



Office of  
Financial Management  
STATE OF WASHINGTON

# Activity Inventory

## Performance Measure Assessment

### Higher Education Coordinating Board (HECB)

### March 20, 2008

Office of Financial Management (OFM)

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Based on a review of the following: OFM Performance Measure Tracking System for Agency 343; *Moving the blue arrow: Pathways to educational opportunity* (2008 Strategic Master Plan for Higher Education in Washington - Dec. 2007, HECB); *Accountability for student success in Washington Higher Education* (Dec. 2006, HECB); *Washington Learns* (Nov. 2006); *2004 Strategic Master Plan for Higher Education* (<http://www.hecb.wa.gov/2004masterplan.asp>); Priorities of Government reports for Result Area "Improve the Value of Post-Secondary Learning"; *Status Report on Program Approvals*" (HECB Information Item, Feb. 2007); "Degree-Granting Colleges and Universities" (<http://www.hecb.wa.gov/autheval/daa/operatingcolleges.asp>); *Fall 2006 Applications Match Study and Baccalaureate and Associate Degrees Awarded* (OFM) <http://www.ofm.wa.gov/hied/degrees/degrees.pdf>

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# Current Strengths and Good Practices

- The Higher Education Coordinating Board (HECB or HEC Board) is responsible for measuring and reporting on accountability for higher education, so has a wealth of data about educational processes and outcomes available to it, and works with a significant network of measurement organizations.
- The HEC Board has some solid measures, including outcomes for one of its principal lines of business (providing student financial aid) and outputs of another (Guaranteed Education Tuition (GET) savings program.)

# Comments About the Budget Activity Measures 1

- The measures do not tell a particularly compelling story about the HEC Board's work, or its performance.
- The Interstate Exchange Programs for Higher Education activity (A005) has no measure, and the High-Demand Enrollment activity (A004) has no data.
- Some performance measures reported to OFM do not appear to be used in other accountability forums. There may be an opportunity to align measures (i.e. report measures to OFM that are developed and used by the agency in other lines of business.)
- There may be better measures for planning performance (measure 1010) than counting the number of components completed, since this may include components that the HECB doesn't control. Alternatives might include:
  - Measuring outcomes that the 2004 or 2008 plan is supposed to achieve, such as increasing opportunity for students to earn degrees, and responding to state's economic needs (see slides 18 and 20-22), or
  - Focusing on strategic plan components for which the HEC Board is responsible, and measure the number of those completed on time.

## Comments About the Budget Activity Measures 2

- The HEC Board provides several key functions for higher education that are quantifiable and measured, but are not reported to OFM now (see slide 19.) The agency should consider reporting on:
  - Number of degree programs approved or the number of days to complete a review
  - Number of reviews of degree-granting institutions
- Financial aid measures could be strengthened to be consistent with 2008 Strategic Plan for Higher Education (see slide 22).
- HECB can influence a number of outcome measures for higher education through its planning and coordination. These may be appropriate for reporting to OFM even if the HEC Board is not completely responsible for the ultimate outcomes of this work.

# Potential Improvements

- Performance measures reported to OFM should be aligned with similar efforts, including the 2004 and 2008 Strategic Master Plans for Higher Education, and the Accountability Framework required by HB 3103 (2004)
- Given the key role that education plays in important Washington state results, reporting outcomes, such as bachelor and advanced degrees awarded, would help communicate the degree to which Washington is achieving its policy goals.
- The HEC Board should work with their OFM Budget Analyst to:
  - Develop a new measure for the High Demand Enrollment Activity, such as number of degrees awarded in key fields (e.g., education, health or science).
  - Develop a measure for Interstate Exchange Programs for Higher Education (e.g., number of students attending WA institutions at lower rates).
  - Develop better measures for Coordination and Administrative activities (A002 and A001) than web hits and strategic plan components. The HEC Board should report performance of other aspects of these activities, such as approving degree programs (number approved), authorizing institutions (number authorized), or setting college admission standards (students meeting entry standards).
  - Consider using the Performance Management Tracking system to report key strategic plan performance measures.

