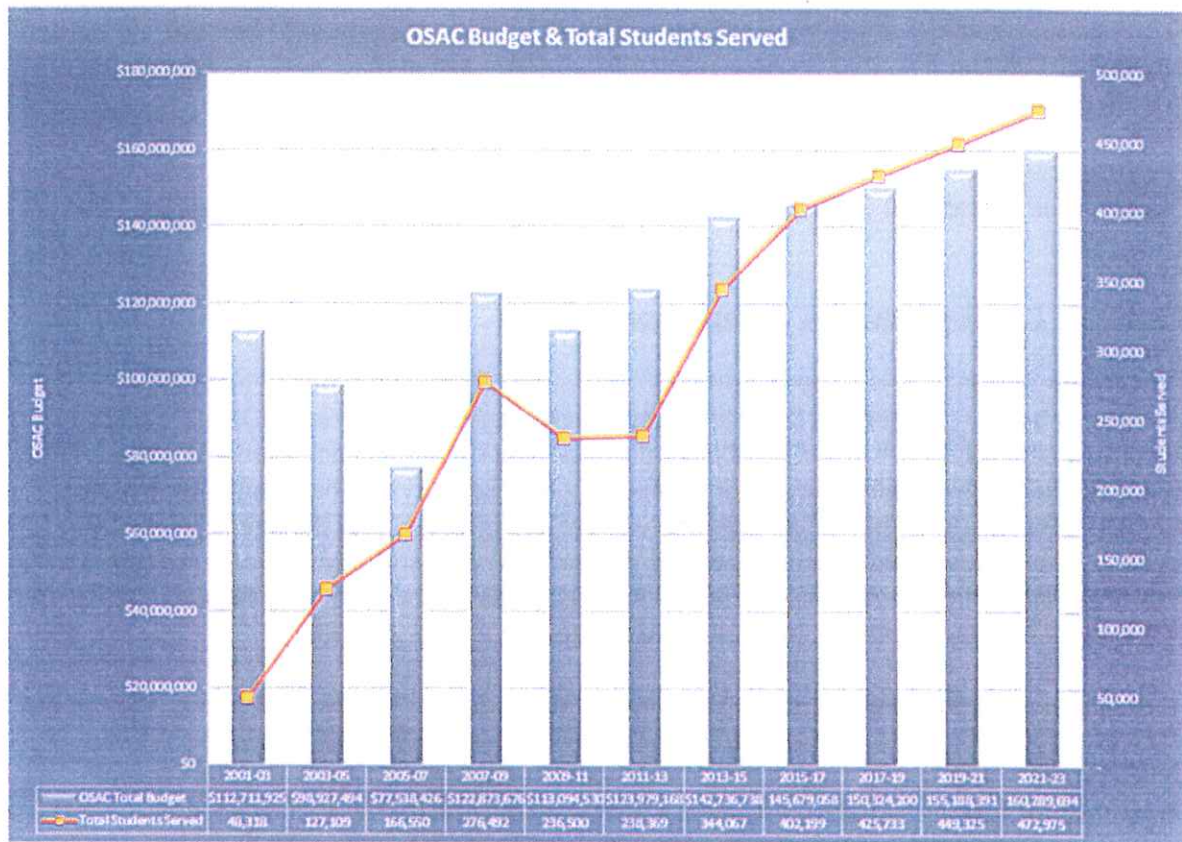
Program Justification and Link to 10-Year Outcome

OSAC's very mission, "To create a college-going culture for all Oregonians by providing access through information, mentoring and financial support," fully enhances Oregon's 40-40-20 Goal. Every program – ASPIRE, Scholarships and Grants, Oregon Opportunity Grant, and Office Operations – plays a clearly defined and significant role in helping to achieve 40-40-20.

- ASPIRE's vision for the next 10 years is to fully support Oregon's PK-20 sites. By 2023, ASPIRE plans on serving all elementary, middle, and high school students by creating that college-going culture/ environment where every child knows the value of achieving education and training beyond high school.
- As well, both the Scholarships and Grants Programs and the Oregon Opportunity Grant provide financial assistance to students working toward postsecondary credentials or degrees. Many of these students are from at-risk, low-income and underserved populations. It is often financial assistance that opens the door to possibilities for many.
- Office Operations provides the agency's day-to-day oversight and management to support and sustain staff and programs that create a college-going culture.
- A significant risk to the agency is the Financial Aid Management System and it is imperative that it be replaced. To do so contributes to a safe, secure and efficient system in which citizens can be assured that their information is safely held and private.

