



# **Student Satisfaction, Enrollment, Graduation, and Employment Outcomes**

**Benchmarks Report to the Board of Regents,  
Regional University System of Oklahoma**

**November 15, 2019**

(revised January 27, 2020)

## **Regents Dashboard Work Team**

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Dear Regents,

This fourth report of Benchmarks constitutes the Dashboard adopted by the Board of Regents of the Regional University System of Oklahoma. The information provided includes 11 Benchmarks that document graduating seniors' satisfaction with their experiences, and data sets on enrollment across a broad spectrum of participation: race, age, gender, retention, program selection, and more.

### **Noteworthy Findings**

As in previous Dashboard reports, the comprehensive analysis of information has revealed significant findings that would have gone undiscovered if it not for this exercise. Substantial “bragging points” include these:

*Satisfaction.* Our measurement of graduating seniors' satisfaction with the education and institutional experiences showed strong improvement this year from last. Some of the improvement is due to more specific questions on surveys, but in any event the ***student satisfaction at RUSO institutions is very high.***

*Student Graduation.* RUSO institutions excel at meeting the needs of transfer, returning and adult students. Each year our campuses enroll a traditional freshman class of students who recently graduated high school. Those numbers are reflected in our statistics reported through the Integrated Postsecondary Education Data System (IPEDS) of the U.S. Department of Education. We also receive hundreds of transfer students who started somewhere else but who go on to graduate from a RUSO institution. Chart 1 will show a comparison of all students graduating in a year as a percentage of the freshman class entering that year. ***In many institutions, we graduate more students each year than the number who enter as freshmen in the fall.***

*Numbers of graduates.* ***RUSO institutions graduate more bachelor's degree students each year than either the University of Oklahoma or Oklahoma State University.*** In 2017-18, OU awarded about 4,350 undergraduate degrees, and OSU awarded 2,950. In the same year, institutions in the RUSO system awarded over 6,500 undergraduate degrees, almost 90 percent of the total undergraduate degrees of OU and OSU combined.

*Graduates' Success.* RUSO institution graduates in Oklahoma after five years continue to earn more money than graduates of Oklahoma's six similar regional tier institutions and its two doctoral universities. Further, nearly as many bachelor's degree graduates of RUSO institutions remained in Oklahoma's workforce (6,760) as did the University of Oklahoma and Oklahoma State University combined, (6,810). ***RUSO institutions are a “brain gain” for Oklahoma.***

### **Institutional Productivity**

RUSO institutions overwhelmingly power the workforce for Oklahoma. State and corporate leaders have historically expressed concerns about the shortage of highly trained professionals to meet current needs. Indeed, state data shows that Oklahoma is a “brain drain” state, having lost 16,277 college-educated residents between 2012-2017, according to data provided by Avalanche Consulting at the 2019 Governor's Economic Development & Workforce Summit. In that same

presentation, some 335,130 Oklahomans were predicted to lose their jobs by 2030 due to automation and Artificial Intelligence in 20 occupations fields.

RUSO institutions are in a key position to address these challenges when reviewing performance data collected by the Oklahoma State Regents for Higher Education. Comparative data are shown in the table below for three cohorts of institutions: RUSO; Oklahoma's other five comparable regional tier institutions to RUSO; and the University of Oklahoma and Oklahoma State University.

Briefly, the data show that the RUSO tier of institutions:

- Graduated more than four times as many students (5,541) than its five other regional tier peers (1,310).
- Had a higher percentage of graduates still employed in the state (84.03%), compared to its other tier peers (81.45%), and both OU and OSU, (68.63%).
- Had more graduates employed (4,656) than the rest of the regional tier (1,067) and OSU and OU (4,051)
- Posted higher median annual earnings (\$43,102) than the other tier peers (\$37,110).
- Five years after graduation, RUSO graduates are 58% of the four-year degreed graduates staying in Oklahoma.

These data clearly point to the efficiency and effectiveness of RUSO institutions in meeting the needs of Oklahoma with highly prepared graduates who, by remaining in state, serve as a "brain gain." These metrics indicate RUSO institutions are well-suited to address the employment needs of individual Oklahomans who may be displaced while also meeting the demands of employers as Oklahoma's economy continues to grow.

### **Oklahoma Higher Education Employment & Median Annual Earnings 5 Years After Graduation-Residents**

<b>RUSO</b>	<b># Graduates</b>	<b># Employed</b>	<b>% Employed</b>	<b>Median Annual Earnings</b>
Southeastern Okla. State University	439	361	82.23%	\$39,338
Northwestern Okla. State University	259	222	85.71%	\$43,872
University of Central Oklahoma	2,015	1,647	81.74%	\$40,390
Northeastern State University	1,391	1,168	83.97%	\$43,620
Southwestern Okla State University	665	565	84.96%	\$50,205
East Central University	772	693	89.77%	\$46,808
<b>Composite</b>	<b>5,541</b>	<b>4,656</b>	<b>84.03%</b>	<b>\$43,102</b>
<b>Other Regional Tier</b>	<b># Graduates</b>	<b># Employed</b>	<b>% Employed</b>	<b>Median Annual Earnings</b>
Oklahoma Panhandle State Univ.	72	53	73.61%	\$36,824
Cameron University	497	397	79.88%	\$35,726
Langston University	295	238	80.68%	\$37,128
University of Science & Arts Okla.	140	118	84.29%	\$36,452

Rogers State University	306	261	85.29%	\$39,012
<b>Composite</b>	<b>1,310</b>	<b>1,067</b>	<b>81.45%</b>	<b>\$37,110</b>
<b>OU/OSU</b>	<b>#</b>	<b># Employed</b>	<b>%</b>	<b>Median Annual Earnings</b>
University of Oklahoma	2,626	1,752	66.72%	\$44,036
Oklahoma State University	3,277	2,299	70.16%	\$47,080
<b>Composite</b>	<b>5,903</b>	<b>4,051</b>	<b>68.63%</b>	<b>\$45,928</b>
<b>Total Composite Comprehensives</b>	<b>9,447</b>	<b>7,475</b>	<b>78.88%</b>	<b>\$42,396</b>

Source:

<https://www.okhighered.org/econ-dev/dashboards/dashboard-StatewideMedianAnnualEarnings.html> (2015-2016)

### **Graduating Seniors' satisfaction with RUSO institutions**

All institutions employ a graduation survey for Spring Semester commencing seniors. The information collected is based on questions posed to graduating seniors in the comprehensive National Survey of Student Experiences.

These questions also serve as an indirect means to assess student learning as it assumes that satisfaction with a student's overall experience also indicates satisfaction with what was learned.

At the conclusion of the Spring Semester 2019, all RUSO institutions asked two questions on their institutional exit surveys. Question No. 1, that queries graduating seniors' satisfaction with the quality of their education, found an 8 percent over-all increase in satisfaction from 2018. Regarding Question No. 2, there is a 6 percent over-all increase stating students would choose the same institution if they could do it all over again. Each university had a positive increase on each question compared to last year.

Data by institution is shown in the following table. Increased percentages of improvement from last year's survey are reported in parenthesis.

<b>University</b>	<b>Question 1 – Were you provided a quality education/ programs?</b>	<b>Question 2 – Would you attend same school if you had to do it over?</b>
ECU	96% (+11%)	91% (+4%)
NSU	94% (+8%)	89% ((+2%)
NWOSU	98% (+6%)	94% (+1%)
SEOSU	84% (+5%)	87% (+15%)
SWOSU	97% (+17%)	93% (+13%)
UCO	91% (+1%)	82% (+2%)
<b>RUSO AVERAGE</b>	<b>93% (+8%)</b>	<b>89% (+6%)</b>

## Graduation Success

The Dashboard Work Group has previously shared with the Board its dissatisfaction with the graduation data provided by the Integrated Postsecondary Education Data System of the U.S. Department of Education. IPEDS only measures the success of the cohort of first-time, full-time freshmen who enroll in the fall after graduating from high school, and then graduate from the same institution. It does not report the graduation rates of part-time, returning, adult, Veterans, transfer students, or those who enroll in other terms.

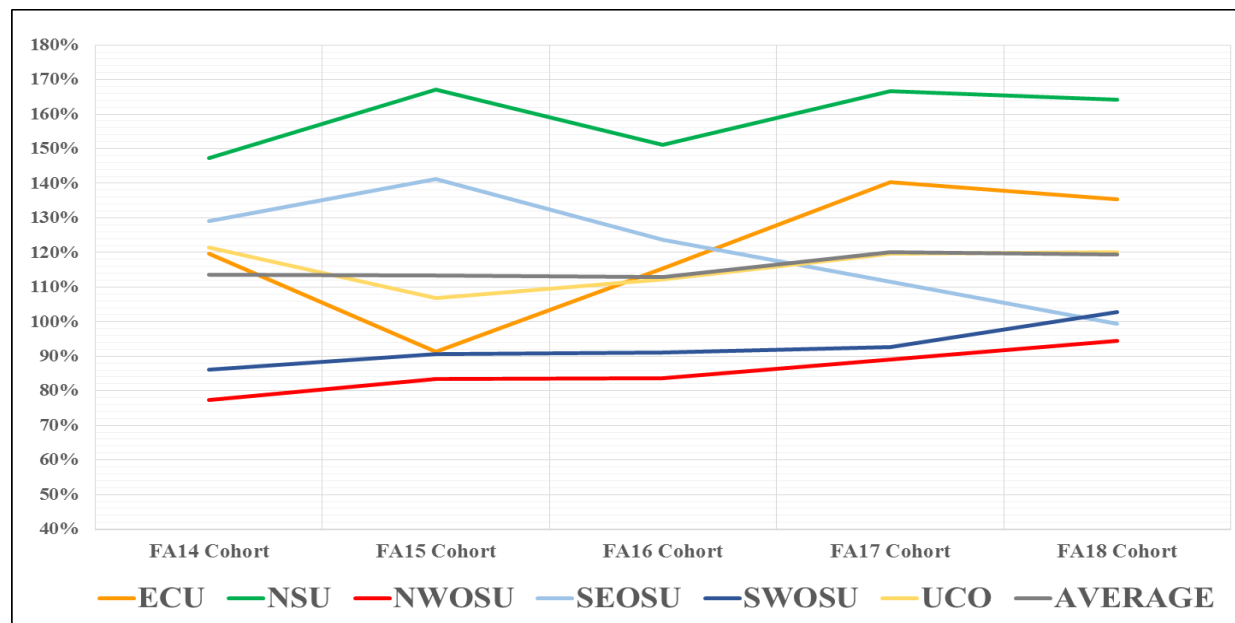
The IPEDS data system has been soundly criticized by institutions across the United States for this narrow spectrum of measuring successful graduation rates, as anyone outside this narrowly defined cohort is not counted.