# Agency Comments and Future Actions

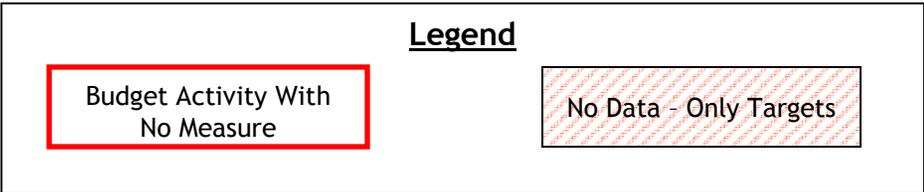
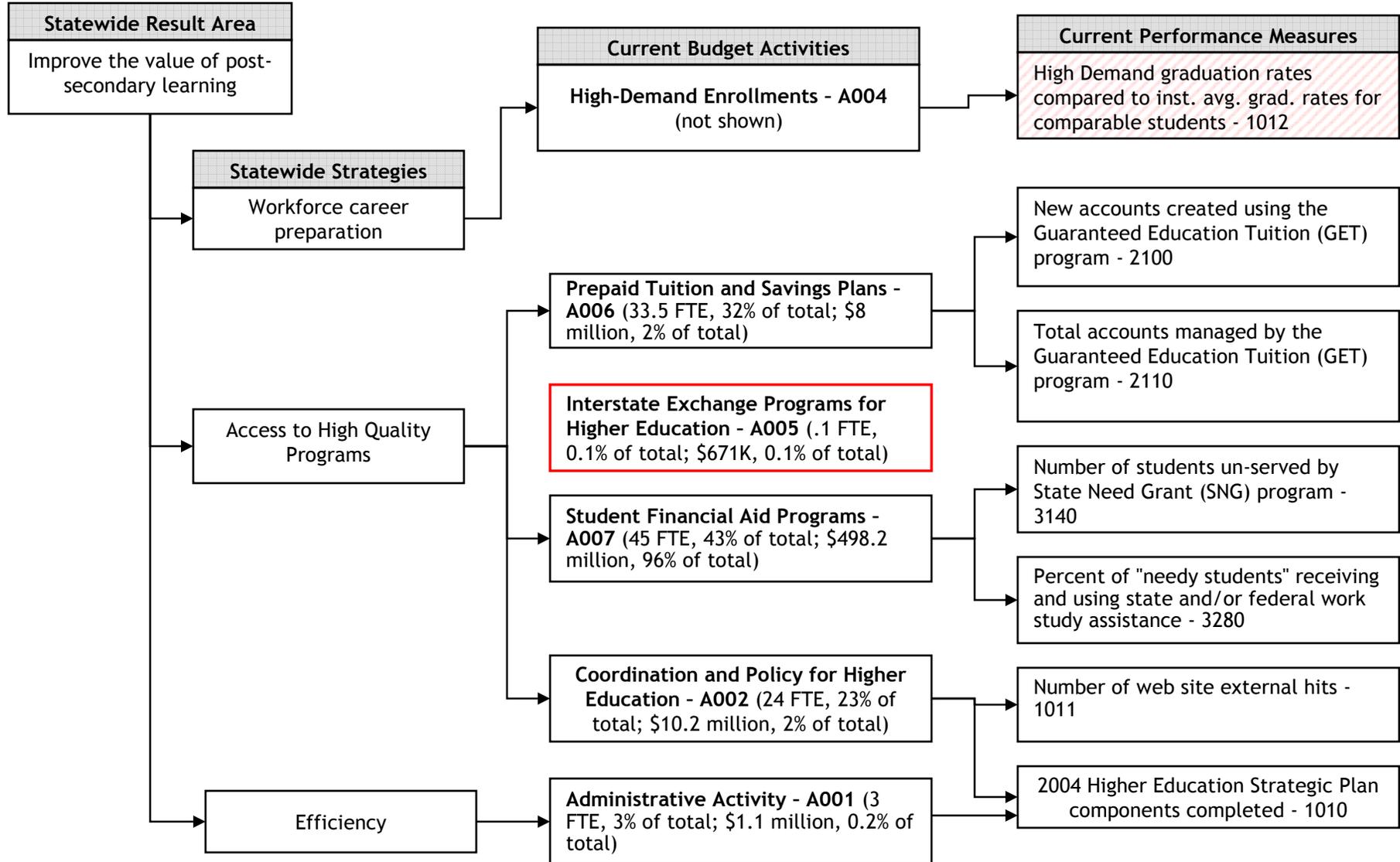
HECB concurs with overall findings of OFM performance measure assessment.

- GET (A006) and Financial Aid (A007) measures are meaningful and accessible; will be refined.
- Consistent with assessment recommendations, new measures will be developed for Coordination (A002) and Administrative (A001) activities.
- Ideal set will incorporate measures of agency functional performance, including process and output measures, as well as higher education system outcomes.

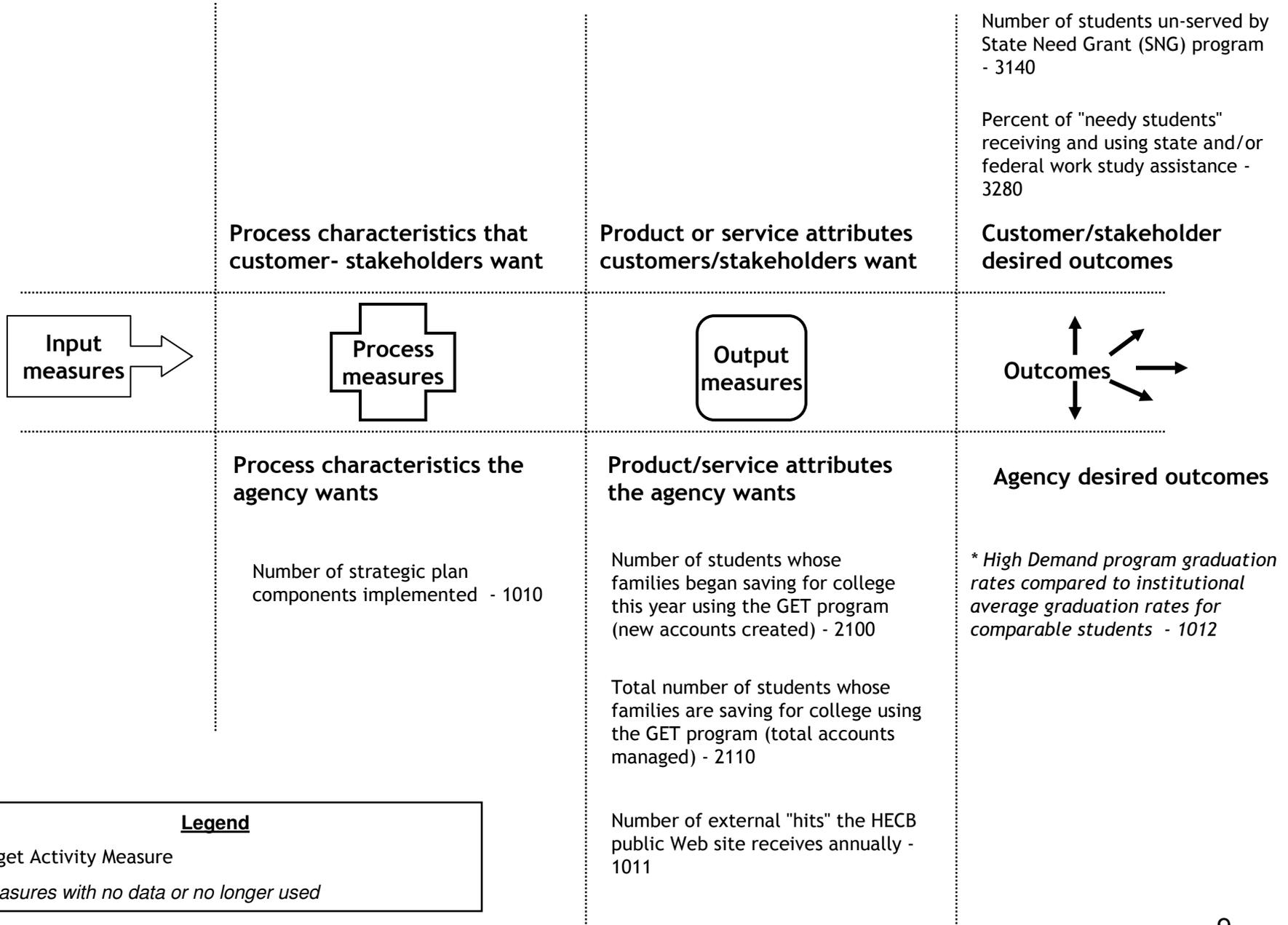
## Future Actions:

