2011 Performance Report

Report to the Oregon State Board of Higher Education

June 2011

Oregon University System

Knowledge Creation and Resources

Educated Citizenry and Workforce Development

Academic Quality and Student Success

Student Progress and Completion

Access and Participation

Oregon University System

2011 Performance Report

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We would also like to acknowledge the invaluable assistance of Chancellor's Office colleagues for data, analyses, and interpretation.

For additional information, please visit the following web pages:

An Investment in Oregonians for our Future: A Plan to 2025 for the Oregon University System
http://www.ous.edu/sites/default/files/state_board/meeting/dockets/ddoc070412-SILRP.pdf

OUS Annual Performance Progress Reports - State Level Measures
http://www.ous.edu/factreport/mp/state

OUS Performance Reports to the Oregon State Board of Higher Education
http://www.ous.edu/factreport/mp/board

OUS Fact Book
http://www.ous.edu/factreport/factbook

OUS Annual Financial Report
http://www.ous.edu/dept/cont-div/accounting-reporting/annualfinreport

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Executive Summary

In 2006, the Oregon State Board of Higher Education outlined a twenty-year vision for the Oregon University System (OUS) and built a framework of goals, strategic priorities, and guiding principles for accomplishing the vision by 2025.

> *Raise the educational aspirations and achievement of all Oregonians by providing lifelong education and knowledge development through teaching and learning; inquiry and innovation; and the application of knowledge to global, national, state, and local needs.*

In support of that vision, the Oregon University System monitors and reports performance results annually to the State Board of Higher Education, campus communities, and the public. This report is a tool to aid in policy development, system and institution self-evaluation, and effective management. Since their adoption in 2001, a set of thirteen performance indicators provides the framework for system and campus performance evaluation; these are discussed here in the context of five goal areas derived from the long-range plan and strategic vision.

Goal Area	Performance Goal
Access and Participation	*Ensure access for all qualified Oregonians to quality postsecondary education, providing leadership in promoting a culture of educational attainment.*
Student Progress and Completion	*Assure that students who enroll are college-ready and able to complete their degrees in a timely manner.*
Academic Quality and Student Success	*Commit to academic excellence and student learning, leading to subsequent graduate success.*
Educated Citizenry and Workforce Development	*Advance educational attainment in the state, providing the civic and economic benefits of an educated citizenry and a skilled and adaptable workforce, and addressing emergent and critical fields.*
Knowledge Creation and Resources	*Engage in the creation and dissemination of original knowledge in support of academic excellence and partnerships for innovation and economic development, and leverage the reputation and resources of OUS institutions to provide academic, economic, civic, and cultural benefits to Oregon and its communities.*

2011 OUS Performance Highlights

- OUS witnessed extraordinary growth over the past three academic years. In fall 2010, total enrollment reached an all-time high of 96,960. This is 5.9% larger than fall 2009, the largest increase for the system since fall 2001.
- A gradual shift in the composition of the student population continues, as representation of students of color increased to 18.3% of total enrollment within the OUS in fall 2010, up from 17.8% last year.
- Retention of first time freshmen continuing on to sophomore year increased again this year to an all-time high of 82.4%, continuing the upswing of last year's 81.7%. This is a direct result of investments made by the campuses in student support through advising, tutoring, and other outreach that ensures that students remain engaged academically and otherwise, and thus are more likely to stay in college.
- Graduation rates returned to record levels in 2009-10 with an increase to 60.0%—more than a full percentage point above last year's 58.9%, and slightly above the previous high of 59.7% in 2006-07.
- The total number of degrees awarded grew 5.7%, driven largely by baccalaureate and master's awards.
- Sponsored research grew another 8.3% last year and reached a record high of $380.2 million in FY10. OUS research expenditures have increased 85.2% since FY00.

Areas to Watch

- The ratio of students to full-time faculty increased for a third consecutive year to 27.2 to 1 in response to record enrollment growth with reduced state appropriations. After reaching a high of 27.9 in 2004 and triggering a concerted improvement effort, the ratio declined to 25.1 before rising again to its current level.
- The number of doctoral awards decreased 6.9%. Even with reduced numbers, 2009-10 doctoral degrees still represent the 2nd highest number of doctoral awards granted by OUS.

OUS Performance Measurement

Background

In 1997, the Oregon University System adopted a performance measurement policy to align with system goals as defined by the Oregon State Board of Higher Education and to meet the mandates laid out in Senate Bill 919. Refinements in 2001, developed in consultation with campus leaders, created the array of measures currently in use, comprising twelve indicators (with a thirteenth—student-faculty ratio—added later). Institutions were asked to establish performance targets for five of those measures: (1) freshman retention within the university, (2) total degrees awarded, (3) degrees in shortage areas, (4) graduate satisfaction, and (5) sponsored research expenditures. Each OUS university also identified two measures reflective of its institution mission and priorities for which targets would also be established. Since that time, the Board has received regular reports on system and campus progress with respect to these measures.

Additionally, the Oregon University System reports to the state on a collection of legislatively approved performance measures. OUS state-level measures, like those of other agencies, reflect "Oregon Benchmarks" which provide the measurement link to the state's strategic vision as articulated in *Oregon Shines*, developed in 1989 and updated in 1997. The Oregon University System provides data and analyses on 23 different indicators, reported annually to the Department of Administrative Services (DAS) and biennially to the Oregon Legislature.

Principles of OUS Performance Measurement

The Oregon University System aims to employ best professional practices in its performance reporting program. These include:

- Designing a performance measurement framework that is tied to the mission, goals, and strategic priorities of the system and its institutions;
- Developing a performance measurement program that serves as one component of a broader accountability and strategic planning function; and
- Maintaining a focus on measures that meet three important criteria:
  - They measure high-level outcomes;
  - They measure the results of activities or policies that the system and/or its institutions control or heavily influence; and
  - They provide a clear and sensible way to set targets.

Relationship to Strategic Initiatives and Long-Range Plan

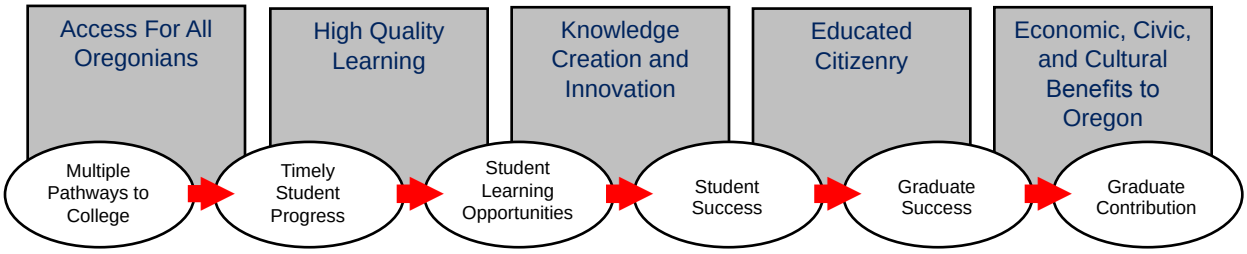
In September 2006, the Oregon State Board of Higher Education adopted a long-range plan, described in *An Investment in Oregonians for our Future: A Plan to 2025 for the Oregon University System*. Embedded in that plan are a vision statement for the state and four broad goals to produce the desired educational future for Oregon. Those goals may be summarized as: access and educational attainment; high-quality student learning; original knowledge creation and innovation; and economic, civic, and cultural benefits.