The exceptional success of RUSO institutions in serving the education needs of a broad array of students of all ages and circumstance is shown in Chart 1. This provides a comparison (in percentage terms) of the number of students graduating with an undergraduate degree in a given year divided by the number of full-time freshmen entering that same year.

In the estimation of the Work Group, these numbers are absolutely staggering. The lowest graduation percentage (UG degrees / Entering full-time freshman) at any institution is 78% over a five-year period, and the highest is 164%. ***The average is consistently above 110%.***

A caveat to this enrollment data applies to the NSU percentages: at NSU-Broken Arrow, which does not enroll freshmen or sophomores, almost the entire graduating class is made up from transfer students. Even when removing NSU's degrees from the calculation, the average range was from 103% to 111%. While noted as an outlier to the calculation, this circumstance does not materially affect NSU'S or RUSO's success in meeting the educational needs of all Oklahomans.

*Chart 1. Total UG degrees as a percentage of incoming full-time freshman class*

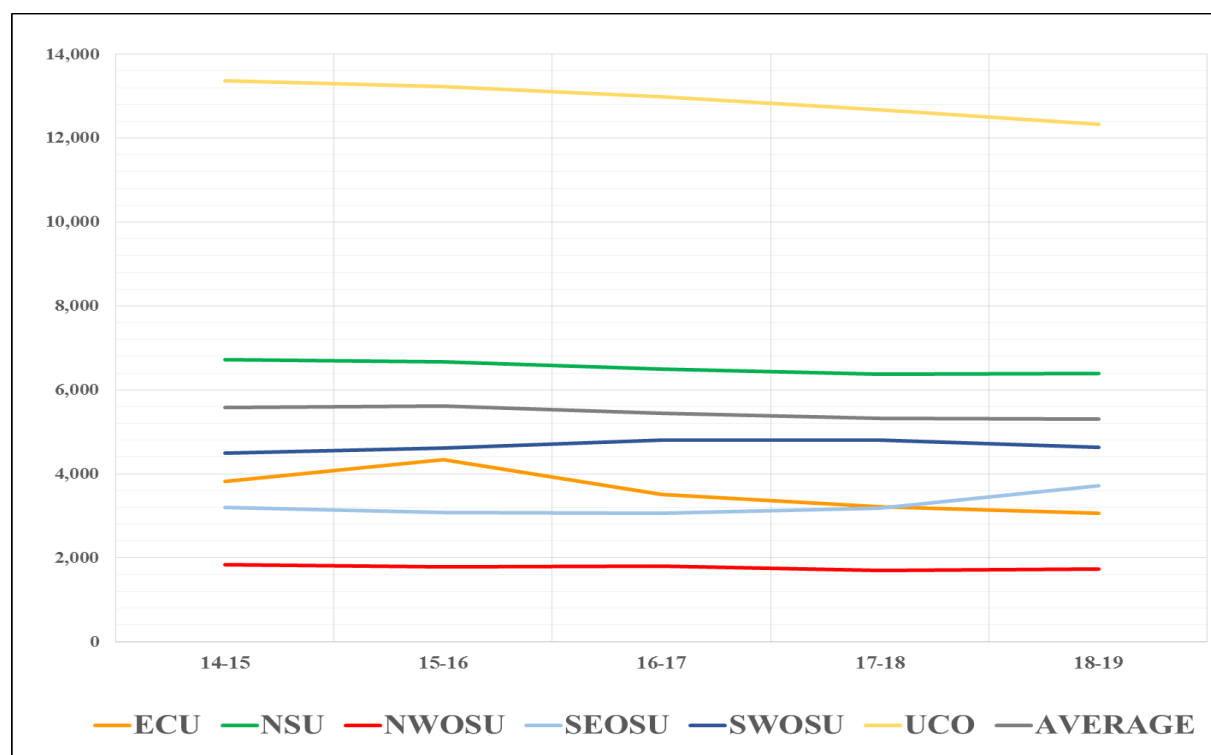


## Access, Progress and Completion

Enrollment at RUSO institutions is a concern. Nationwide, college enrollment peaked in 2010 and has dropped since then, and currently is nearly flat. RUSO enrollment has dropped slightly over the last several years. Many factors could account for this slide, including almost a 30 percent increase in tuition rates among RUSO institutions over the past five years (caused by dramatic and damaging cuts in state appropriations). A significant contributor also was a change in admission standards for OU and OSU, both of which reported record freshman classes in fall 2019. Regardless, many of the students who begin at OU and OSU will transfer and finish a degree at a RUSO institution.

Full-time equivalent (FTE) is calculated by dividing total student credit hours enrolled in a semester and dividing by 15. Because completing 30 hours per year (15 per semester) will allow graduation for most degrees in four years, that is considered “full-time” for this statistic.

*Chart 2. Full-time equivalent students*



Each RUSO institution continues to implement retention and recruitment strategies designed to maximize student completion and institutional tuition revenue. Examples of these strategies include changes in teaching methodology to increase student engagement, changes in freshman orientation classes to help students adjust to college life, changes to student advising models, and changes in tuition waiver awards to better assist students from low-income families. We know that we are losing students each semester who are unable to pay and stop out or drop out.