- As part of 2009-11 budget development cycle, HECB is engaged in agency-wide strategic planning sessions to:
  - Clarify division goals & objectives
  - Identify meaningful, measurable data already available
  - Refine existing measures and develop new measures, both for OFM reporting and for internal tracking purposes
- HECB will consider revising activity inventory to eliminate separate activities for WICHE (A005) and High-Demand Enrollments (A004). If not approved, new measures will be developed.

# Links: Statewide Results and Strategies with Budget Activities & Measures



# Activity Measure Perspectives



# Activity Measure Assessment - New GET Accounts per Year

<p><b>Performance Measure Description:</b> Number of students whose families began saving for college this year using the GET program (new accounts created)- 2100</p>	<p style="text-align: center;"><b>New GET college savings accounts created per year</b></p> <table border="1"> <caption>Data for New GET college savings accounts created per year</caption> <thead> <tr> <th>Biennium</th> <th>Quarter</th> <th>Actual Performance</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2001-03</td> <td>Q4</td> <td>10,500</td> <td>3,000</td> </tr> <tr> <td>Q8</td> <td>12,200</td> <td>4,000</td> </tr> <tr> <td rowspan="2">2003-05</td> <td>Q4</td> <td>8,000</td> <td>4,000</td> </tr> <tr> <td>Q8</td> <td>11,000</td> <td>5,000</td> </tr> <tr> <td rowspan="2">2005-07</td> <td>Q4</td> <td>7,000</td> <td>5,000</td> </tr> <tr> <td>Q8</td> <td>12,800</td> <td>7,000</td> </tr> <tr> <td rowspan="2">2007-09</td> <td>Q4</td> <td>-</td> <td>8,000</td> </tr> <tr> <td>Q8</td> <td>-</td> <td>8,000</td> </tr> </tbody> </table>	Biennium	Quarter	Actual Performance	Target	2001-03	Q4	10,500	3,000	Q8	12,200	4,000	2003-05	Q4	8,000	4,000	Q8	11,000	5,000	2005-07	Q4	7,000	5,000	Q8	12,800	7,000	2007-09	Q4	-	8,000	Q8	-	8,000
Biennium		Quarter	Actual Performance	Target																													
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	Q8	-	8,000																														
<p><b>Budget Activity Links:</b> Prepaid Tuition and Savings Plans - A006</p>																																	
<p><b>Category of Measure:</b> Savings accounts created is an output measure.</p>																																	
<p><b>Analysis of Variation:</b> Performance is stable and predictable, although there is an interesting biennial pattern (fewer in the first year, more in the second year).</p>																																	
<p><b>Analysis of Targeted vs. Actual Performance:</b> Performance has consistently exceeded the target.</p>																																	

Comments About Desirable Characteristics		<b>General Comments &amp; Explanations:</b> <ul style="list-style-type: none"> <li>• This measure of new accounts per year, and the following measure (total accounts) seem very similar. HECB may want to consider replacing one of these.</li> <li>• Given the amount that actual performance has exceeded the target every year, should the target be increased?</li> <li>• The increase in new accounts during Q8 (and/or the decrease in accounts during Q4) is due to people taking advantage of buying GET shares before the price increases at the beginning of a biennium, and/or purchases declining when prices do go up.</li> </ul>
<p><b>Relevance:</b> The number of new college savings accounts created every year is very relevant to this activity.</p>	<p><b>Timeliness:</b> Annual reporting is not very timely, assuming that data on new accounts is available on a more frequent basis.</p>	
<p><b>Understandability:</b> Good</p>	<p><b>Comparability:</b> Assume good. How does this compare with other states?</p>	
<p><b>Reliability:</b> Good</p>	<p><b>Cost Effectiveness:</b> Data from a core line of business such as this should be easy and low-cost to obtain.</p>	