As part of the Board's long-range planning, a conceptual model was developed which aligns performance measurement to the goals adopted in September 2006. While the student experience, including timely student progress, is not explicitly described in the goal statements, it is a foundation of the mission of higher education and implicit in the collective goals for the system.

The diagram below illustrates the relationship of OUS goals, the student pathway, and performance measures. While ten of these indicators are directly aligned with goals and student progress, three measures—student-faculty ratio, faculty salaries, and philanthropy—are indirect indicators which shed light on resources, reputation, and fiscal stewardship supportive of the broader aims.

Raise the educational aspirations and achievement of all Oregonians by providing lifelong education and knowledge development through teaching and learning; inquiry and innovation; and the application of knowledge to global, national, state, and local needs.

Aligning Board Goals, Student Pathway, and Metrics



OUS Performance Measures

Total Credit Enrollment	Retention Rate	Graduate Satisfaction	Total Degrees Awarded	Sponsored Research
New Undergraduate Enrollment	Graduation Rate	Internships	Graduates Employed Or Enrolled	Degrees in Shortage Areas (Campus-Level)
Student-Faculty Ratio		Faculty Compensation (Campus-Level)	Philanthropy	

About This Report

This report discusses OUS performance in the context of five general goal areas, using the adopted metrics to reflect on each mission-related aspiration. Clearly, no single metric—or series of measures—can fully represent the depth and breadth of activity within the system, nor can a series of data tables explain the complex interplay among institutional priorities or the effects of demographic and economic shifts. This report attempts to provide some of the context and flavor necessary to understanding what the data mean, framing OUS performance measures—as presented at both the system- and campus-level—around critical goal areas.

Framework for OUS Performance Reporting	
Goal Area	Performance Measures
Access and Participation	Total Credit Enrollment New Undergraduate Enrollment
Student Progress and Completion	Freshman Retention at Original Institution * Freshman Retention within OUS Graduation Rate at Original Institution Graduation Rate within OUS
Academic Quality and Student Success	Graduate Satisfaction * Graduate Success Internships Ratio of Students to Full-Time Faculty
Educated Citizenry and Workforce Development	Total Degrees Awarded * Degrees in Designated Shortage Areas (campus-level only) *
Knowledge Creation and Resources	Sponsored Research Expenditures * Philanthropy Faculty Compensation (campus-level only)
Institutional Mission (campus-level only)	Campus Mission-Specific Indicators (2) *

* Targeted measures

Reading Campus Reports

Campus performance and target-setting reports form one component of the broader OUS accountability, monitoring, and planning effort which serves to inform policy and guide practice at both the Board and campus levels. These reports reflect institutional goals and objectives, new and ongoing initiatives, and the current operating environment. It should be noted that in the *institutional performance* section, each OUS institution speaks with its own voice. No attempt has been made to enforce an artificial uniformity of language or content. Each campus report represents the institution's conversation with the Board with respect to these performance indicators.

Given the diverse missions, student characteristics, and markets of each OUS university, it would be misleading to directly compare one institution's performance data against another's on any given measure. For that reason, no comparative summary of campus results is reported here. The data tables and descriptions allow each institution to be assessed on its own goals, accomplishments, and historical performance trends.

Goal-Setting and Future Directions

At this time, numerous conversations are underway regarding future options for governance and organizational structure with the Oregon University System, both in terms of the relationship of OUS with the State and that of the campuses with the Board, system, and each other. Performance measurement and goal-setting have been an integral part of these discussions, as issues of accountability, autonomy, and meeting the needs of the state and its citizens are addressed.

As these efforts further unfold, the Chancellor's Office, working in consultation with campuses, will be exploring alternative methodologies for establishing future system and campus goals. For this reason, institutions have not been asked to develop or revise targets for this report, as has been the practice. The campus reports included here focus on each institution's performance trend and the campus initiatives or other factors influencing the performance results. Targets to the current year are displayed for relevant measures. Please bear in mind that, in most cases, these targets were established prior to 2008 using a high/low methodology which was discontinued in 2009.

OUS Performance

System-Level Results

Knowledge Creation and Resources

Educated Citizenry and Workforce Development

Academic Quality and Student Success

Student Progress and Completion

Access and Participation

Access and Participation

Performance Goal: Ensure access for all qualified Oregonians to quality postsecondary education, providing leadership in promoting a culture of educational attainment.

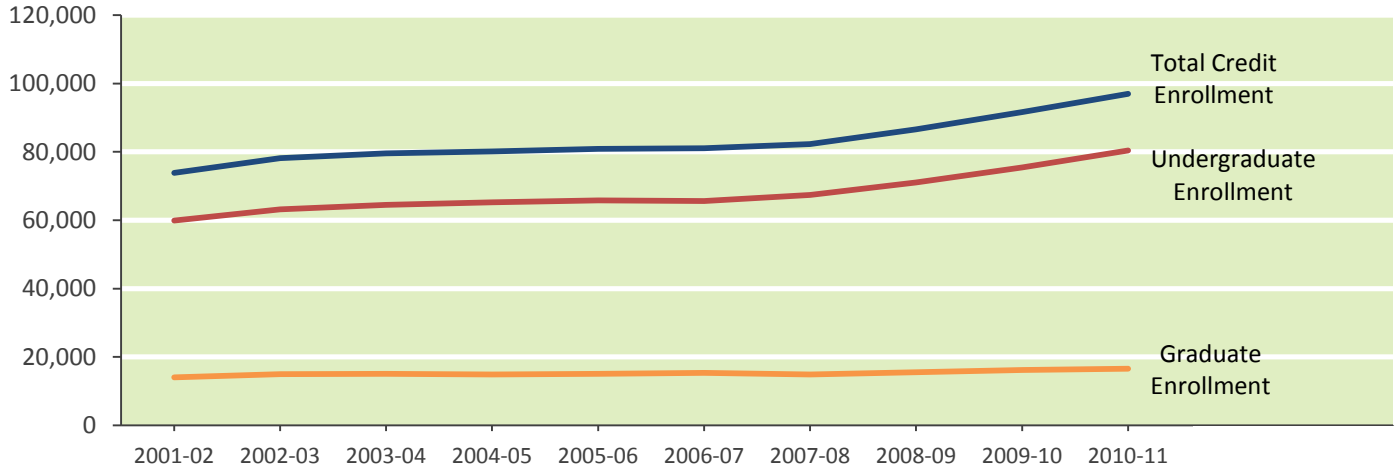
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Total Credit Enrollment [1]	73,883	78,111	79,558	80,066	80,888	81,002	82,249	86,546	91,580	96,960
Undergraduate	*59,888*	*63,152*	*64,516*	*65,234*	*65,810*	*65,621*	*67,403*	*71,022*	*75,443*	*80,381*
Graduate	*13,995*	*14,959*	*15,042*	*14,832*	*15,078*	*15,381*	*14,846*	*15,524*	*16,137*	*16,579*
New Undergraduate Enrollment [2]	16,591	16,907	16,717	16,890	16,902	16,841	17,523	18,956	19,721	20,448

[1] Headcount of all students enrolled in an OUS institution during the fall term, regardless of course load

[2] Headcount enrollment of newly admitted freshmen and undergraduate transfers. Includes full- and part-time students and regular and extended studies enrollment

OUS total credit enrollment in fall 2010 increased by 5.9% over fall 2009 to 96,960 students, an increase of more than 5,000 students. This is the third year in a row with growth over 5.0%, increasing fall headcount by over 14,000 students since fall 2007. Total enrollment is at an all-time high for the system and for six of the seven OUS campuses, as well as the OSU-Cascades branch campus in Bend. The two-year growth of 12.0% and 10,414 students is the largest since the increase that followed the state funding infusion of the 1999-2001 biennium.