Chart 3. *First-time, full-time freshmen*

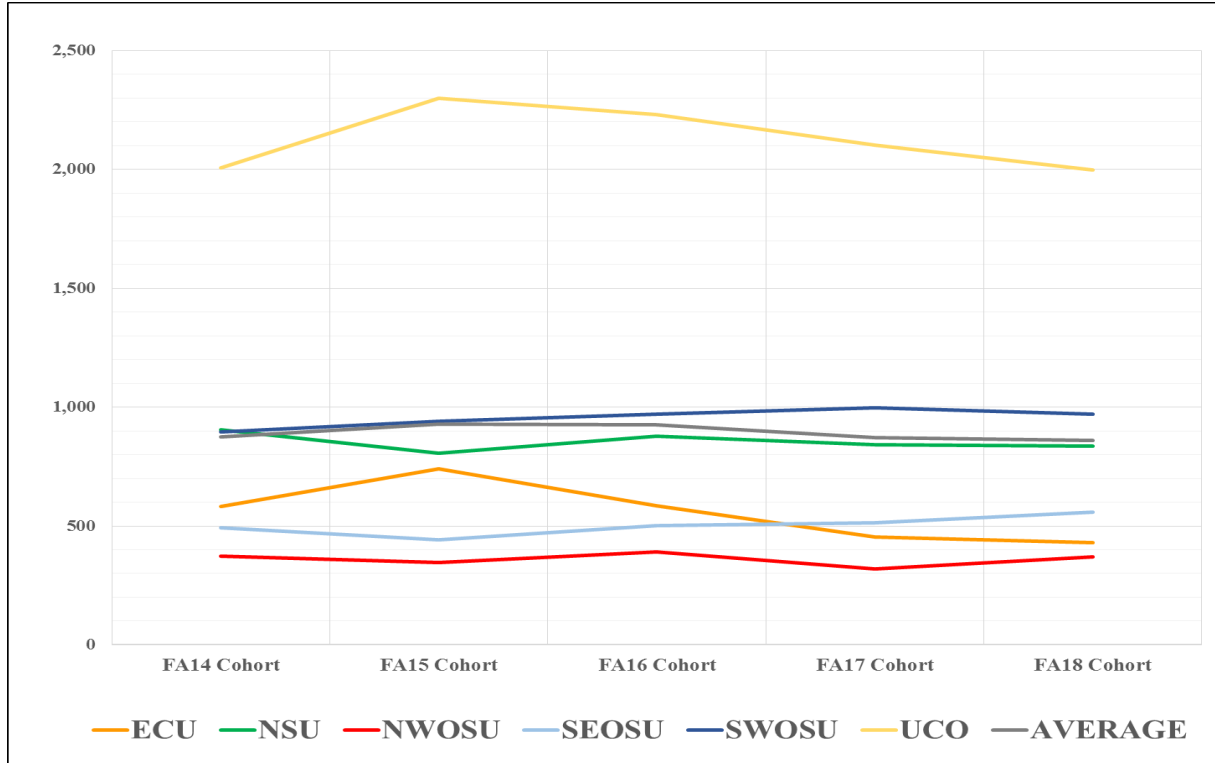


Chart 4. *Student Credit Hours*

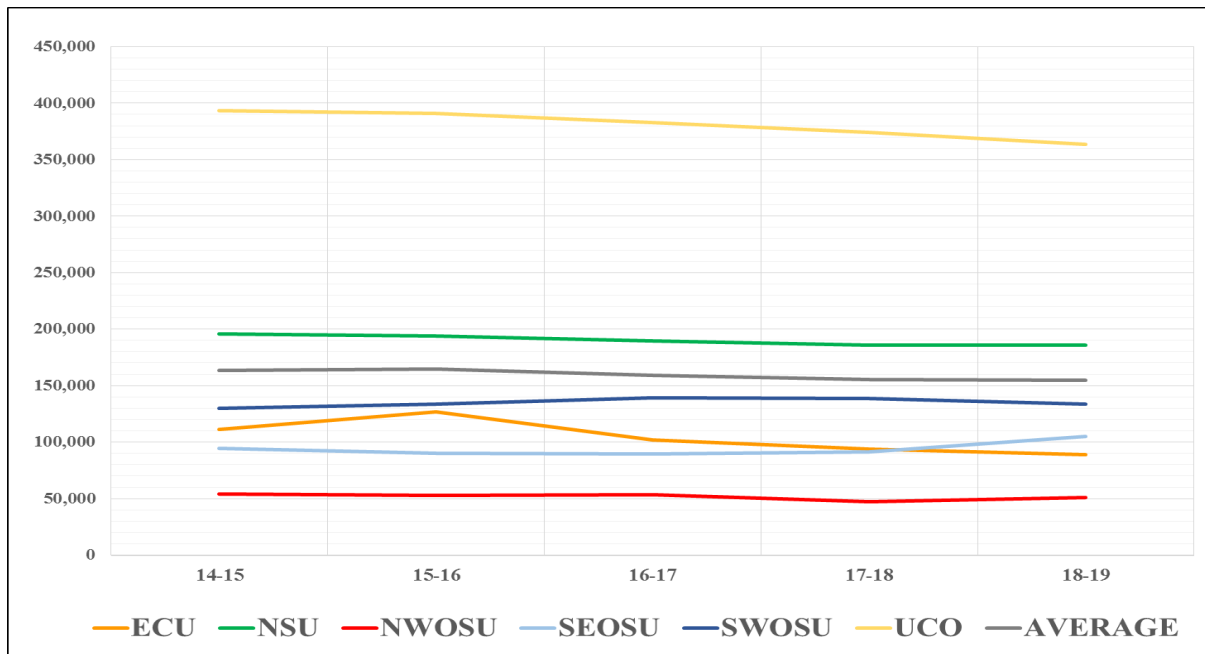
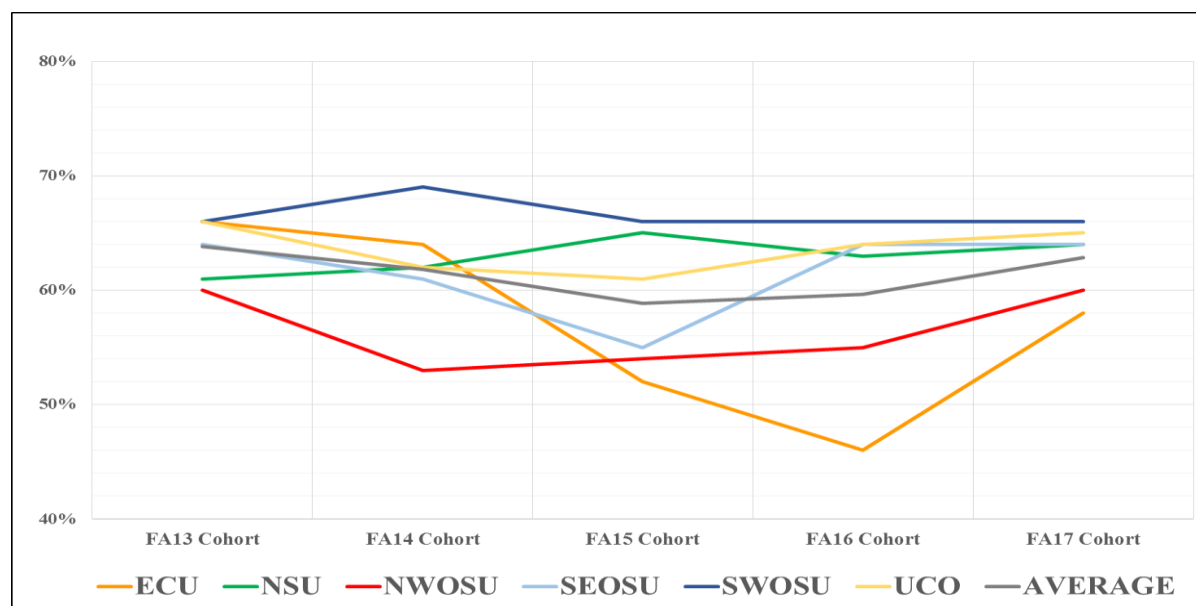


Chart 5. Retention rates, first-time, full-time freshmen



One potential bright spot in RUSO enrollment is a projection from the National Center for Educational Statistics, which shows a 7.4% increase in Oklahoma in the decade 2017-28.

	Current Data (in thousands)					Projected Data (in thousands)						Change, 17-18 to 27-28
	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	
United States	3,296	3,285	3,252	3,271	3,291	3,305	3,366	3,425	3,412	3,327	3,337	1.2%
Oklahoma	41	41	41	42	42	40	43	44	44	44	44	7.4%

*Projections of Education Statistics to 2027, National Center for Educational Statistics, US Department of Education, Feb 2019*

## Graduation Rates

The trend among RUSO institutions is toward a higher graduation rate (Chart 6). This statistic is very difficult to move, and the improvement represents considerable work over time by the institutions. There are no shortcuts, and it is problematic to get empirical data on the causes of the improvement. A university often implements many measures at once on a continuous basis, so it is difficult to know definitively which interventions accounted for the change.

IPEDS Graduation rates do not account for students who begin degrees at one institution and finish at another. Many of our RUSO students complete their first two years at our institutions, never intending to graduate, and transfer to a specialized program at another institution and graduate on time (Chart 7). In IPEDS statistical reports, these students are treated the same as dropouts who never completed their college degrees, even though they are indeed successful.



Chart 6. IPEDS Graduation rates (within 6 years)

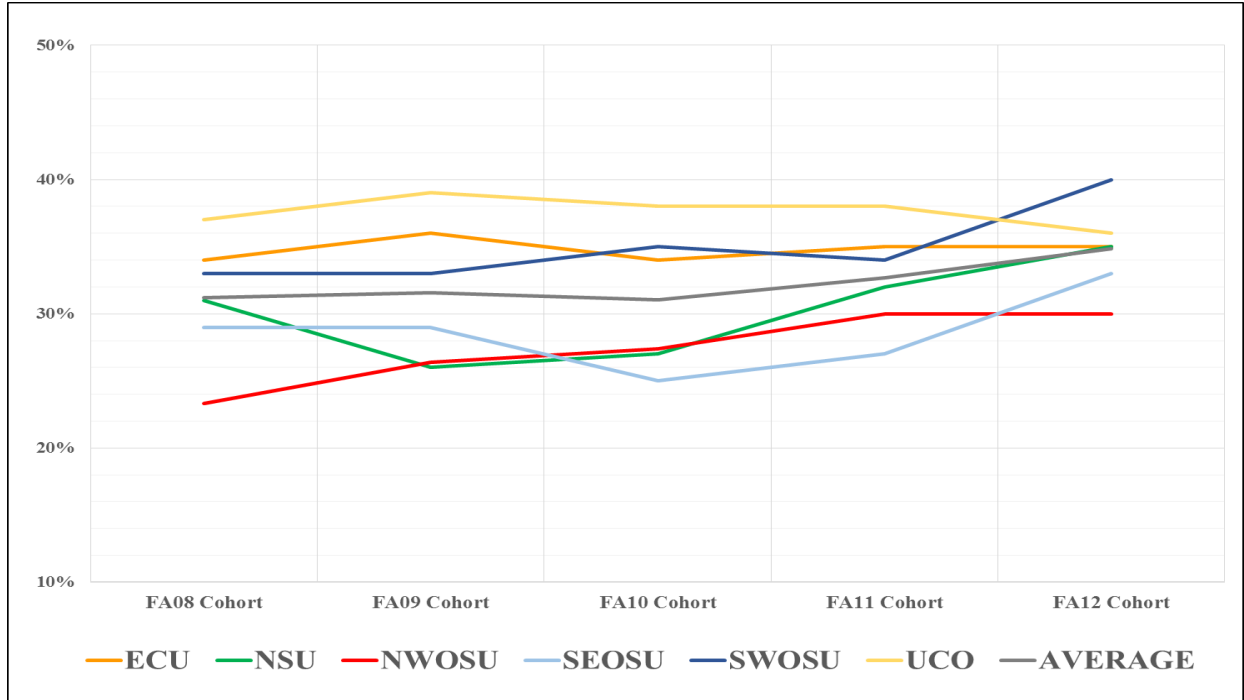
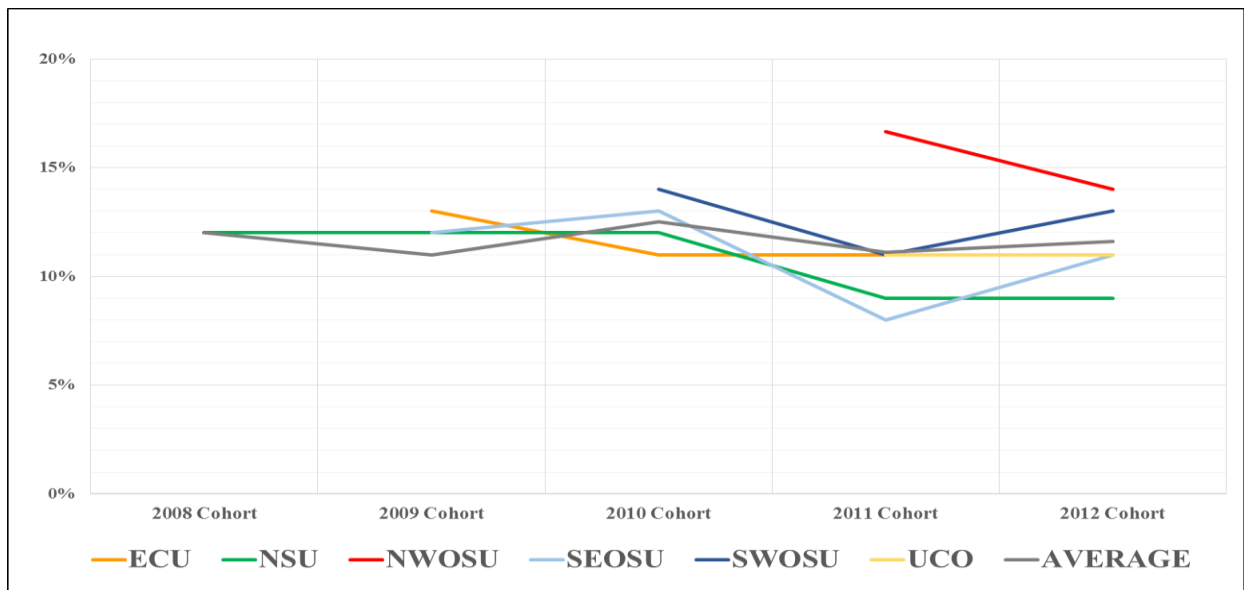
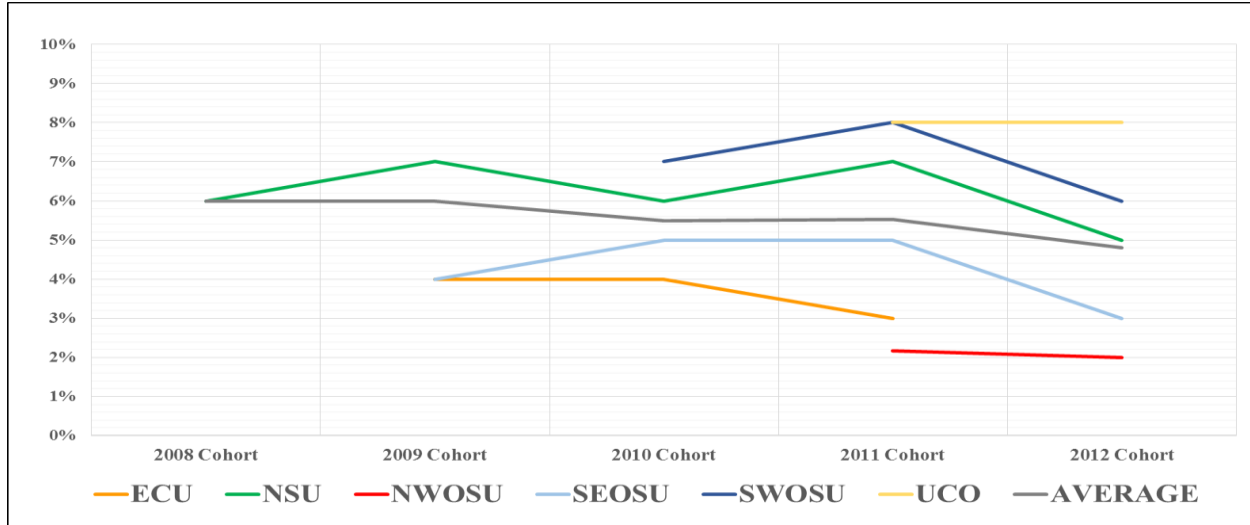


Chart 7. First-time freshmen, transferred and graduated elsewhere in 6 years



Likewise, students who do not complete within six years do not show up as successes in IPEDS data. Many students at RUSO institutions (this chart shows between 2-8 percent of them) work during school, attend part-time, and take longer than 6 years to finish.