The goal remains the same for all programs – to foster students' access to postsecondary education, academic success and achievement toward self-sufficiency, becoming responsible and productive members of our communities and ultimately creating a strong workforce for Oregon.

Program Performance

OSAC Budget & Total Students Served

	2001-03	2003-05	2005-07	2007-09	2009-11	2011-13	2013-15	2015-17	2017-19	2019-21	2021-23
OSAC Total Budget	$112,711,925	$98,927,484	$77,538,426	$122,873,676	$133,094,537	$123,979,160	$142,736,736	145,679,058	150,324,300	155,188,391	160,289,694
Total Students Served	46,318	127,109	166,550	276,492	236,500	238,369	344,067	402,199	425,733	449,325	472,975

Since 2001, OSAC has made a significant difference in the lives of more than a million students it has served through all of its programs. Because of the myriad programs administered by OSAC, students:

- Believe that postsecondary education is possible;
- Create a plan of choice that sets them on a course for life-long success;
- Realize that financial aid and college attainment are potentially an application away;
- Visualize an active and meaningful career in their futures; and
- Imagine they are responsible and productive members of our communities.

As well, OSAC has created funding efficiencies by streamlining services and centralizing functions. We have established interagency agreements with DAS to do payroll, accounting through SCS and Human Resources. As a result, we were able to reinvest these savings back into the agency to hire the Director of Administrative Services, a move that strengthened the overall agency in compliance, management and knowledge at no cost to the state.

In addition, OSAC's Key Performance Measure for Customer Service shows that customers have received quality customer service as measured by timeliness, accuracy, friendliness, expertise and availability of information. For the six years that OSAC has implemented this KPM, customer service has steadily improved and, in the last two years, OSAC has exceeded its target.

Enabling Legislation/Program Authorization

OSAC's statutory authority to exist and administer programs appears in ORS 348.505 through 592. Legislative intent regarding state investment in higher education and financial aid appears in both 348.005 and 348.183. Various programs are addressed in other sections throughout ORS 348. None of these are mandates.

Funding Streams

The proposed operational costs of OSAC Office Operations are 63% General Fund and 27% Other Funds.

Significant Proposed Program Changes from 2011-13

The Oregon Student Access Commission (OSAC) is the official state conduit and repository for all requests by Oregon students to receive federal need-based aid. Currently OSAC's main database contains FAFSA records and other personal data extending back nearly 15 years. These records include names, addresses, tax information, social security numbers and other extremely personal information. The current database was created in-house over the course of the last seven years and was based on an even earlier database. The most significant concern of OSAC's current system is the security risk it represents. OSAC has prepared a Policy Package requesting $1.5 million in General Fund appropriation to replace the current system.

OSAC has also participated in the preparation of a joint proposal from four agencies, the Oregon University System (OUS), the Oregon Department of Community Colleges and Workforce Development (CCWD), the Oregon Student Access Commission (OSAC), and the Oregon Department of Education (ODE), to create a joint research unit for the P-20 education continuum. The purpose is to improve educational outcomes for students at all levels of education in Oregon in pursuit of Oregon's 40-40-20 education goals and to provide research and analysis of educational issues in Oregon in order to assist policymakers in making sound policy decisions. OSAC's share of this proposal is $147,960 of General Fund appropriation for the 2013-15 biennium.

Fall 2012 Survey Tracking a Freshman Cohort
of Oregon Opportunity Grant Recipients at
Oregon Alliance of Independent Colleges & Universities Institutions
from 2005-06 through 2011-12

Explanatory Notes

This survey provides a snapshot of graduation rates of Oregon Opportunity Grant recipients at Alliance member institutions together with information about the institutional financial aid they receive and the student loan debt they incur. It defines a cohort of students who enrolled as Freshmen during the 2005-06 academic year and who received OOG at any point in their academic career through 2011-12 at the institution providing the survey response.

The survey cohort definition assumes neither full time nor uninterrupted enrollment.

This cohort's persistence to graduation can be compared with the traditional NCES IPEDS Full Time First Time Freshmen (FT1T) cohorts at the same institutions, with the understanding that the traditional FT1T cohort definition stipulates uninterrupted full time attendance to graduation. Graduation rates for the 2005-06 FT1T cohort used for comparison are calculated from a separate 2012 Alliance Institution Registrars survey.