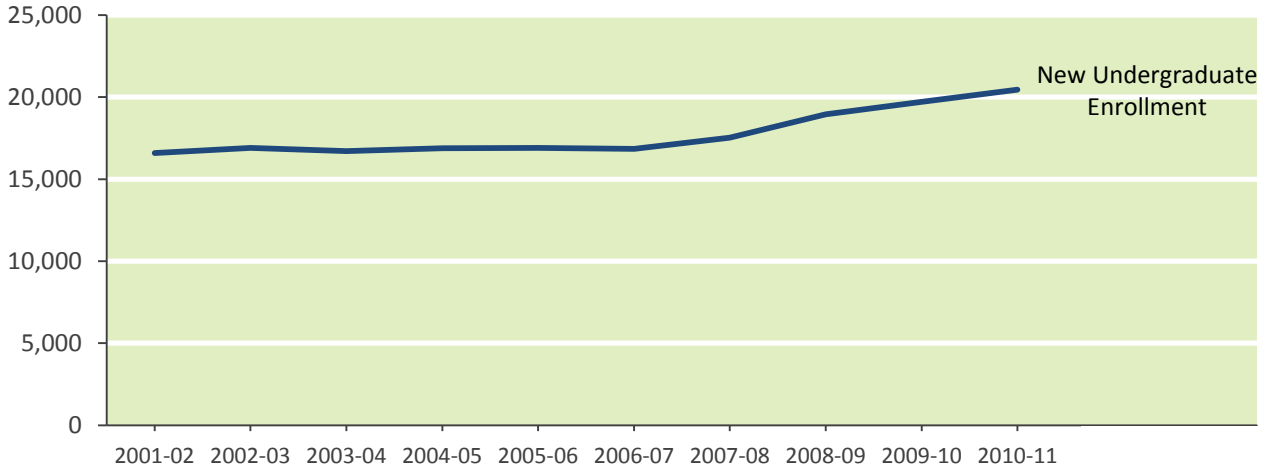
Undergraduate enrollment increased 6.5% to 80,381 students in fall 2010, compared to 75,443 students in fall 2009, fueled primarily by the third straight year of strong growth in new transfer students at 5.6%. The number of new admitted freshmen (does not include transfers) increased slightly to 11,778 from 11,512 in 2009. Enrollment of freshmen from Oregon decreased by 2.1%, and combined with last year's slight decrease results in a 2-year decline of 232 new resident freshmen, or 2.9% over fall 2008.



Graduate student enrollment—historically more variable and largely stagnant between 2002 and 2007—increased 2.7% to 16,579 students in fall 2010, compared to 16,137 students in fall 2009. The increases in admitted students are at the master's, professional and doctoral levels, with doctoral enrollment growing 5.8%.

The ten-year growth for the Oregon University System continues to outpace national averages, increasing 39.5% since 2000, up 27,452 students, compared to average national growth estimated at just under 25% at public colleges and universities over the last 10 years. Six universities have 10-year increases exceeding this average: Eastern Oregon University increased 48.6%; Oregon Institute of Technology increased 33.6%; Oregon State University increased 41.6%; Portland State University increased by 49.9%; University of Oregon increased 31.1%; and Western Oregon University increased 31.7%.

Student diversity continues to increase within OUS. Because the federal methodology for collecting and reporting race/ethnicity changed this year, OUS cannot report exactly comparable data. However, in 2009, students self-identifying their ethnicity as Hispanic or their race as non-White increased from 17.8% in fall 2009 to 18.3% in fall 2010.



Student Progress and Completion

Performance Goal: Assure that students who enroll are college-ready and able to complete their degrees in a timely manner.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Freshman Retention within OUS [3]	80.3%	80.3%	79.8%	80.2%	79.5%	80.5%	79.8%	81.7%	82.4%
Freshman Retention at Institutions [4]	77.2%	77.0%	76.1%	76.5%	76.2%	77.7%	76.7%	78.6%	79.5%
Graduation Rate within OUS [5]	55.5%	57.0%	58.0%	58.7%	59.0%	59.7%	59.4%	58.9%	60.0%
Graduation Rate at Institutions [6]	49.1%	50.3%	52.0%	53.1%	53.5%	54.2%	53.8%	53.3%	54.2%

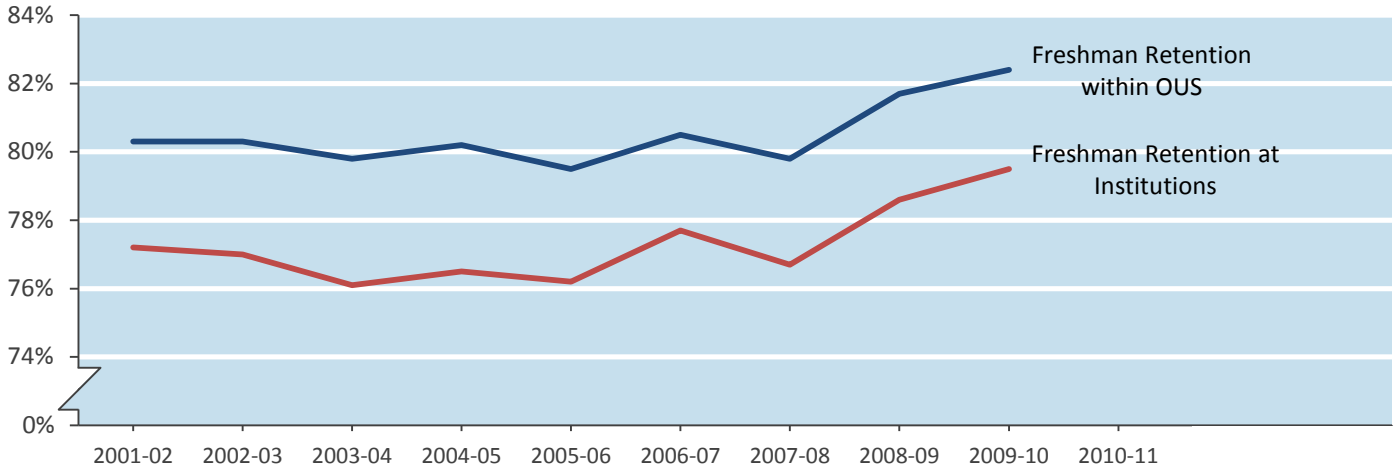
[3] Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

[4] Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

[5] Percentage of first-time, full-time freshmen entering an OUS institution and graduating from any OUS institution within six years

[6] Percentage of first-time, full-time freshmen entering and graduating from the same OUS institution within six years