# Activity Measure Assessment - Total GET College Savings Accounts

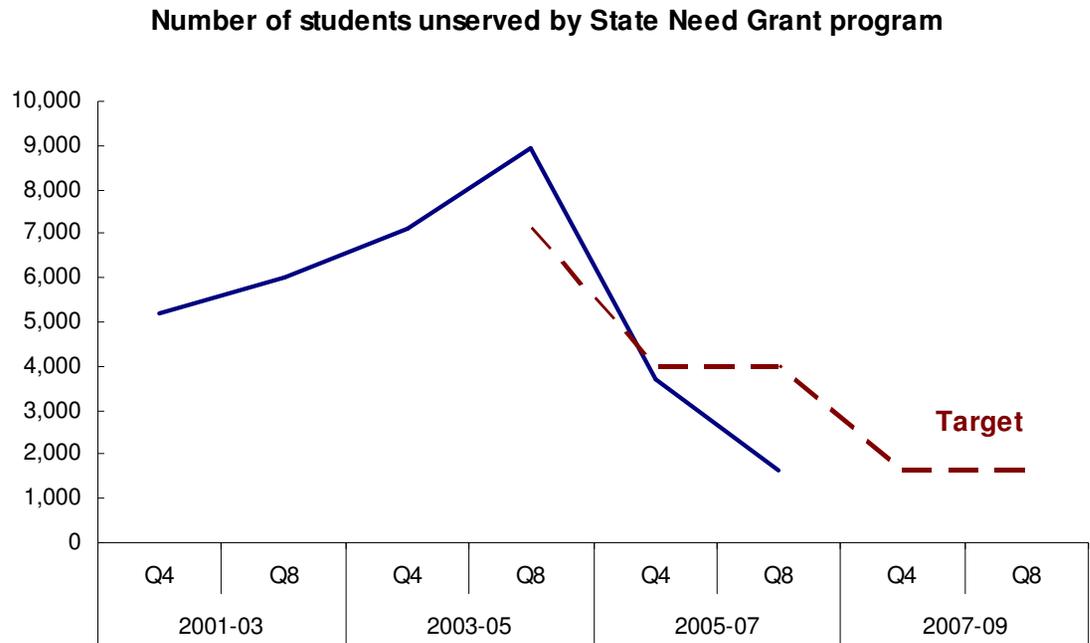
<p><b>Performance Measure Description:</b> Total number of students whose families are saving for college using the GET program (total accounts managed) 2110</p>	<p style="text-align: center;"><b>Total number of GET college savings accounts</b></p> <table border="1" style="margin-top: 10px;"> <caption>Data for Total number of GET college savings accounts</caption> <thead> <tr> <th>Year</th> <th>Actual (Solid Blue)</th> <th>Target (Dashed Red)</th> </tr> </thead> <tbody> <tr> <td>2001-03</td> <td>~22,000</td> <td>~18,000</td> </tr> <tr> <td>2003-05</td> <td>~42,000</td> <td>~32,000</td> </tr> <tr> <td>2005-07</td> <td>~78,000</td> <td>~55,000</td> </tr> <tr> <td>2007-09</td> <td>~75,000</td> <td>~95,000</td> </tr> </tbody> </table>	Year	Actual (Solid Blue)	Target (Dashed Red)	2001-03	~22,000	~18,000	2003-05	~42,000	~32,000	2005-07	~78,000	~55,000	2007-09	~75,000	~95,000
Year		Actual (Solid Blue)	Target (Dashed Red)													
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2007-09	~75,000	~95,000														
<p><b>Budget Activity Links:</b> Prepaid Tuition and Savings Plans - A006</p>																
<p><b>Category of Measure:</b> Output measure</p>																
<p><b>Analysis of Variation:</b> The cumulative number of families with GET savings accounts increased every year until the most recent, when it declined.</p>																
<p><b>Analysis of Targeted vs. Actual Performance:</b> Performance exceeded the target every year until last year, when there was a slight decline in total accounts. The estimate/target appears to be set based on the previous year's performance.</p>																

Comments About Desirable Characteristics		General Comments & Explanations:
<p><b>Relevance:</b> While his measure is relevant to this activity's work, it seems similar to the previous measure of new accounts per year.</p>	<p><b>Timeliness:</b> Annual reporting is not very timely, assuming that data on new accounts is available on a more frequent basis.</p>	
<p><b>Understandability:</b> Good.</p>	<p><b>Comparability:</b> Seems as if the data in this measure should be comparable to the previous measure.</p>	
<p><b>Reliability:</b> Good.</p>	<p><b>Cost Effectiveness:</b> Data from a core line of business such as this should be easy and low-cost to obtain.</p>	

- General Comments & Explanations:**
- Cumulative measures, such as this, can mask variation and tell a less informative story than reporting periodic change. Since this measure is similar to the previous measure, it could be replaced.
  - What caused the slight decline in total accounts the most recent year? Is it true that the total number of GET accounts is the sum of existing accounts plus new accounts (previous measure), minus accounts being used by students?
  - Does the Board measure the ability of GET funds to meet probable future tuition obligations? If so, such an outcome measure might be a good substitute for one of the two similar measures.

# Activity Measure - Students not served by State Need Grant financial aid

<b>Performance Measure Description:</b> Number of students un-served by State Need Grant (SNG) program - 3140
<b>Budget Activity Links:</b> Student Financial Aid Programs - A007
<b>Category of Measure:</b> Outcome (undesirable)
<b>Analysis of Variation:</b> Not enough data to do a statistical analysis. However, as the chart shows, performance appears to have improved in the last two years, dropping from over 8,900 to 1,626.
<b>Analysis of Targeted vs. Actual Performance:</b> The target appears to be set using the actual performance from the prior period.



## Comments About Desirable Characteristics

<b>Relevance:</b> Providing financial aid to students is an outcome of this activity, so minimizing the number of un-served students seems like a relevant measure.	<b>Timeliness:</b> Assuming this grant is on an annual cycle, annual reporting seems reasonable.
<b>Understandability:</b> Measuring unserved students seems difficult to do. Providing some detail about the measurement technique would help.	<b>Comparability:</b> Without information about how the measure is calculated, it's not clear if this measure can be considered comparable.
<b>Reliability:</b> The unpublished notes provide some assurance about data quality, but do not explain how data is used to calculate this measure. The fact that three years of actual data appear rounded to '00 raises questions.	<b>Cost Effectiveness:</b> The list of data sources provided in the unpublished notes to this measure (see General comments, right) suggest quite a bit of work goes into this measure.

## General Comments & Explanations:

- Unpublished notes for this measure explain, "All information for this program is collected and maintained by the Higher Education Coordinating Board. Data sources include information from student/client applications, agency disbursement records, and reports from the service provider (i.e., the school or site). Electronic records are kept on the agency local area network as well as on DIS mainframe. The school or contract site maintains some specific student/client information." However, this does not explain what is being measured, how it is calculated, or what data is used.
- Additional financial aid measures could relate to number served by grants, total financial aid dollars, percent of funds going to students, etc.