Chart 8. First-time freshmen still enrolled after 6 years



The numbers of Bachelor's degrees awarded are holding steady on average. Master's degrees are up considerably at most institutions, and especially at Southeastern Oklahoma State University. Certificates also are up.

Chart 9. Bachelor's degree awarded

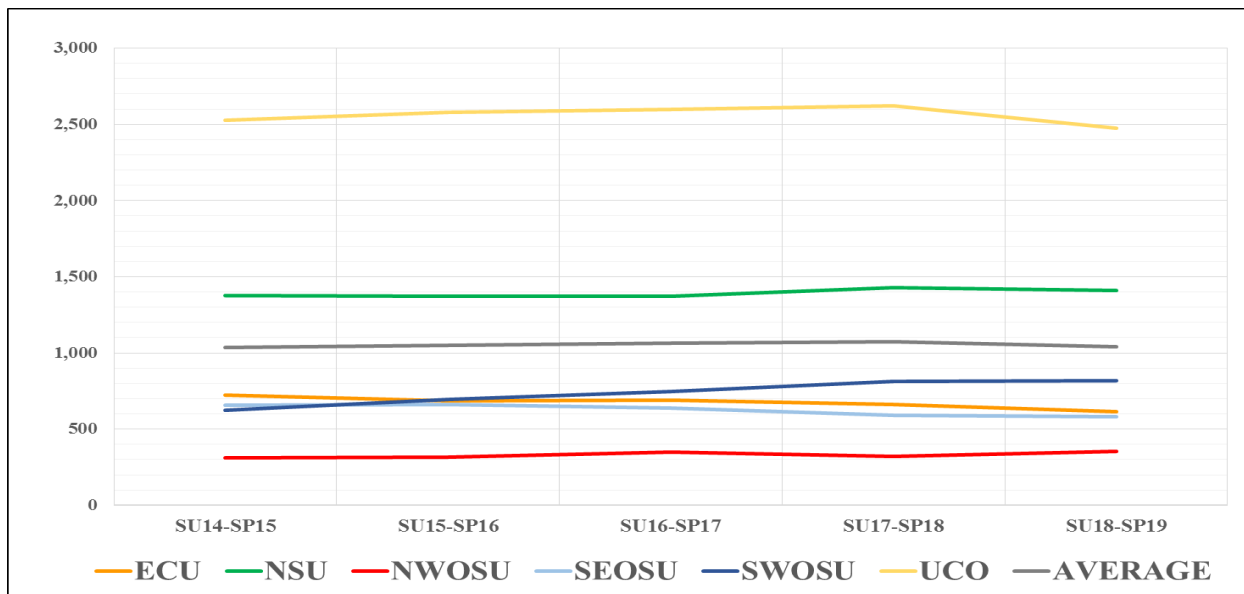


Chart 10. Master's degrees awarded

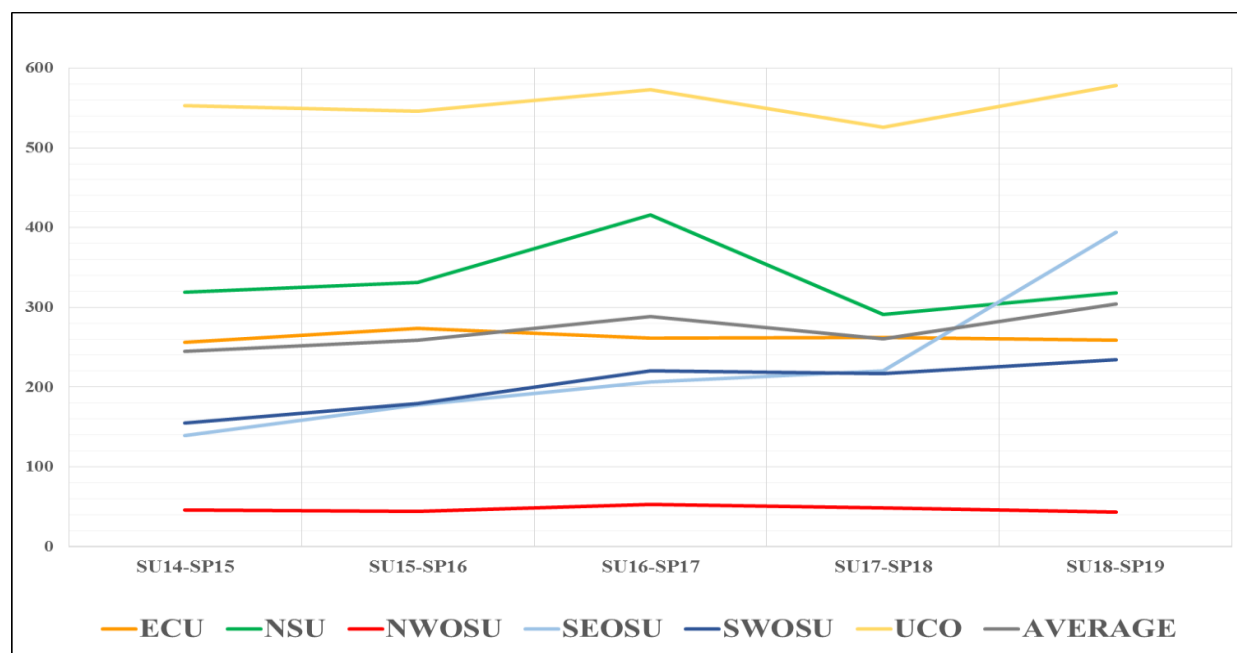
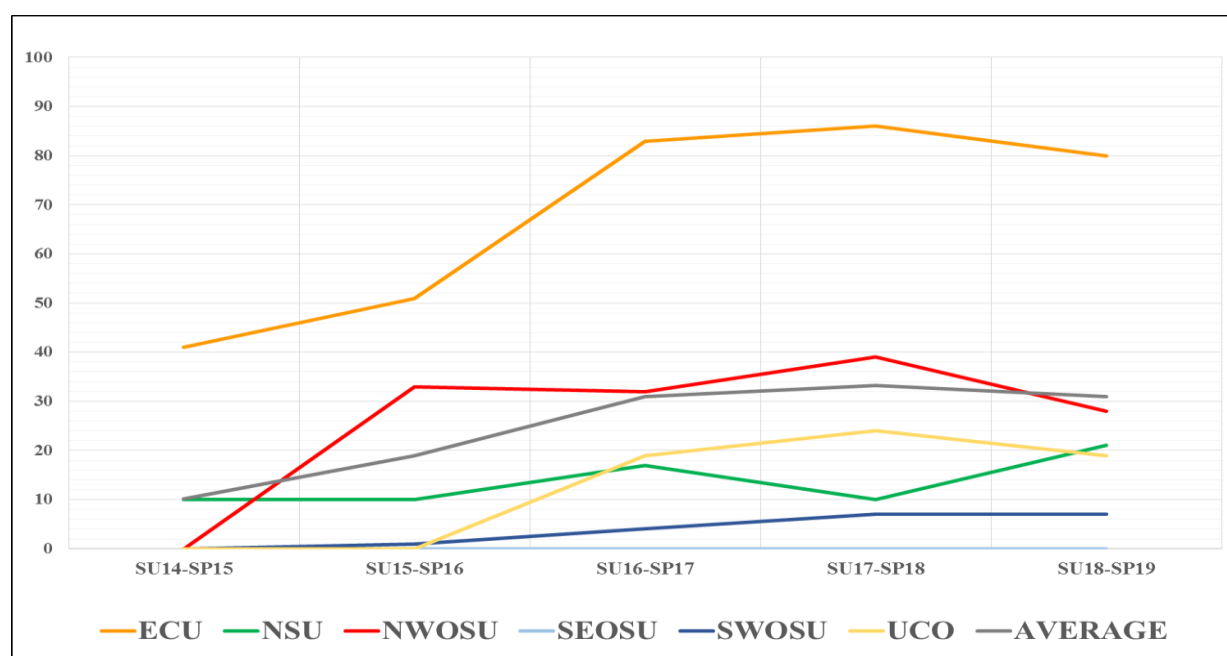