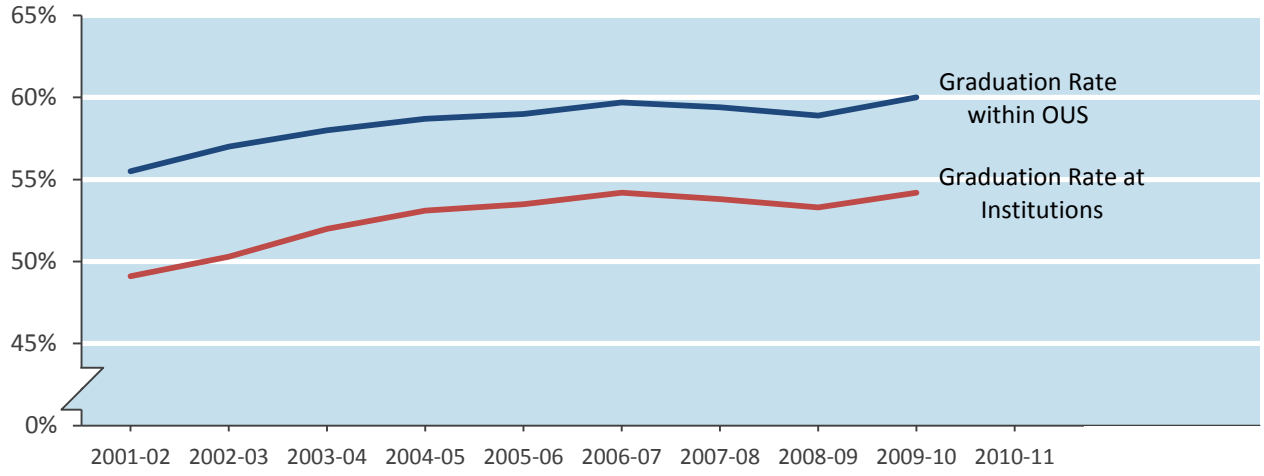
Continuing an upward trend which started last year, a record 82.4% of first-time freshmen entering OUS in fall 2009 returned for their sophomore year in fall 2010. A systemic focus on improving student retention at both the Board and campus levels appears to be resulting in positive change. Retention rates improved at five of the seven OUS campuses in 2009-10. This is despite the record enrollment of first-time freshmen in fall 2009. All OUS institutions have ongoing programs to recruit, support, retain, and graduate students. In addition to traditional programs designed to serve all students (e.g., orientation, advising, tutoring), a variety of programs are targeted at traditionally underrepresented students (e.g., TRIO Programs, early intervention and warning systems). According to ACT Educational Services, the 2009-10 OUS retention rate (excluding interinstitutional transfers) is well above the national average rate of 73.9% for four-year public colleges.



Following two years of slight decline, graduation rates within OUS returned to record levels, rising from 58.9% last year to 60.0% this year. Completion rates at the institutions of origin also returned to record levels—rising from 53.3% to 54.2%. Although the relationship between retention and graduation rates is not absolute, there appears to be a reasonable correlation between the half-percentage point increase in the 2004 cohort's retention rate and this year's increase in graduation rate of the same cohort. Similarly, the recent increase in the retention rate of the fall 2009 cohort will likely be reflected in 2015 graduation rates.

Historically underserved populations such as students of color or those from rural areas of the state tend to complete at rates lower than the system average. Graduation rates for African American, American Indian, and Hispanic/Latino students were significantly below the 2009-10 system average of 60.0% at 38.4%, 42.3%, and 46.2%, respectively.

While OUS reports rates for graduation within six years—in keeping with federal reporting standards of 150% of normal program length—the average time to degree for the 2004 cohort was 4.58 years, slightly more than the 2003 cohort's record low of 4.56 years. While declining in recent years, the OUS average time to degree has remained relatively consistent, averaging 4.60 over the past ten years.



Academic Quality and Student Success

Performance Goal: Commit to academic excellence and student learning, leading to subsequent graduate success.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Graduate Satisfaction [7]	-	81.7%	-	84.3%	-	86.1%	-	N/A	-	N/A
Graduate Success [8]	-	93.9%	-	97.3%	-	96.6%	-	N/A	-	N/A
Internships [9]	-	49.1%	-	83.8%	-	89.6%	-	N/A	-	N/A
Students per Full-time Faculty [10]	25.3	25.9	27.9	27.0	25.7	25.3	25.1	25.6	26.9	27.2

[7] Percentage of OUS bachelor's degree recipients rating the quality of their overall experience as "very good" or "excellent" on a 5-point scale

[8] Percentage of bachelor's degree recipients, surveyed six to twelve months following graduation, who report that they are employed, continuing their studies, volunteering, or working at home

[9] Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

[10] The ratio of fall FTE enrollment to full-time instructional faculty headcount

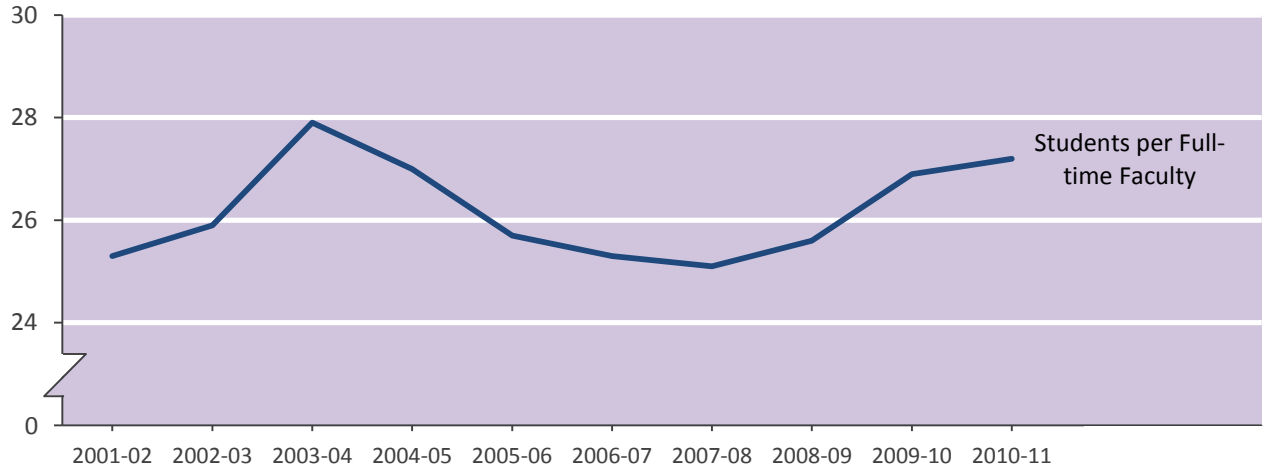
Data for three of four measures in this section (graduate satisfaction, graduate success, and internships) are derived from a biennial survey, the *One Year Later* report series. Survey data from the Class of 2007 were reported in the *2009 Performance Report to the Oregon State Board of Higher Education*, and the summary analyses are reiterated here. As a result of staff reductions within the Chancellor's Office, survey activity was suspended and data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Several OUS campuses participate in the National Survey of Student Engagement (NSSE), a study of currently enrolled students which also touches on areas related to graduate satisfaction and applied-learning activity. Campus analyses of these NSSE results, where applicable, are included in the campus-level results section of this report.