# Activity Measure - Percent of needy students receiving financial aid

<b>Performance Measure Description:</b> Percent of "needy students" receiving and using state and/or federal work study assistance - 3280	<table border="1"> <thead> <tr> <th>Biennium</th> <th>Quarter</th> <th>Actual Amount</th> <th>Estimate</th> </tr> </thead> <tbody> <tr> <td>2001-03</td> <td>Q8</td> <td>15</td> <td>0</td> </tr> <tr> <td rowspan="2">2003-05</td> <td>Q4</td> <td>15</td> <td>15</td> </tr> <tr> <td>Q8</td> <td>15</td> <td>15</td> </tr> <tr> <td rowspan="2">2005-07</td> <td>Q4</td> <td>15</td> <td>15</td> </tr> <tr> <td>Q8</td> <td>15</td> <td>15</td> </tr> <tr> <td rowspan="2">2007-09</td> <td>Q4</td> <td></td> <td>15</td> </tr> <tr> <td>Q8</td> <td></td> <td>15</td> </tr> </tbody> </table>	Biennium	Quarter	Actual Amount	Estimate	2001-03	Q8	15	0	2003-05	Q4	15	15	Q8	15	15	2005-07	Q4	15	15	Q8	15	15	2007-09	Q4		15	Q8		15
Biennium		Quarter	Actual Amount	Estimate																										
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2005-07	Q4	15	15																											
	Q8	15	15																											
2007-09	Q4		15																											
	Q8		15																											
<b>Budget Activity Links:</b> Student Financial Aid Programs - A007																														
<b>Category of Measure:</b> Outcome measure																														
<b>Analysis of Variation:</b> See next slide																														
<b>Analysis of Targeted vs. Actual Performance:</b> Performance appears to meet the target, but the data here do not match the data provided by HECB for this Assessment. See next slide.																														

Comments About Desirable Characteristics		<b>General Comments &amp; Explanations:</b> <ul style="list-style-type: none"> <li>• Several terms in the measure description are not clear:                             <ul style="list-style-type: none"> <li>• “Needy student” is not defined, so it’s not clear in this is a subset of students, or all students.</li> <li>• “Receiving and using” suggests that students who receive it but don’t use it are somehow excluded.</li> <li>• Are financial aid and work study different things, and if so, are they both included?</li> </ul> </li> <li>• HECB work study staff suggest focusing only on the state portion of work study, since states have no influence over the federal program (see next slide). Although this may be a good idea from the agency’s perspective, the customers’ (i.e. students) perspective is whether they get work study, not the source of funds.</li> </ul>
<b>Relevance:</b> Providing work study is relevant to this activity, but represents only 12 % of state aid.	<b>Timeliness:</b> Annual measures may be reasonable for a measure such as this, where participation may vary throughout the academic year.	
<b>Understandability:</b> Several qualifiers tend to dilute clear understanding of what is being measured. See General comments, right.	<b>Comparability:</b> Good	
<b>Reliability:</b> HECB obviously has good data (see next slide) but this measure appears to round up to nearest whole number (whereas the difference is in tenths of a percent) and the data reported here doesn’t match the detailed data.	<b>Cost Effectiveness:</b> Good	

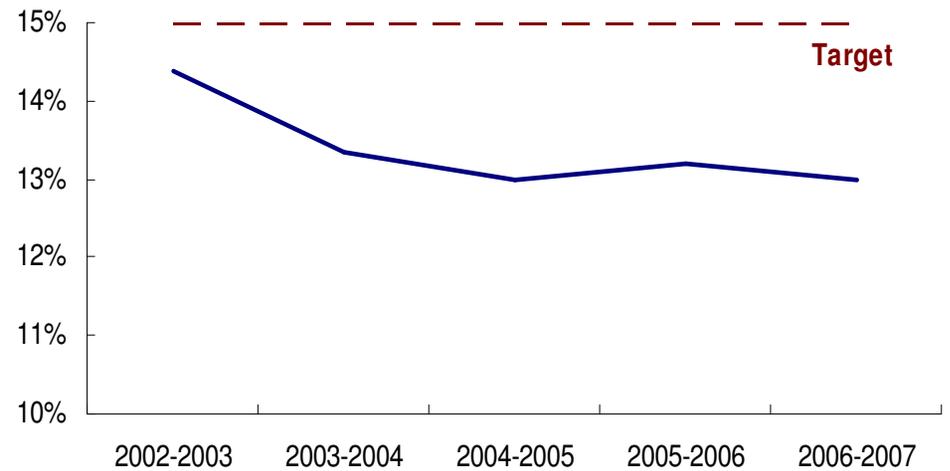
# Activity Measure Assessment - State and Federal Financial Aid, cont'd.

**Performance Measure Description:** Percent of needy students receiving and using state or federal work study assistance - 3280

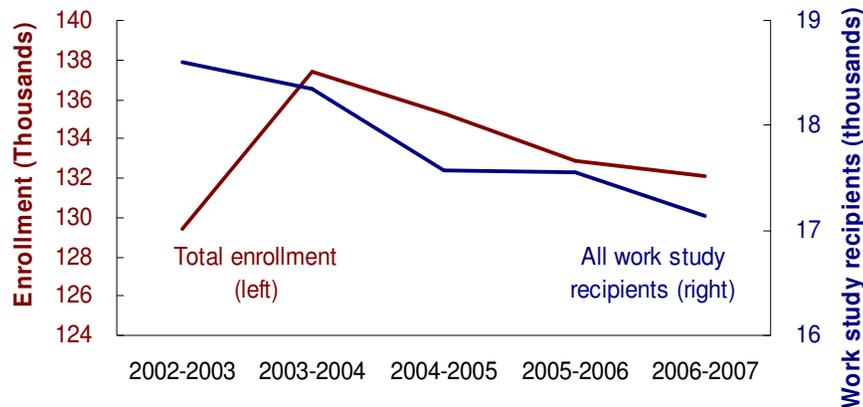
**General Comments & Explanations:**

- Additional data provided by the HEC Board for this Assessment shows the actual number of recipients for both state and federal work study, along with total enrollment (chart, top right). The percent of students receiving aid (ranging from 14.4% in 2002-03 to 13.4% in 2006-07) is different than the 15% reported to OFM (see previous slide). If true, this means that HECB has not yet met its target of 15% of students receiving work study.
- The state-funded portion of work study has actually increased slightly, while the number receiving federal work study has consistently declined, from over 9,300 in 2002-03 to less than 8,000 in 2006-07 (see chart lower right).