Graduation Rates in the 2005-06 study
The survey cohort graduated at similar rates to the traditional FT1T cohort. The survey cohort 4-year graduation rate of 56% lags slightly behind the FT1T 4-year rate of 58%, but is exactly the same by year 6 at 68%.

OOG Awards, Institutional Aid, and Student Debt

Declines in OOG Funding
The sharp decline in OOG funding in 2008-09 is clear to see in the survey data.

Institutional Aid
For the survey cohort, institutional aid size increased from year 1 to 3 (Junior year), declining each year thereafter. The average accumulated institutional award for all recipients in the survey cohort was $31,240, 475% of their average accumulated OOG award of $6,598.

Debt
Data for the 2009-10 year graduating class (the fourth year of our study) as compiled by College Insight suggests that the average indebtedness of an Alliance institution graduate was $24,811. The average indebtedness for the survey cohort members graduating in four years was $25,505. Those who took six years to graduate borrowed more heavily on average—$35,040.

Overall, approximately 72% of Alliance undergraduates incur debt. By comparison, 95% of OOG recipients in the survey cohort borrowed. They borrowed 4 times the amount of their OOG awards, and 86% of the amount of the institutional aid they received.

Oregon Opportunity Grant Recipients at
Oregon Alliance of Independent Colleges & Universities Institutions:
Tracking a Freshman Cohort from 2005-06 through 2011-12

Table 1[§]
Students enrolling* as Freshmen during the 2005-06 academic year who received OOG at least once during the period 2005-06 to 2011-12

Academic Year	Number receiving OOG	Total OOG $ Awarded	Total Institutional $ Awarded	Number graduating this year**	Number grads borrowing	Total $ amount grads borrowed***
2005-06	196	$627,323	$2,504,414	-	-	-
2006-07	159	$549,526	$2,470,109	1	-	-
2007-08	127	$486,056	$2,189,156	8	8	$170,081
2008-09	213	$536,131	$3,157,954	180	171	$4,361,344
2009-10	22	$41,748	$288,335	39	37	$1,217,016
2010-11	2	$2,622	$7,500	4	4	$140,158
2011-12	0	$0	$4,000	2	2	$70,440
OVERALL**** (with their Cumulative Totals)	340	$2,243,406	$10,621,467	234	222	$5,959,039

Graduations (Survey Freshman Group)

	% graduated	Students graduated as % of those who graduated within 6 years
Year 1	-	-
Year 2	-	-
Year 3	3%	4%
Year 4	56%	81%
Year 5	67%	98%
Year 6	68%	100%
Year 7	69%	

* enrolled full time or part time
** graduated by June 30th
*** borrowed while enrolled at the Alliance institution completing the survey
**** the unique (unduplicated) count of freshmen enrolled in 2005-06 who received OOG at least once during the period 2005-06 through 2011-12

[§]Survey conducted November, 2012
Participating institutions:

Concordia University	Pacific University
Corban University	Reed College
George Fox University	University of Portland
Lewis & Clark College	Warner Pacific University
Linfield College	Pacific Northwest College of Art
Marylhurst University	Willamette University
Northwest Christian Univ	University of Western States
Oregon College of Art & Craft	

Graduations (General Population Full Time First Time Cohort)

	% graduated	Students graduated as % of those who graduate within 6 years
Year 1	0%	-
Year 2	0%	-
Year 3	1%	2%
Year 4	58%	85%
Year 5	66%	99%
Year 6	68%	100%
Year 7	68%	

OOG Awards (Survey Freshman Group)

	% of Survey Cohort Receiving OOG during this year:	Average Award
Year 1	58%	$3,201
Year 2	47%	$3,456
Year 3	37%	$3,827
Year 4	63%	$2,517
Year 5	6%	$1,898
Year 6	1%	$1,311
Year 7	-	-
Cumulative Total	100%	$6,598

Debt (Survey Freshman Group)

	% of students graduating this year who borrowed:	Average Amount Borrowed:
Year 1	-	-
Year 2	-	-
Year 3	100%	$21,260
Year 4	95%	$25,505
Year 5	95%	$32,892
Year 6	100%	$35,040
Year 7	100%	$35,220
Cumulative Total	95%	$26,843

Inst Aid and OOG (Survey Freshman Group)

	Inst Aid as % of OOG	Avg Inst Award
Year 1	399%	$12,778
Year 2	449%	$15,535
Year 3	450%	$17,237
Year 4	589%	$14,826
Year 5	691%	$13,106
Year 6	286%	$3,750
Year 7	-	-
Cumulative Total	473%	$31,240

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12/11/12