Levels of graduate satisfaction have been trending upward throughout the decade with 86% of 2007 graduates giving high ratings to their overall educational experience. Graduates reported generally high levels of satisfaction with the overall quality of instruction (88%), accessibility of faculty (85%), and availability of courses (80%). Graduates also expressed high levels of satisfaction with the availability of library resources (94%) and computer services (88%). Lower rates of satisfaction with academic advising in the major (65%) and academic support services (45%) suggest areas for improvement, particularly as institutions seek to improve retention and serve greater numbers of first-generation students.

Approximately 92% of 2006-07 bachelor's recipients were employed or seeking advanced educational opportunities (or both) one year following their graduation, and an additional 5% were engaged in another activity of their choice. In spring 2008 only 3.4% of graduates were actively, but unsuccessfully, seeking work—a proportion significantly lower than Oregon's 5.5% unemployment rate at that time. The percent of employed graduates working in Oregon declined from 80% for 2001 and 2003 degree recipients to 76% of those completing in 2007. Even without new data, it is reasonable to assume that the recent economic recession and accompanying unemployment rates—Oregon's seasonally adjusted unemployment rate held at 10.0% in March 2011—have had an adverse effect on the success of recent graduates.

Experiential learning through internship opportunities creates a way to enhance student success by providing an environment in which students can combine classroom knowledge with the realities and cultures of various jobs and industries. Almost 90% of 2006-07 graduates reported participating in at least one experiential learning activity. Among those completing an internship, over one-third (34%) indicated that the experience led directly to their employment.

The OUS ratio of students to full-time faculty increased for a third consecutive year in response to record enrollment growth in fall 2008, 2009, and 2010. The current ratio of 27.2 to 1 is approaching the high of 27.9 seen in 2003-04. The ratio of students to full-time faculty reflects the extent to which faculty are able to provide student advising, mentoring, thesis guidance, or work on extracurricular student projects. Institutional capacity to hire more full-time faculty remains a challenge as campuses teach record numbers of students in an environment of reduced state support.



Educated Citizenry and Workforce Development

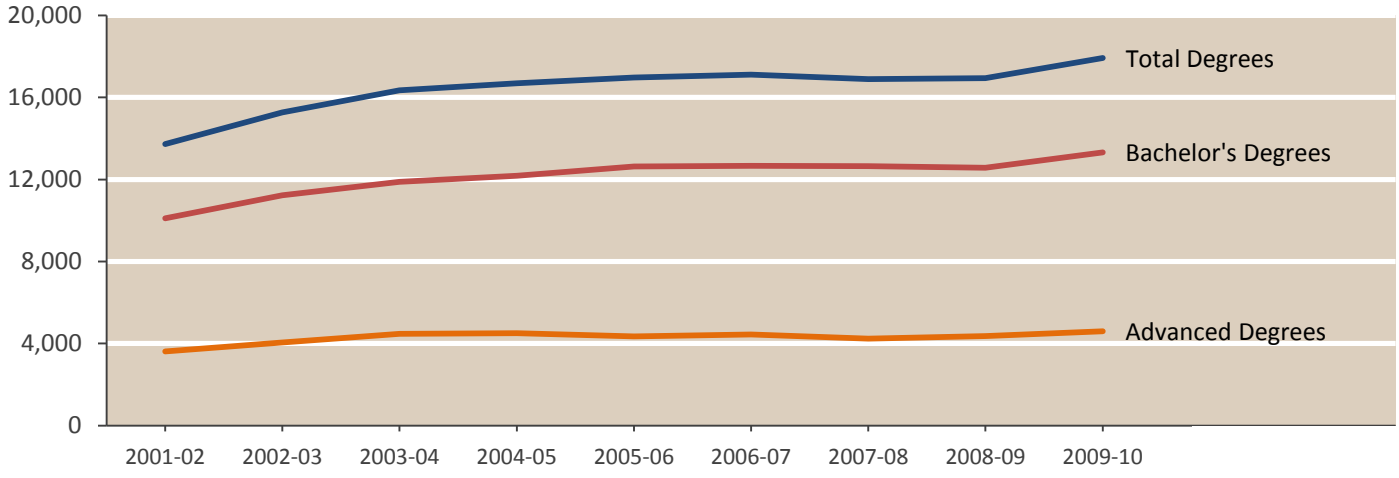
Performance Goal: Advance educational attainment in the state, providing the civic and economic benefits of an educated citizenry and a skilled and adaptable workforce, and addressing emergent and critical fields.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total Degrees Awarded [11]	13,729	15,274	16,349	16,694	16,974	17,116	16,897	16,944	17,920
Baccalaureate	*10,107*	*11,225*	*11,880*	*12,187*	*12,630*	*12,668*	*12,651*	*12,575*	*13,315*
Master's	*3,088*	*3,433*	*3,843*	*3,900*	*3,667*	*3,767*	*3,577*	*3,661*	*3,899*
Doctoral	*328*	*357*	*364*	*340*	*382*	*385*	*369*	*419*	*390*
First Professional	*206*	*259*	*262*	*267*	*295*	*296*	*300*	*289*	*316*

[11] Total number of bachelor's, master's, doctoral, and first professional degrees awarded annually

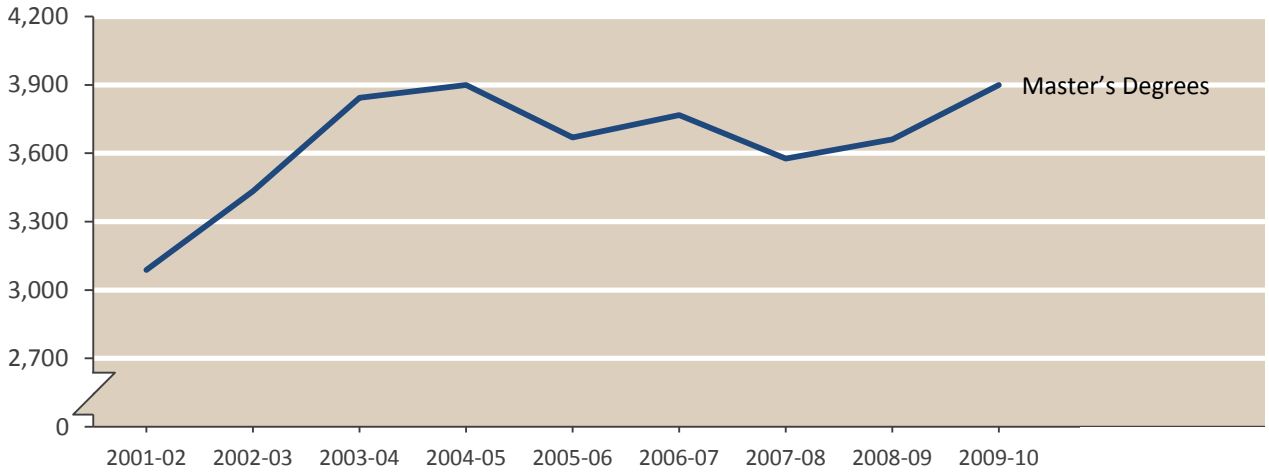
OUS degrees awarded reached record levels in 2009-10 with the award of 17,920 degrees, a 5.7% increase over 2008-09. Baccalaureate awards, which account for the largest proportion of earned degrees (74%), increased by 740 awards, or 5.9% over 2008-09. Several factors influence this increase, including higher retention rates for the freshmen classes of 2004 and 2006, stable enrollment of new undergraduates and community college transfers, and an economic recession which drives more students to complete their degree programs. Bachelor's awards will likely continue their upward trend as recent enrollment and retention gains affect degree production.