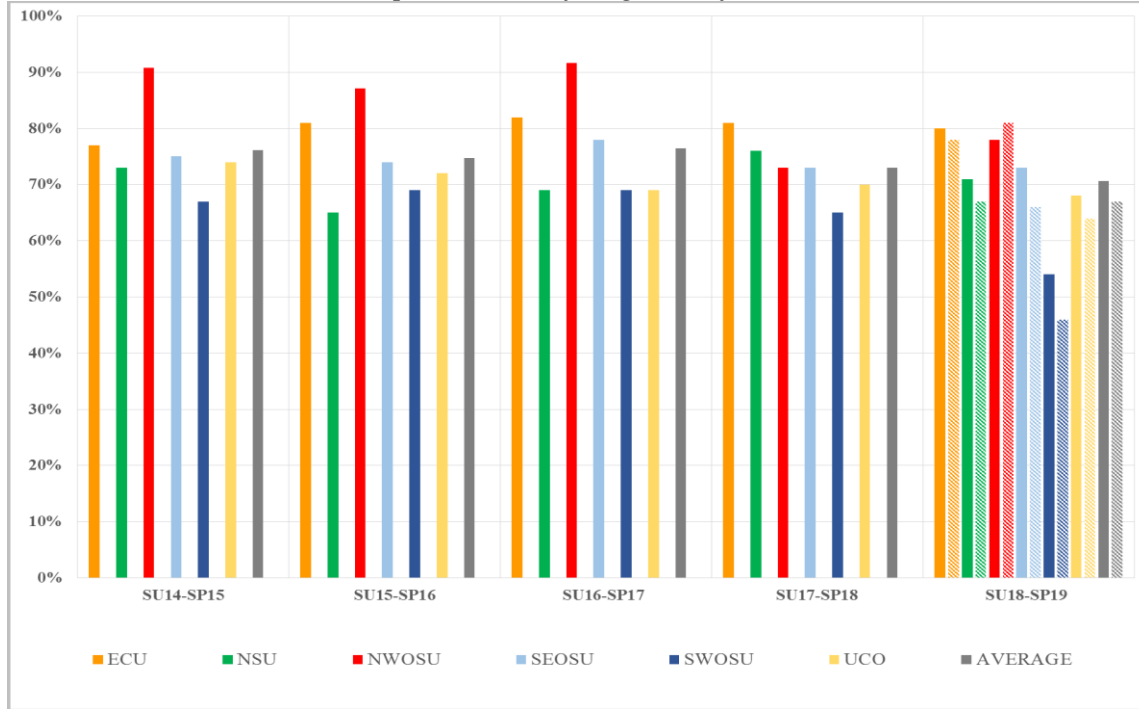
Chart 11. Certificates awarded



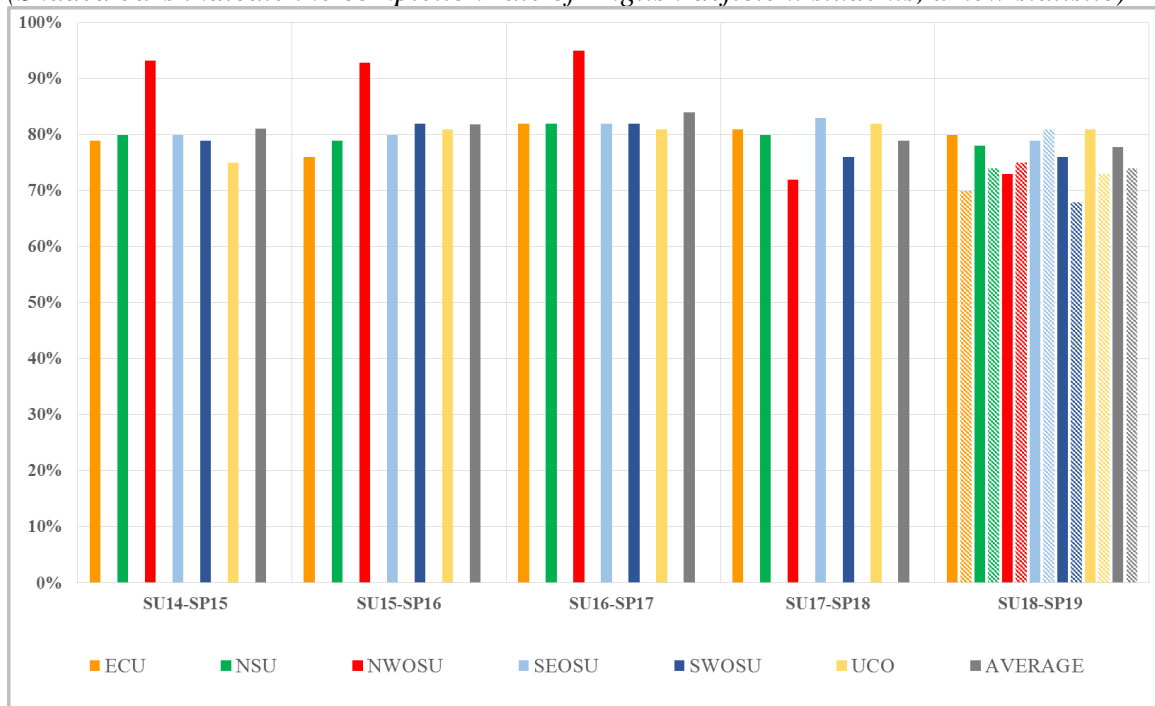
We track enrollment and completion rates in General Education Math and English courses because most students take them as freshmen. We saw a slight drop in overall pass rates this year; however, more students are taking GE Math courses, including many who previously would have been placed in developmental math courses first. Our current strategy is to enroll most of the deficient students in GE Math along with a required support class. Even though this way of measuring does

not show it, we have a higher number of students completing GE Math and English as freshmen than we did previously, which should aid retention.

*Chart 12. General Education Math completion rates as a percentage of enrollments  
(Shaded bars indicate the completion rate of English-deficient students, a new statistic)*



*Chart 13. English Composition I completion rates as percentage of enrollment  
(Shaded bars indicate the completion rate of English-deficient students, a new statistic)*



## **Enrollment and Progression Performance by Preparation, Economic Status, Age, Race/Ethnicity at RUSO Institutions**

Summing across enrollments for the six RUSO institutions, the totals indicate that enrollments have declined across the five-year period from 2013-14 to 2017-18. That negative trend line is due to both a decline in new students and a decline in the retention of current students. If overall enrollment numbers are to climb, then institutions must find new and varied ways to target increased retention of students as well as ways to identify new students who currently are not in the recruitment stream.

Retention rates are showing slight declines for most ethnic/racial groups, with a slight increase for students identifying as white. Targeted retention efforts may be needed for specific groups, although those efforts are likely to be very different between institutions.

A widening gap appears to be developing in retention rates between those with and those without Pell aid. While there has been some fluctuation in retention rates over time for students who received Pell, there is little difference in the rate for the 2013-14 cohort and that for the 2017-18 cohort. There has been an increase in the retention rate over the five-year period for students not receiving Pell aid. Determining ways to improve the retention of those students with Pell aid may be worth further study. Potential public policy changes are explored as an option in the Concluding Observations at the end of this report.

It is no surprise that the retention rates of students in developmental mathematics are lower than those without a math deficiency, but the data indicates the gap is increasing. Although the rates for students not taking a developmental math course in the first year have remained relatively steady with a slight increase, the rates for those with a math deficiency has dropped from 60.7 percent in 2013-14 to 54.4 percent in 2017-18. The initiation of co-requisite courses may have had some impact as the number and skill level of students enrolled in developmental courses has dropped. While English-deficient students are seeing trends similar to those in math, the retention declines for those with an English deficiency are less pronounced. Finding ways to improve retention rates of students with deficiencies in math and English could pay strong returns in overall retention numbers.

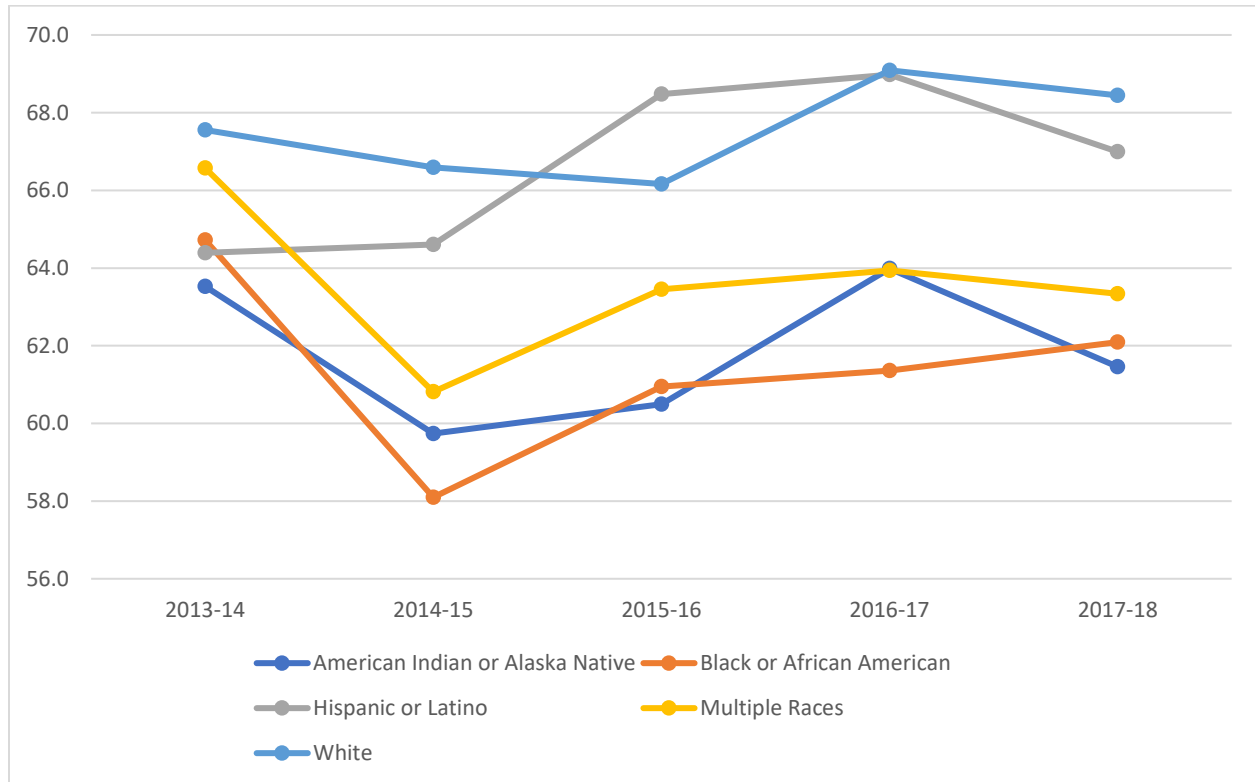
The overall retention rates of students aged 18 and younger and 19 has remained relatively consistent. RUSO institutions are showing gains in retaining students in both the 20 to 24 and the 25 and older age groups. Students aged 20 to 24 have shown an increase of 12.2 percentage points, and those 25 and older have seen a gain of 4.5 percentage points over the five-year period. However, the rate for the oldest group dropped by 4.2 percentage points from 2016-17 to 2017-18.