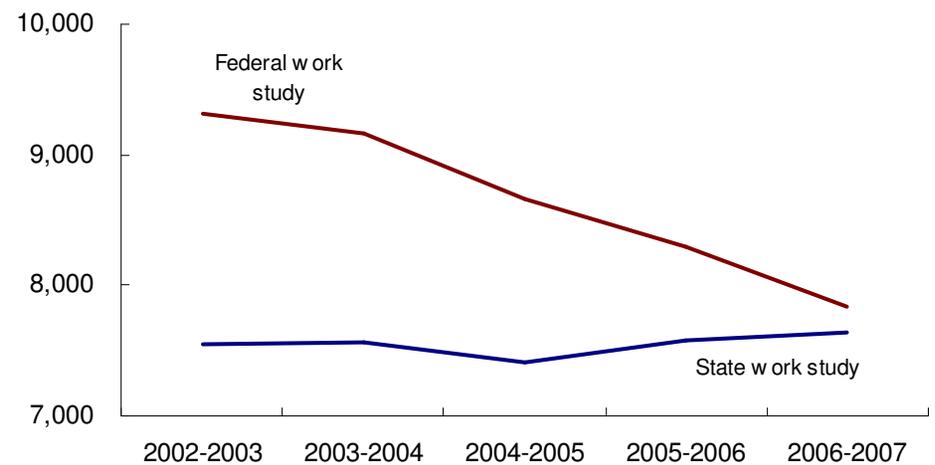
**Percent of Students Receiving Federal and State Work Study**



**Work-study recipients and total enrollment**



**State-only and Federal-only Work Study Recipients**



## Activity Measure Assessment - Web site hits

<b>Performance Measure Description:</b> Number of web site external hits (i.e. excluding visits from HECB staff) on pages posted by two divisions - 1011	<p><b>External hits to HECB Website</b></p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th>Quarter</th> <th>External Hits</th> </tr> </thead> <tbody> <tr><td>Q1</td><td>2,400,000</td></tr> <tr><td>Q2</td><td>2,550,000</td></tr> <tr><td>Q3</td><td>2,950,000</td></tr> <tr><td>Q4</td><td>2,800,000</td></tr> <tr><td>Q5</td><td>2,500,000</td></tr> <tr><td>Q6</td><td>2,550,000</td></tr> <tr><td>Q7</td><td>2,900,000</td></tr> <tr><td>Q8</td><td>2,100,000</td></tr> </tbody> </table> <p style="text-align: center;">2005-07</p>	Quarter	External Hits	Q1	2,400,000	Q2	2,550,000	Q3	2,950,000	Q4	2,800,000	Q5	2,500,000	Q6	2,550,000	Q7	2,900,000	Q8	2,100,000
Quarter		External Hits																	
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Q4	2,800,000																		
Q5	2,500,000																		
Q6	2,550,000																		
Q7	2,900,000																		
Q8	2,100,000																		
<b>Budget Activity Links:</b> Coordination and Policy for Higher Education - A002																			
<b>Category of Measure:</b> Output measure																			
<b>Analysis of Variation:</b> Performance appears to be stable, with a slight seasonal uptick in the spring months (Quarters 3 and 7) which would be consistent with students researching college. Although it is within normal process limits, the Q8 performance is 26% below the same period the previous year (Q4).																			
<b>Analysis of Targeted vs. Actual Performance:</b> See General comments																			

Comments About Desirable Characteristics		<b>General Comments &amp; Explanations:</b> <ul style="list-style-type: none"> <li>This measure tells a less-than-compelling story about HECB’s important data, research and reporting work functions. “Number of report downloads” would be more indicative of actual use of data and reports.</li> <li>After developing this measure, HECB staff learned that their web log analysis software was not able to track hits to certain pages specific to certain time periods. Since then, IT staff found a way to download information into a database capable of calculating the measure. In the future, the agency will be able to report on the original measure, but there would be a disparity over time due to this difference in reporting.</li> </ul>
<b>Relevance:</b> Web hits are a fairly unsatisfying indicator of communication with customers.	<b>Timeliness:</b> Could be improved. Data is available quarterly, but only reported once a year to OFM.	
<b>Understandability:</b> This is fairly straight-forward on its face, but “hits” can be an ambiguous term in web measurement.	<b>Comparability:</b> See General Comments, right.	
<b>Reliability:</b> Good, except for the issue described by the agency in general comments.	<b>Cost Effectiveness:</b> This appears to be reported only to OFM, and required special work by HECB IT staff (see General Comments).	

## Activity Measure Assessment - High demand program graduation rates

<b>Performance Measure Description:</b> High Demand program graduation rates compared to institutional average graduation rates for comparable students 1012	<h1>No data</h1>	
<b>Budget Activity Links:</b> High-Demand Enrollments - A004		
<b>Category of Measure:</b> Outcome measure		
<b>Analysis of Variation:</b> No data		
<b>Analysis of Targeted vs. Actual Performance:</b> No data		
<b>Comments About Desirable Characteristics</b>		
<b>Relevance:</b> Comparing the graduation rate against other disciplines seems overly complicated versus a simple number of degrees granted in these fields.	<b>Timeliness:</b> It can take some students longer than four years to complete graduation requirements, so this measure does not lend itself to timely reporting.	<b>General Comments &amp; Explanations:</b> <ul style="list-style-type: none"> <li>From unpublished notes in PMT: “In evaluating changes in enrollment and completion in particular degree fields we found there is no way to identify at the student level which enrollments are high demand, continuing funding, or funding from other sources. In addition, HECB had anticipated continued funding from the 07-09 budget to administer a competitive grant process to allocate high demand funds. The program was not funded for 07-09 and we do not anticipate future funding.”</li> </ul>
<b>Understandability:</b> Number of degrees granted in high demand disciplines would be easier to understand.	<b>Comparability:</b> OFM publishes a report on degrees granted that identifies high-demand degrees as: Computer and Information Sciences, Education, Engineering, Engineering & Related Technology, and Allied Health & Health Sciences.	
<b>Cost Effectiveness:</b> Not clear how this measure relates to similar measure in Economic Development GMAP, or OFM study (see “Comparability”).		