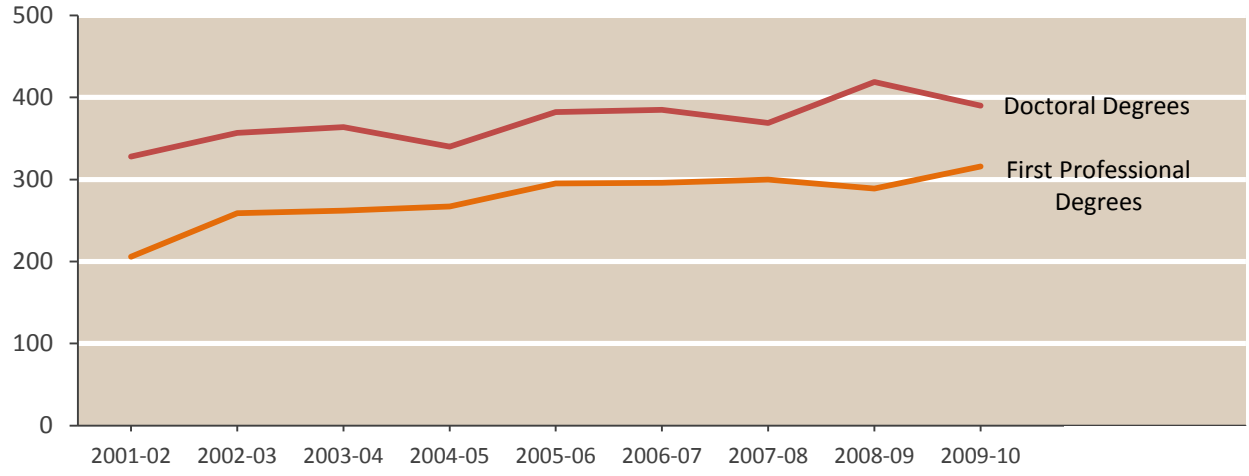
In general, advanced degree awards tend to be more variable than bachelor's awards. Total advanced degrees increased 5.4% in 2009-10 to 4,605, the second straight year of significant increase. Master's degree awards were the greatest driver of this with a 6.5% increase over the previous year while doctoral awards decreased 6.9%. Even with reduced numbers, 2009-10 doctoral degrees still represent the 2nd



highest number of doctoral awards granted by OUS. Increases in master's degrees may be attributed to students improving their employability during the economic downturn. Master's programs are typically one to two years to completion and show a strong correlation between increases in enrollment and degree awards. Doctoral programs, however, range between four and eight years from entering to completion, so those awards are more likely the result of earlier, stable enrollment levels.

Individual OUS institutions report annually on degree production or teaching endorsements in designated shortage areas. Adopted in 2001, these shortage areas address "high-tech" fields of engineering, engineering technology, and computer science, and specified education areas. Institution-specific data on established shortage areas are reported in the campus-level results section of this report.





Knowledge Creation and Resources

Performance Goal: Engage in the creation and dissemination of original knowledge in support of academic excellence and partnerships for innovation and economic development, and leverage the reputation and resources of OUS institutions to provide academic, economic, civic, and cultural benefits to Oregon and its communities

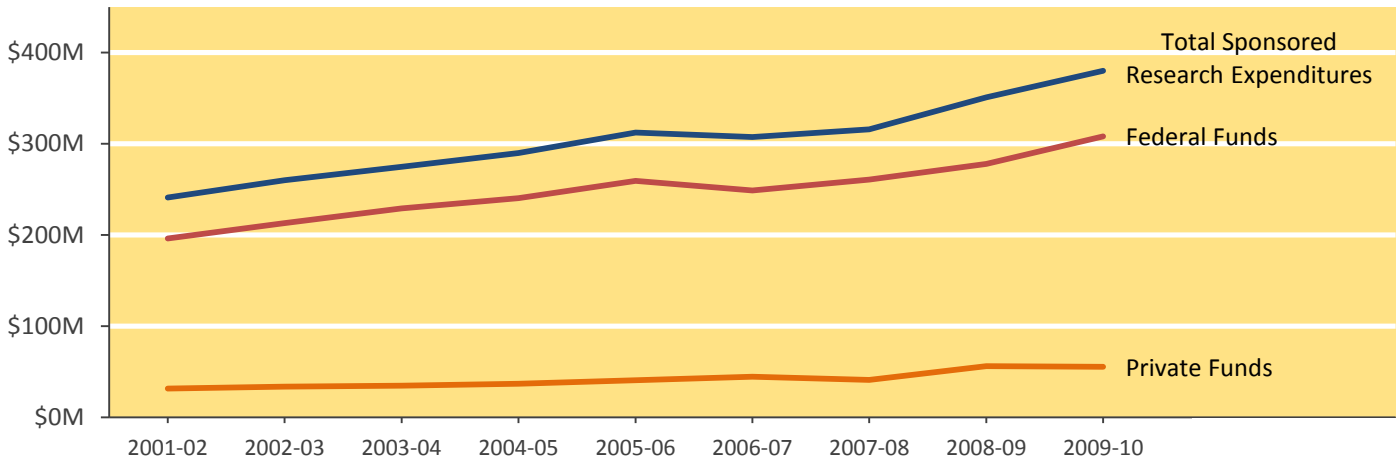
	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Sponsored Research [12]	$241.0	$260.0	$274.7	$289.8	$312.5	$307.3	$316.0	$350.9	$380.2
Federal Sources	*$196.0*	*$212.9*	*$229.1*	*$240.4*	*$259.2*	*$248.7*	*$260.7*	*$277.9*	*$308.3*
Private Sources	*$31.4*	*$33.5*	*$34.6*	*$36.9*	*$40.7*	*$44.5*	*$41.0*	*$56.2*	*$55.3*
State and Other Government Sources	*$13.6*	*$13.5*	*$11.0*	*$12.1*	*$11.9*	*$13.5*	*$14.5*	*$16.1*	*$16.1*
Philanthropy [13]	$740.6	$742.6	$856.2	$960.6	$1,068.4	$1,231.0	$1,384.5	$1,153.5	$1,206.6

[12] Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, and similar support. Expenditure detail includes restricted funds management and excludes gift aid. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures.

[13] Net assets of each foundation as reported in the audited financial statements of each institution ($ in millions)

A strong research enterprise energizes teaching and learning, attracts and retains a strong faculty, and informs the work of public and private industry. Total sponsored research in OUS increased significantly over the decade, growing 85.2% since FY00, from a total of $205.3 million to $380.2 million in FY10. In just the past year, sponsored research expenditures increased 8.3%.