*Retention Rates by Race/Ethnicity – All RUSO Institutions*

<b>RACE/ETHNICITY</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
American Indian or Alaska Native	63.5	59.7	60.5	64.0	61.5
Black or African American	64.7	58.1	60.9	61.4	62.1
Hispanic or Latino	64.4	64.6	68.5	69.0	67.0
Multiple Races	66.6	60.8	63.5	63.9	63.3
White	67.6	66.6	66.2	69.1	68.4

*Note: Due to small counts, the categories of Asian, Native Hawaiian or Other Pacific Islander, Non-resident Alien, and Unknown are excluded from this table.*

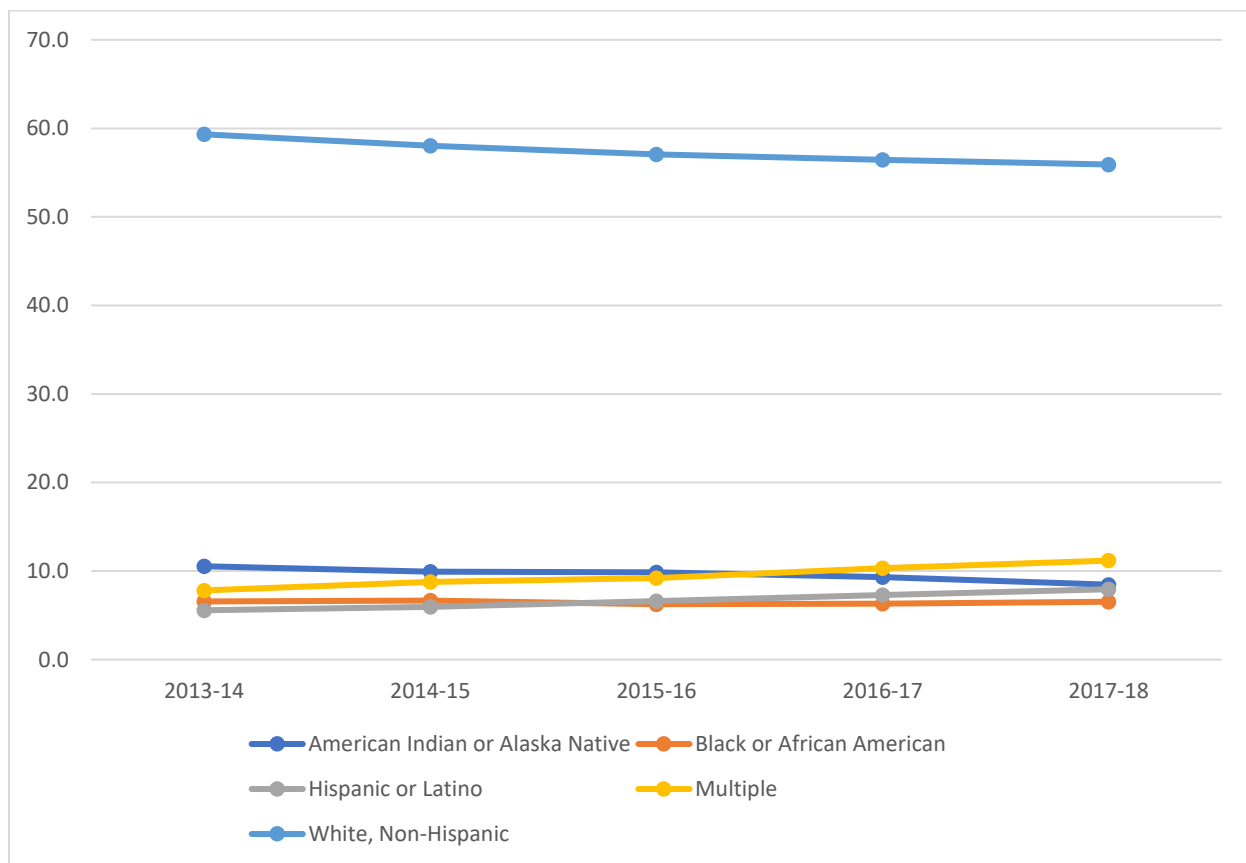
*Chart 14. Retention Rates by Race/Ethnicity — All RUSO Institutions*



*Annual Student Headcount by Race/Ethnicity – All RUSO Institutions*

<b>RACE/ETHNICITY</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
American Indian or Alaska Native	10.5	9.9	9.9	9.3	8.5
Black or African American	6.6	6.7	6.3	6.3	6.5
Hispanic or Latino	5.6	6.0	6.6	7.3	8.0
Multiple	7.8	8.8	9.2	10.3	11.2
White, Non-Hispanic	59.3	58.0	57.1	56.4	55.9

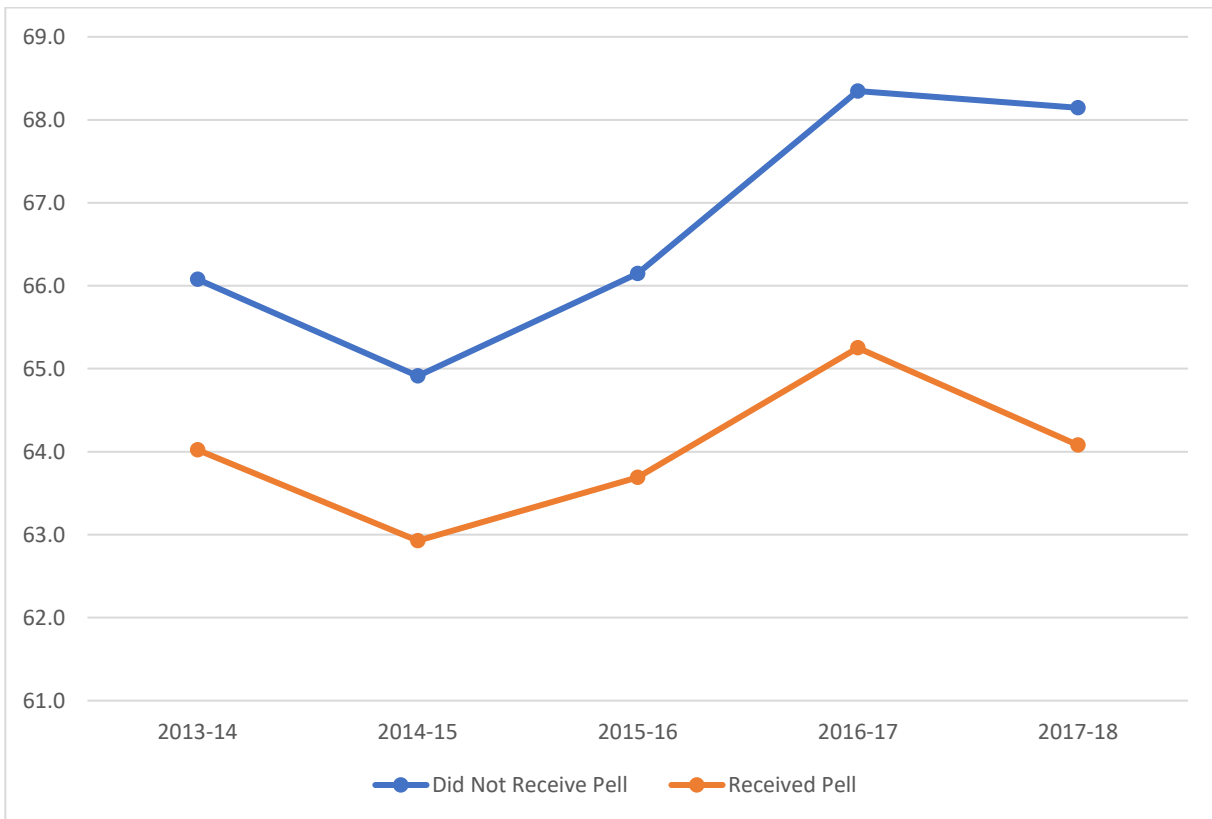
*Chart 15. Annual Student Headcount by Race/Ethnicity - All RUSO Institutions*



*Retention Rates by Pell Status - All RUSO Institutions*

PELL STATUS	2013-14	2014-15	2015-16	2016-17	2017-18
Did Not Receive Pell	66.1	64.9	66.1	68.3	68.1
Received Pell	64.0	62.9	63.7	65.3	64.1

*Chart 16. Retention Rates by Pell Status - All RUSO Institutions*

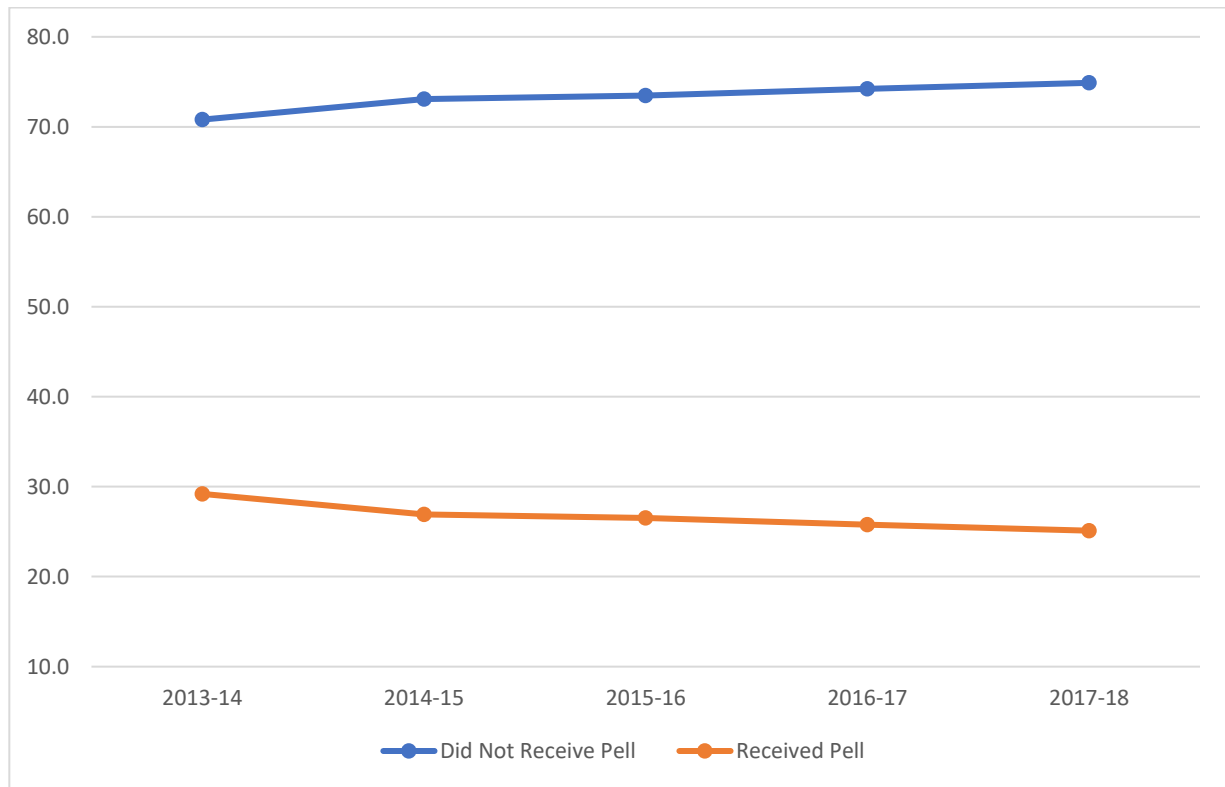




*Annual Student Headcount by Pell Status – All RUSO Institutions*

PELL STATUS	2013-14	2014-15	2015-16	2016-17	2017-18
Did Not Receive Pell	70.8	73.1	73.5	74.2	74.9
Received Pell	29.2	26.9	26.5	25.8	25.1