# Activity Measure Assessment - Strategic plan components completed

<p><b>Performance Measure Description:</b> Number of the 31 strategic plan components completed - 1010</p>	<table border="1" data-bbox="1031 269 1749 506"> <thead> <tr> <th>Biennium</th> <th>Quarter</th> <th>Actual Amount</th> <th>Estimate</th> </tr> </thead> <tbody> <tr> <td>2005-07</td> <td>Q8</td> <td>17</td> <td>17</td> </tr> <tr> <td>2007-09</td> <td>Q4</td> <td></td> <td>17</td> </tr> <tr> <td></td> <td>Q8</td> <td></td> <td>17</td> </tr> </tbody> </table>		Biennium	Quarter	Actual Amount	Estimate	2005-07	Q8	17	17	2007-09	Q4		17		Q8		17
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2007-09			Q4		17													
			Q8		17													
<p><b>Budget Activity Links:</b> Administrative Activity - A001; Coordination and Policy for Higher Education - A002</p>																		
<p><b>Category of Measure:</b> Process measure</p>																		
<p><b>Analysis of Variation:</b> Not enough data to judge variation.</p>																		
<p><b>Analysis of Targeted vs. Actual Performance:</b> Performance met the estimate last year. It's not clear how the current year target/estimate has been calculated, though: if there are 31 components, and 17 of those have been implemented, then that should leave 14 yet to do.</p>																		
<p><b>Comments About Desirable Characteristics</b></p>		<p><b>General Comments &amp; Explanations:</b>                  There may be better measures for planning performance (measure 1010) than counting the number of components completed, since this may include components that the HECB doesn't control. Alternatives might include:</p> <ul style="list-style-type: none"> <li>• Measuring outcomes that the plan is supposed to achieve: increasing opportunity for students to earn degrees, and responding to state's economic needs (see slide 18).</li> <li>• "Did you achieve what you said you would?" Focus on strategic plan components for which the HEC Board is responsible, and measure the number of these completed on time. (Reference: US Dept. of Energy "Planning, Budget &amp; Analysis, Performance Measurement".)</li> </ul>																
<p><b>Relevance:</b> Planning is relevant to some of this activity's work, but there are additional work functions that may be more relevant. See slide 19. Also, there may be better measures of planning - see General Comments, right.</p>	<p><b>Timeliness:</b> Could be reported more frequently than once a year.</p>																	
<p><b>Understandability:</b> A checklist ("things done") is easy to understand if there's a consistent definition of "completed".</p>	<p><b>Comparability:</b> Should be good</p>																	
<p><b>Reliability:</b> Not clear which items have been completed.</p>	<p><b>Cost Effectiveness:</b></p>																	
			<p>17</p>															

# 2004 Strategic Master Plan Goals

**2004 Strategic Master Plan for Higher Education** established two key goals for the state's colleges and universities.

## **Goal 1: Increase opportunities for students to earn degrees**

- Increase the number of students who earn college degrees at public and private colleges and universities by 7,200 -- about 12 percent -- to reach 68,500 per year by 2010.
- The number of students who earn associate degrees will increase by 3,300 to reach 27,000 per year.
- The number of students who earn bachelor's degrees will increase by 2,800 to reach 30,000 per year.
- The number of students who earn graduate degrees will increase by 1,100 to reach 11,500 per year.

## **Goal 2: Respond to the state's economic needs**

- Increase the number of students who earn degrees and are prepared for work in high-demand fields by 300 per year compared with current totals to reach 1,500 per year by 2010.
- Increase the number of students who complete job training programs by 12 percent to reach 25,000 per year.
- Increase the number of students in adult basic education and English as a Second Language programs who demonstrate improved literacy skills by 19 percent to reach 20,525 by 2010.

Source: <http://www.hecb.wa.gov/2004masterplan.asp>

# Activity Description and Expected Results - A002

- Activity - Coordination and policy development (A002): The HECB develops and coordinates higher education policy along with the research and regional universities, community and technical colleges, and private institutions. This activity includes
  - producing a statewide strategic master plan;
  - reviewing capital and operating budget requests;
  - **approving degree programs;**
  - **authorizing degree-granting institutions;**
  - **developing minimum admissions standards;**
  - and researching and producing reports according to statutory requirements.
- Expected results: The Board provides decision-makers (the Governor, legislators, institutions and other states) with timely, accurate, and useful data and makes recommendations about higher education policy and institution budgets. The Board also makes information and reports available to the public through its website.