Nearly all OUS sponsored activities (97% in FY10) are funded by sources other than state dollars. Federal sources account for the largest percentage of total expenditures (81% in FY10) and they provide a substantial economic impact in Oregon by attracting money from outside the state. Federal grants are

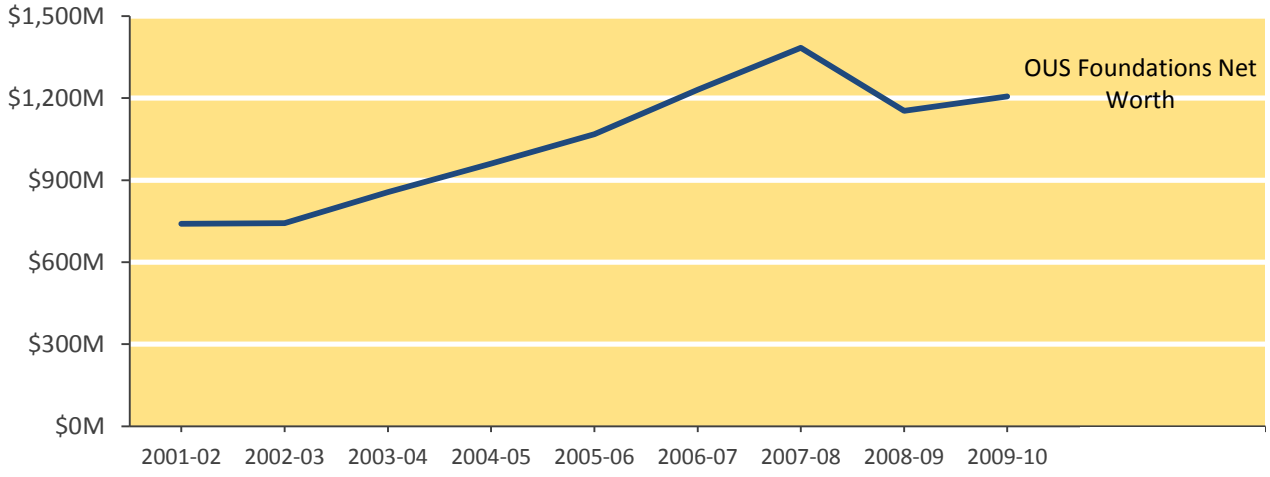


competitively awarded and, as such, provide a testament to the expertise and entrepreneurism of OUS faculty. According to the National Science Foundation's report *Academic Research and Development Expenditures: Fiscal Year 2008*, Oregon public universities (including OHSU) rank 17th in total expenditures from federal sources. On a per faculty basis, Oregon jumps to fifth among the 50 states in federal research and development dollars.

Privately funded research expenditures, which account for 15% of sponsored research, decreased by 1.6% between FY09 and FY10, but are still 34.9% greater than expenditures in FY08. State of Oregon funds ($11.5 million) and "other" government—local, foreign, other states, etc.— ($4.7 million) account for only 4% of total expenditures, and remained unchanged from FY09 expenditures.

The net assets of OUS foundations in FY10 increased by $53 million, or 4.6%. The increase primarily reflects a rebound in the market after losses in FY09 as a result of the global recession. Although investment returns and planned expenditures affect net assets from year to year, an increase over time is a good indicator of community support for the university. Foundation gifts are often restricted for specific purposes such as capital construction and maintenance, faculty support, student scholarships, and research funding and equipment. Many OUS campuses report that despite the recession, annual giving remains high and donations resulting from ongoing campaigns have helped to minimize market declines.

Please note that sponsored research dollars have changed from previous board reports. The changed data exclude gift aid and include indirect cost recovery to more accurately reflect expenditures. In most years this resulted in a reduction to sponsored research. As an example, in FY10 the decrease was from $385M to $380M, and in FY09 from $360M to $351M. This change did not affect reporting net assets in the OUS foundations.



Institutional Performance

Campus-Level Results

Knowledge Creation and Resources

Educated Citizenry and Workforce Development

Academic Quality and Student Success

Student Progress and Completion

Access and Participation

Eastern Oregon University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	2,978	3,418	3,287	3,338	3,533	3,425	3,433	3,666	3,957	4,137

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	810	918	769	862	823	794	799	880	1,027	1,043

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

EOU had a total of 4.5% increase in unduplicated headcount from fall 2009 to fall 2010, with a 7.1% increase on campus, a 9.4% increase online, and a 5.2% decrease on-site. The ongoing effects of retention resulted in an overall enrollment increase of 180 students, with the number of continuing freshmen increasing by 32% and continuing sophomores increasing by 26%. The online enrollment increase is attributed to economic conditions and the availability of academic and training-related programs for unemployed workers in the rural regions of Oregon. On-site enrollments continue to decrease due to job losses in the education sector, affecting headcounts in EOU's on-site MAT programs. EOU leadership on the Board's Rural Access and Affordability Committee, as well as the Board's support of low tuition at EOU, continues to enable access and enrollment growth in the rural regions of the state, accounting for a 1.6% increase in access for newly admitted undergraduates.

Campus Initiatives and Significant Accomplishments

EOU's relationship with the Training and Employment Consortium remains active and implementation of appropriate associate degree and certificate programs in 2009 is meeting the needs and expectations of students they were designed to serve. Recruitment initiatives begun in 2008 continue, including financial aid restructuring to help mid-range GPA applicants, a more systematic admissions communication process, revisits to high schools in the region, and a restructured website with a student-friendly portal -- all supported by high impact advising for all delivery modalities: on campus, online, and on-site. EOU has been able to meet increased demand for lower-division service courses through effective management of faculty staffing, adviser coordination, and scheduling.

Eastern Oregon University

Student Progress and Completion

Freshman Retention

Targeted Measure

	2000-01	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	65.4%	65.6%	66.2%	68.5%	65.4%	64.4%	54.1%	72.2%	66.7%		
Targets			70.4%	72.0%	70.0%	70.0%	70.0%	70.0%	66.0%	66.0%	66.0%
			66.4%	67.0%	65.0%	65.0%	65.0%	65.0%			

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Explanation of Performance Trend

Preliminary data shows retention of students from fall 2010 to winter 2011 at 95.4%, a 1.4 percentage point increase over the fall 2009 cohort. Preliminary fall to spring retention is 88.2%, a 2.6 percentage point increase over the previous year. A 5.5 percentage point decline in retention between fall 2009 and fall 2010 cohorts was due to a combination of external economic factors such as exhaustion of unemployment benefits and internal challenges in terms of cross-unit functional coordination which have subsequently been addressed effectively through campus efforts focused on institutionalizing high impact educational practices. Current retention rates are within more normative parameters set by the institution.

Campus Initiatives and Significant Accomplishments

EOU has implemented two cycles of improvement in the one-credit, two-term First Year Experience (FYE) seminar for college-ready students as well as added more sections of core general education classes to meet developmental needs in the Math and Writing areas. The FYE seminar appears to be working very well in orienting students to campus resources and assisting them in guided research on majors and careers. The online offering of the seminar was retooled in summer 2010 and aligns with the goals and outcomes of the on-campus offering. The seminar continues to be suppported by a rigorous first-year rolling advising program, enforcement of placement into appropriate Math and Writing courses to optimize student success, and an early intervention policy that enables faculty to notify students of problematic performance.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	68.0%	67.5%	69.2%	70.0%	68.7%	68.9%	58.0%	74.1%	70.6%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	24.6%	27.6%	32.8%	30.2%	33.3%	28.5%	26.6%	31.5%	32.1%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	37.4%	42.9%	45.1%	41.8%	40.2%	37.5%	38.6%	43.9%	42.8%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Retention within OUS: EOU's 5.5 percentage point decline in the retention of full-time first-year freshmen contributed to the 4.7% decline in retention for the same population at any OUS institution.