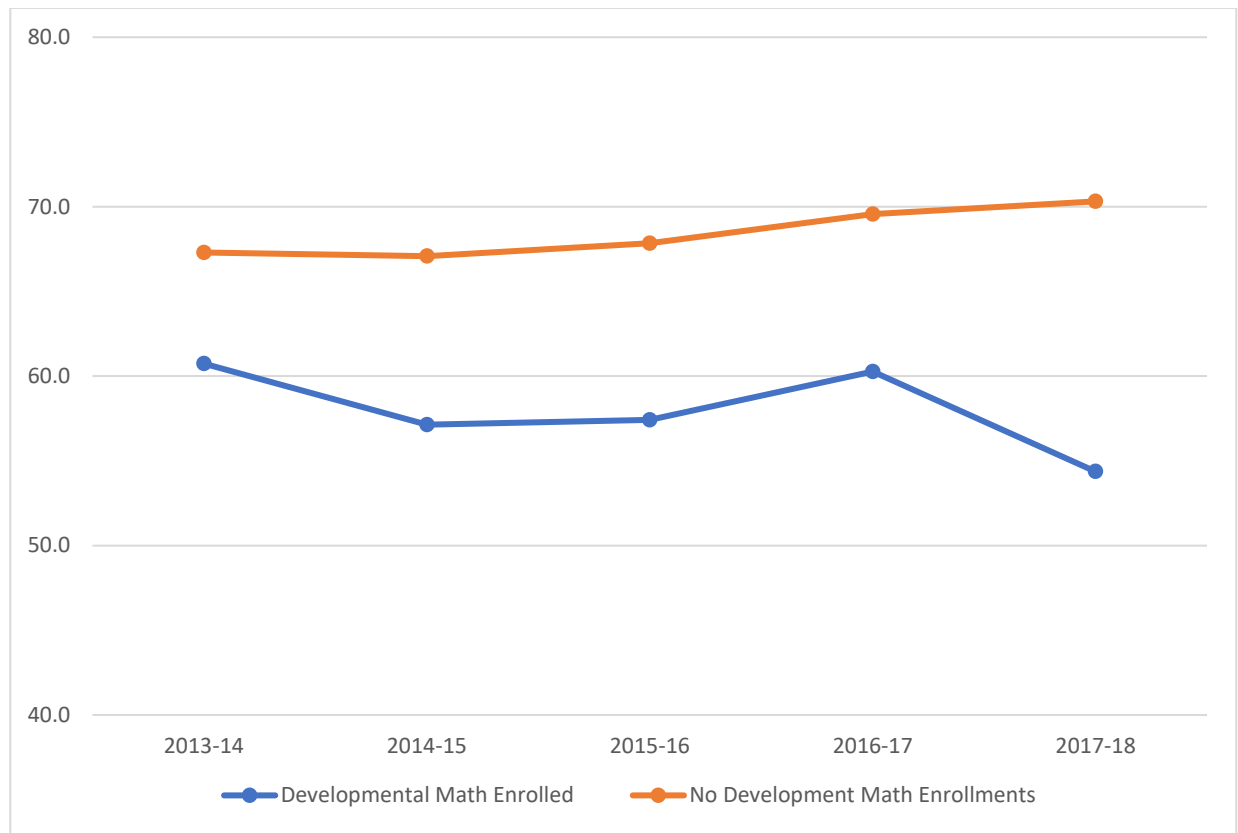
*Chart 17. Annual Student Headcount by Pell Status – All RUSO Institutions*



*Retention Rates by Developmental Math Enrollment within First Year – All RUSO Institutions*

<b>DEVELOPMENTAL MATH ENROLLMENT</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Developmental Math Enrolled	60.7	57.1	57.4	60.3	54.4
No Development Math Enrollments	67.3	67.1	67.8	69.6	70.3

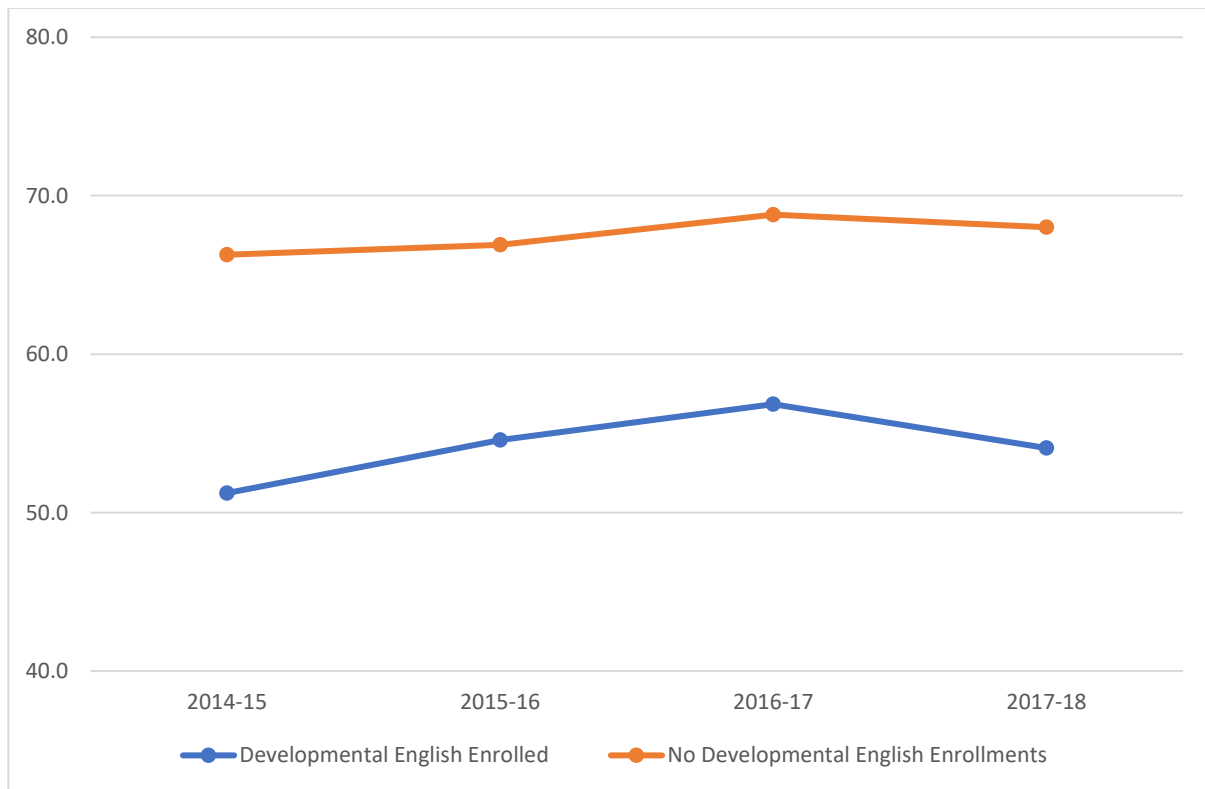
*Chart 18. Retention Rates by Developmental Math Enrollment within First Year – All RUSO Institutions*



*Retention Rates by Developmental English Enrollment within First Year – All RUSO Institutions*

<b>DEVELOPMENTAL ENGLISH ENROLLMENT</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Developmental English Enrolled	51.2	54.6	56.8	54.1
No Developmental English Enrollments	66.3	66.9	68.8	68.0

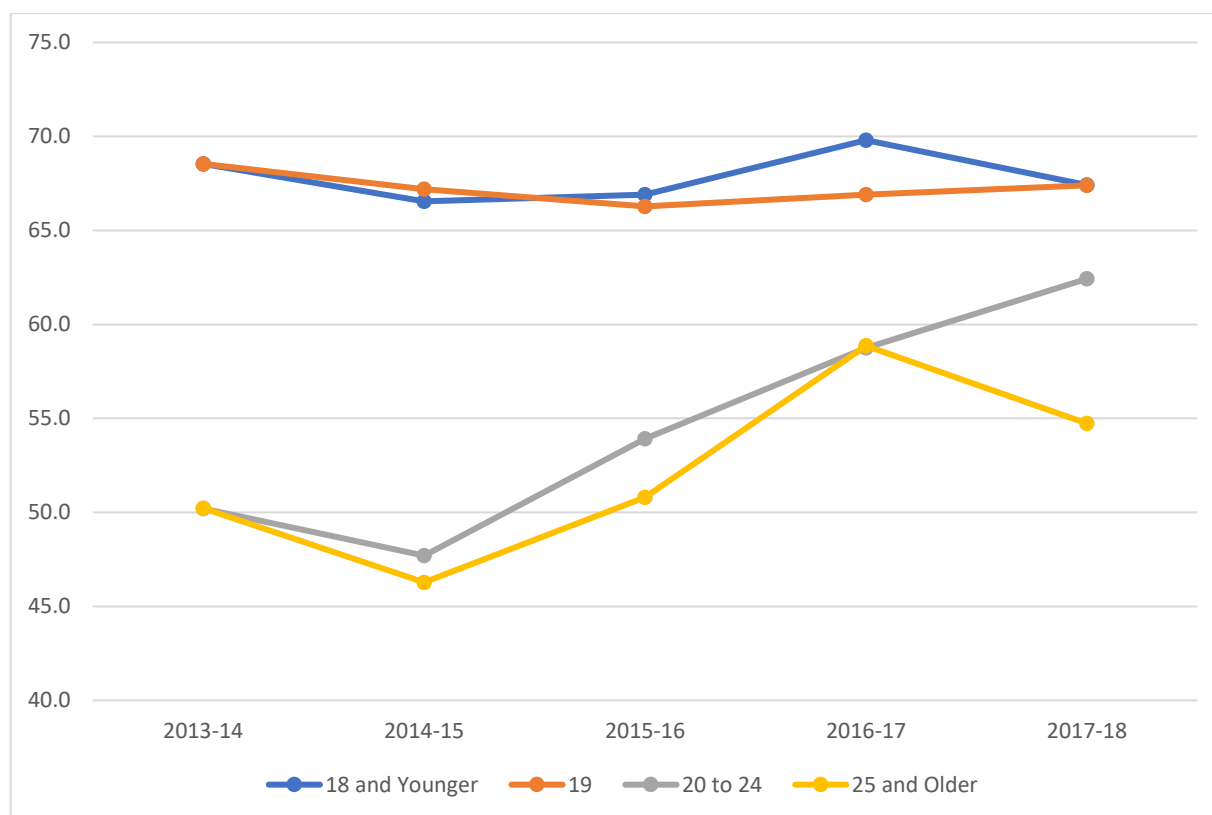
*Chart 19. Retention Rates by Developmental English Enrollment within First Year – All RUSO Institutions*



*Retention Rates by Age Group within First Year – All RUSO Institutions*

AGE GROUP	2013-14	2014-15	2015-16	2016-17	2017-18
18 and Younger	68.5	66.5	66.9	69.8	67.4
19	68.5	67.2	66.3	66.9	67.4
20 to 24	50.2	47.7	53.9	58.8	62.4
25 and Older	50.2	46.3	50.8	58.9	54.7