# Examples of Performance Measures 1

code	Measure	Source (Date, page no.)	HECB activity	POG strategy	Type of measure	Notes and questions
1	Number of new degree programs approved	Accountability report (Dec. 2006, 54), Status Report on Program Approvals (Feb. 2007)	A002	Increase enrollment capacity	output	This is one of the HECB's "widgets"
2	Number of advanced degree programs approved	Accountability report (54)	A002	Increase enrollment capacity	output	This is one of the HECB's "widgets"
3	Certificate programs approved	Accountability report (54)	A002	Increase enrollment capacity	output	This is one of the HECB's "widgets"
4	Programs eliminated	Accountability report (54)	A002		output	Does this improve facility use? Efficiency?
5	Number of institutions authorized to grant degrees	Accountability report (55)	A002	Increase enrollment capacity	output	This is one of the HECB's "widgets"
6	Percent of program and facility approvals acted on within 60 days	Accountability report (56)	A002		process	A measure of HECB process efficiency. A better measure might be the days to process a program and/or facility approval request
7	Rate of transfers from 2-year to 4-year schools	Accountability report (57), 2008 Strategic plan (38)	A002	Improve transfer, prerequisite availability	immediate outcome	Coordination is very relevant to HECB
8	Percent of high school graduates meeting minimum admission standards	Accountability report (58)	A002	Improve alignment K-16, reduce enrollment gaps, increase enrolment capacity, guarantee access to qualified applicants	outcome	HECB plays a direct role in setting admission standards
9	Amount/percent of Student outcome data reported by institutions	Accountability report (58), 2008 Strategic Master Plan (37)	A002		process	HECB has MOUs with institutions for data reliability and comparability to track student outcomes. Are we getting data?
10	Percent of students who actually transfer within 3 years from 2-year to 4-year institutions	Proposed revisions to Accountability framework (May 2006, p1); POG 05-07	A002	Improve transfer, prerequisite availability, Provide indentives for timely completion	outcome	

## Examples of Performance Measures 2

code	Measure	Source (Date, page no.)	HECB activity	POG strategy	Type of measure	Notes and questions
11	Graduation rates	Proposed revisions to Accountability framework (6-7)	A002	Incentives for timely completion	outcome	
12	Freshman retention rate	Accountability Performance Target (May 2006, 8); POG 05-07	A002	Improve retention; Improve alignment K-16	outcome	
13	Undergraduate class size	CDS (Comprehensive Data Set, I-3)	A002	Improve retention, facility utilization		Indicator of education quality. Should each institution report in PMTY?
14	Student to faculty ratio	CDS I-2	A002	Improve retention, facility utilization		Indicator of education quality. Should each institution report in PMTY?
15	Bachelors degrees awarded	Accountability report (56), 2008 Strategic Master Plan (35), 2004 Strategic plan - Goal 1	A002	Increase enrollment capacity	output	Could be reported in PMTY by each institution
16	Number of mid-level degrees	2008 Strategic Master Plan (35), 2004 strategic plan - Goal 1	A002	Increase enrollment capacity	output	
17	Number of advanced degrees	2008 Strategic Master Plan (35), 2004 strategic plan - Goal 1	A002	Increase enrollment capacity	output	
18	Number, Percent of students, faculty, staff of color	2008 Strategic Master Plan (36)	A002	Reduce enrollment gaps		
19	Percent of minority students completing college degrees	2008 Strategic Master Plan (36)	A002	Reduce enrollment gaps		
20	Number of at-risk students attending post-secondary education	2008 Strategic Master Plan (37)	A002	Reduce enrollment gaps	outcome	
21	Number of people going to college	2008 Strategic Master Plan (39)	A002	Access to high quality programs		
22	Number of students completing job training programs	2004 strategic plan - Goal 2	A002	Target capacity to work force needs	output	
23	Percent of students in adult basic education and English as Second Language programs who improve literacy skills	2004 strategic plan - Goal 2	A002	Increase availability of Adult Basic Ed and ESL	immediate outcome	

# Examples of Performance Measures 3

code	Measure	Source (Date, page no.)	HECB activity	POG strategy	Type of measure	Notes and questions
24	Number of declared majors in high-demand degrees	2008 Strategic plan (40), CDS (J?)	A004	Target capacity to work force needs	outcome	Defined as science, technology, engineering, mathematics, health sciences. What about Teachers?
25	Number, Percent of degrees conferred in high-demand areas	2008 Strategic plan (40); POG 05-07; CDS (J?)	A004	Target capacity to work force needs	outcome	
26	Number of mid-level degrees in high demand occupations	2008 Strategic plan (40); CDS (J?)	A004	Target capacity to work force needs	output	Defined as healthcare, construction trades, early childhood education
27	Advanced degree programs approved by HECB	2008 Strategic plan (40)	A004	Target capacity to work force needs	output	
28	Number of educators entering the teaching profession prepared to teach core subjects	2008 Strategic plan (37)	A004		immediate outcome	Is Education a high-demand occupation?
29	GET program fund ability to meet obligations		A006	Guarantee access to qualified applicants	outcome	Measuring the degree to which the GET program can meet the obligations of participants may be a SIB issue, but seems important to track
30	Number of students served by State Need Grants	Accountability report (54)	A007	Increase need-based financial aid	output	
31	Percent of financially needy students receiving any type of aid (grant, loan, work study)	Common Data Set (CDS, H2)	A007	Increase need-based financial aid	immediate outcome	
32	Total scholarship/grant dollars awarded to WA students	CDS (H1)	A007	Academic/merit scholarships	outcome	
33	Ease of applying for financial aid (number of forms required)	CDS (H8)	A007	Increase need-based financial aid	process	Process measure from customer's point of view: how easy is it to apply for aid?
34	Average debt accumulation for graduating students	CDS (H6); 2008 Strategic plan(39) POG 05-07	A007	Increase need-based financial aid	unintended outcome	
35	Number of low-income students served by financial aid	2008 Strategic Master Plan (39)	A007	Increase need-based financial aid	outcome	
36	Ratio: number of students per work study job	2008 Strategic Master Plan (39)	A007	Increase need-based financial aid		Objective is 12 to 1
37	Per-student funding level	2008 Strategic Master Plan (41)	A007	Increase need-based financial aid		
38	Percent of higher education costs funded by state		A007	Increase need-based financial aid		
39	Percent of financial aid dollars going to students	2008 Strategic Master Plan (39) - Financial aid program efficiency	A007, A005	Increase need-based financial aid	efficiency	"pass-through efficiency": for activities A007 and A005, divide dollars passed to students by the total funding for the Activity
40	Percent of State Need Grant recipients who graduate from college		A007			An important outcome of financial aid is helping students graduate from college