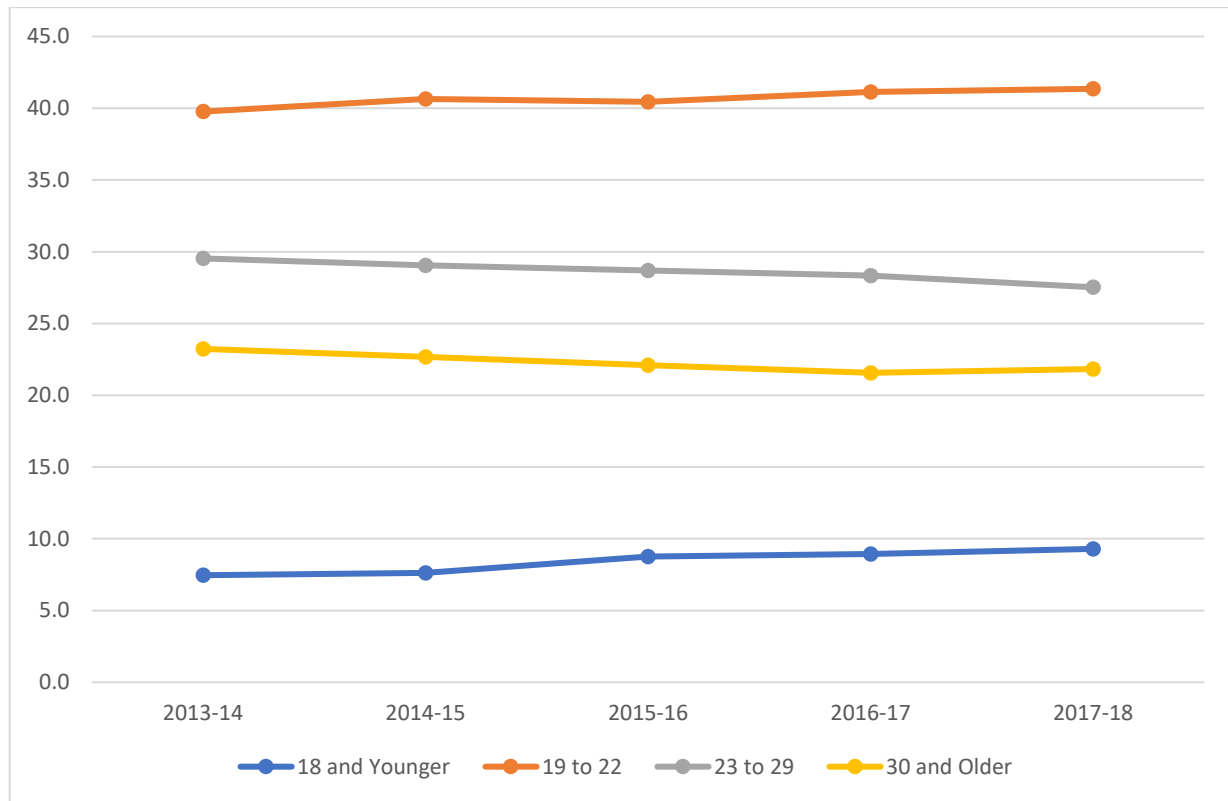
*Chart 20. Retention Rates by Age Group within First Year – All RUSO Institutions*



*Annual Student Headcount by Age Group – All RUSO Institutions*

AGE GROUP	2013-14	2014-15	2015-16	2016-17	2017-18
18 and Younger	7.5	7.6	8.8	8.9	9.3
19 to 22	39.8	40.6	40.4	41.1	41.4
23 to 29	29.5	29.1	28.7	28.3	27.5
30 and Older	23.2	22.7	22.1	21.6	21.8

*Chart 21. Annual Student Headcount by Age Group – All RUSO Institutions*



## Concluding Observations

The data sets and their interpretation in this report point to a substantial array of strengths, weaknesses, opportunities, and threats to RUSO institutions. They are summarized below.

The **STRENGTHS** of the RUSO system are many and profound.

- RUSO universities together grant almost as many undergraduate degrees as OU and OSU combined.
- RUSO universities provide an education at a much lower cost of tuition and fees than do the doctoral institutions.
- Our students are very satisfied with the quality of their education. The overwhelming majority would choose their same institution again to pursue their degree.
- RUSO institutions continue to increase the retention rates among non-traditional students.
- RUSO graduates stay in Oklahoma and work for at least 5 years at a rate that exceeds all other state systems and tiers.

Our **WEAKNESSES** include a chronic state funding problem.

- State appropriations to higher education have dropped at an alarming rate in recent years, 37.7 percent over the past five years, and at the same time we have been politically unable to raise tuition sufficiently to make up the difference. Our institutions are also price-sensitive to the ability of our students to pay higher tuition and fees.
- We are beginning to see evidence that the rising cost of tuition at RUSO institutions is a serious barrier to many of our students, even though we are still at or below regional averages for overall tuition and fees.
- Like many universities around the country, we are experiencing a decline in enrollment that is influenced by a myriad of issues, including college readiness and finances.
- We also have relatively low retention rates, due partly to inadequate college preparation. It is certainly a part of our regional mission to be a point of access for these students, but it presents challenges when substantial numbers must be remediated to have the necessary foundation to succeed.

We have **OPPORTUNITIES** for increased tuition revenue if we can improve student retention and capture our share of a projected growth in potential students.

- Our analysis shows that a good deal of our attrition occurs due to financial pressure on students and families.
- The RUSO board last year requested that OSRHE raise the tuition-waiver cap. If implemented, this can enhance retention and net tuition revenue if waivers are strategically used to help retain students who are financially at risk.
- Likewise, an emerging proposal by RUSO institutions to expand Oklahoma's Promise eligibility to current college students will significantly help retain and graduate our lower-income students. A narrowly focused proposal that allows discretionary awards of

Oklahoma Promise by institutional admissions and financial aid offices appears to have merit and support that could lead to its adoption.

- Oklahoma is among 26 states that are projected to see an increase in traditional high school graduates between 2018-28. The Center for Educational Statistics with the U.S. Department of Education predicts a 7.4% increase in these graduates. OSRHE in its analysis offers the increase will be among non-white students. RUSO institutions must closely focus on their recruitment strategies and tactics to attract these new students.

**THREATS** limit our ability to carry out our mission.

- Both OU and OSU enrolled record freshman classes this year, primarily by accepting students who traditionally would have entered a regional university.
- Future reductions in state appropriations remain a possibility should the United States enter a recession. Past recessions have taught us that a slowdown in the economy overall will result in less demand for energy resources. This volatility of a major revenue source for the state results in budget reductions. A lesson learned from past recessions is that RUSO institutions must be active public policy advocates and entrepreneurs to help diversify Oklahoma's economy.
- Public PK-16 education is not a priority with legislators for funding. This is a substantial impression among corporations as they investigate potential states for relocation. A recent study completed for the Oklahoma City Chamber by Site Selection Group (SSG), a major recruiter for corporate relocations, found numerous strengths for the metro. On the negative side of the ledger were two significant threats expressed by out-of-state business leaders. They contend that Oklahoma has a shallow workforce talent base, and they hold the perception that lawmakers do not value and will not fund public education. An analysis conducted by SSG of Tulsa's corporate relocation marketability had similar findings.
- The misleading narrative of low graduation rates of regional universities (based solely on skewed IPEDS performance statistics) harms us. We must do a better job of telling our story to decision-makers and grass tops leaders across Oklahoma of the many students who we graduate but are not counted by IPEDS. This includes hundreds of students each year who begin at OU or OSU and transfer to and complete their educations at a RUSO school.
- Declining ACT scores among Oklahoma high school seniors present us with remediation challenges.

### **Recommendations for action**

One specific action that could be taken by the RUSO Board of Regents is to support a statutory language change (70 O.S. § 2605 (OSCN 2019) Oklahoma Higher Learning Access Act) to expand Oklahoma Promise eligibility so that students can apply during college.

Many students miss the opportunity to apply when the application window is open 4-5 years prior to college for reasons often beyond their control. Consequently, they struggle financially to remain in school because they are not receiving this scholarship support. In emerging discussions with

legislators and OSRHE staff, there is support for a narrowly focused discretionary authority to award scholarships by campus admissions or financial needs basis.

An award would match the same eligibility criteria under current state statutes. Scholarships could be awarded at any point in a student's academic career based on its essentiality to making a difference in whether the student will persist to graduation.

Data is currently being gathered on the RUSO institution retention rates of students who drop out due to financial struggles. Preliminary data indicates that RUSO students who receive only Pell grants have a much higher drop-out rate than students who received both Pell grants and Oklahoma Promise scholarships.

Once the data for all RUSO institutions is collected and evaluated, Work Group members will begin the process of engaging with OSRHE staff to determine the most effective strategy to advance this worthy policy change.



## Appendix A: November 2019, January 2020 Benchmarks

The Benchmark and data sources are as follows:

**Student Satisfaction:** *RUSO institutions graduating senior survey.*

**Enrollment:** *OSRHE Unitized Data System.*

**Retention:** *OSRHE Unitized Data System.*

**Credit Accumulation:** *OSRHE Unitized Data System.*

**Gateway Course Completion:** *OSRHE Unitized Data System.*

**Education Programs Offered:** *Institutional data.*

**Transfer Rate:** *OSRHE Unitized Data System.*

**Graduation Rate:** *OSRHE Unitized Data System.*

**Program of Study Selection:** *Institutional Data Collection.*

**Enrollment by Preparation, Economic Status, Age, Race/Ethnicity:** *OSRHE Unitized Data System.*

**Progression Performance by Preparation, Economic Status, Age, Race/Ethnicity:** *OSRHE Unitized Data System.*

At the recommendation of the RUSO Business Office, the Dashboard Work Team has requested that seven Benchmarks assessing financial standing be postponed until the regular January 2020 Board meeting. Typically, institutions' financial audits are not concluded until the end of October. These serve as the information source for the calculation of the financial ratios reported to the Board. The two-week time period is inadequate to perform these calculations.

The financial Benchmarks are as follow. All are the province of the Business Officers for data collection and analysis:

**Composite Financial Index:** *RUSO Business Officers.*

**Viability:** *RUSO Business Officers.*

**Debt Burden:** *RUSO Business Officers.*

**Return on Total Net Assets:** *RUSO Business Officers.*

**Net Operating Revenues:** *RUSO Business Officers.*

**Restricted to unrestricted net assets ratio:** *RUSO Business Officers.*

**Gross tuition contribution ratio and state appropriations contribution ratio:**  
*RUSO Business Officers.*