Graduation Rate: EOU's and the Board's attention to lower tuition for a price-sensitive rural population, increased support for student success, and financial aid packages for completers have contributed to EOU's 0.6 percentage point increase in graduation rates for 2009-10.

Graduation Rate within OUS: Students who started at EOU and graduated from any OUS institution declined by 1.1 percentage points. EOU's associate degrees, implemented in summer 2008, along with continued financial aid support for completers are expected to contribute to ongoing increases in graduation rates at EOU and within OUS over the next two years. As noted, institutional efforts focused on engaging high-impact practices throughout academic programs and co-curricular areas have been key piece of EOU's effectiveness in this regard.

Campus Initiatives and Significant Accomplishments

EOU faculty have mapped and aligned their curricula to university learning outcomes and have identified high impact practices in program-level curricula that close the achievement gap for underserved students and enhance their opportunities for success. This has been a unified effort across the curriculum and has resulted in greater attention to ladders of learning that enable student success into the sophomore year, where curriculum revision is yielding interesting cohort models as students prepare to move into their majors.

Eastern Oregon University

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		84.8%		92.5%		81.9%		N/A		N/A	
Targets				88.0%		89.5%		90.0%		90.0%	
				83.0%		84.5%		85.0%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

Although survey data is not available for 2008-09, The 2009 National Survey for Student Engagement (NSSE) data indicates that 80% of seniors are satisfied with EOU and would choose EOU again - a decline of 1% from 2007 NSSE data. The 2011 NSSE survey is currently in process.

Campus Initiatives and Significant Accomplishments

OUS and EOU's endorsement of the Liberal Education and America's Promise (LEAP) essential learning outcomes has led to the development and use of rubrics to assess student learning outcomes. Learning outcomes assessment in general education and program portfolios, while still in the beginning stages, are guiding program and educational changes that promise greater graduate satisfaction.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		97.8%		99.2%		95.7%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				93.2%		94.7%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	28.7	28.6	28.0	26.7	26.0	23.9	23.5	24.3	28.6	27.3

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

Student-to-faculty ratios have returned to previous highs (2002-03) due to enrollment increases in lower-division and online courses.

Campus Initiatives and Significant Accomplishments

Greater awareness of the connection between applied learning and employability as well as the integration of internship and practica opportunities into most degree programs continues to contribute to the employability of EOU graduates. The increased student-to-faculty ratio has not yet impacted upper-division courses, where students continue to enjoy one-to-one opportunities to interact with faculty in undergraduate research, internship, and capstone work. We have also completed new faculty hires in key program areas, whose impact has been most immediately apparent at the lower division.

Eastern Oregon University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	458	580	660	607	611	673	701	633	685	685	
Targets			432	470	720	740	760	760	670	670	670
			416	460	680	700	720	720			

Total number of bachelor's and master's degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	15	33	27	17	23	10	20	20	14		
Targets									25	25	25

Total number of teaching endorsements in mathematics and science awarded in a given year
Note: Data definition was adjusted in 2007 rendering earlier targets obsolete

Explanation of Performance Trend

Total Degrees Awarded: EOU has experienced steady growth in full-time first year enrollments since 2008 and is beginning to see increased degrees awarded as a result. Transfer student enrollments from seven designated community colleges have also continued to increase and are beginning to impact the number of degrees awarded. Economic conditions and steady tuition increases continue to impact students stopping out or slowing down their academic pursuits.

Endorsements in Shortage Areas: According to the Teacher Standards and Practices Commission (TSPC) report (2010), EOU awarded 14 initial endorsements in the mathematics and science areas in 2009-10: Advanced Math (2), Basic Math (2), Biology (4), Chemistry (2), Integrated Science (1), Middle School Science (2), and Physics (1). EOU is experiencing a fluctuation in their trend in teaching endorsements in Math and Science due to loss of public school education sector jobs. Nonetheless, additional efforts in putting together financial aid packages aimed at program completion better support students moving through the programs. These aid efforts have positively impacted program recruitments and contributed to student completion.

Campus Initiatives and Significant Accomplishments

With the 2009 implementation of targeted associate degree programs in Business and Education, total degrees awarded are expected to increase beginning in 2011. In 2008-09, EOU completed reconfiguration of its Math Studies degree to meet regional needs for the teaching endorsements in Mathematics. Given the program admission structures and the cohort-based nature of the educational programming, EOU expects to begin increasing endorsements in the Mathematics area over the next several years.

Eastern Oregon University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$3.3	$2.6	$3.4	$3.1	$3.6	$2.5	$2.5	$2.5	$2.4	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

EOU's steady performance trend indicates that faculty are successful in competing for grants that contribute to our undergraduate research curriculum.

Campus Initiatives and Significant Accomplishments

EOU has submitted a Head Start Triennium Proposal, as well as a letter of intent for a Lumina Foundation grant. Engineering Technology and Industry Council (ETIC) state initiative funding has doubled almost every biennium since it was first awarded. Altogether strong faculty research and scholarly efforts continue to enable and support a strong instructional focus on undergraduate research opportunites throughout EOU's range of academic programs, signalled most notably in the high acceptance rates EOU graduates enjoy for professional, medical, and health professional programs. EOU also proudly experienced the awarding of the Truman Scholarship to one of our current students this year.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$2.1	$2.7	$2.4	$2.7	$3.0	$3.7	$4.1	$4.9	$7.0

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	82.8%	84.0%	87.4%	86.0%	96.0%	93.7%	90.4%	94.0%	94.8%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

Philanthropy: Since 2007, EOU has engaged in more intentional gift campaigns and the number of donors has increased as a result. In 2009-10, EOU recorded a number of planned estate and multi-monetary gifts.

Campus Initiatives and Significant Accomplishments

In 2009-10, EOU moved into the planning and development phase of a multi-million dollar fundraising campaign. Following President Davies' hire and subsequent first year, EOU began a public relations campaign throughout the region. A massive legislative/government relations campaign resulted in alumni donors advocating on behalf of EOU to the Oregon Legislature. EOU also launched a brand promise program culminating in new messaging for the University: "The University that works with you."

Eastern Oregon University

Mission-Specific Indicators

Transfer Students Attending EOU

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual					100.0%	101.3%	107.3%	116.1%	125.1%		
Targets									108.0%	110.0%	112.0%

Number of transfer students who attend EOU, represented by the percent of the base number (2005-06) of transfer students from seven designated community colleges. The seven partner Oregon community colleges are Blue Mountain, Chemeketa, Mt. Hood, Rogue, Southwestern, Treasure Valley, and Umpqua. 2005-06 is the baseline for % increase
Note: Measure was established in 2007

High School Graduate Yield

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual					5.7%	5.9%	5.2%	5.1%	5.9%		
Targets									7.0%	8.0%	8.0%

Proportion of 12-county high school graduates who attend EOU, represented by the percent of students from twelve eastern Oregon rural counties who attend EOU. The twelve eastern Oregon counties include: Baker, Gilliam, Grant, Harney, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler

Note: Measure was established in 2007

Explanation of Performance Trend

Transfer: In 2009-10, EOU experienced an 8.9% increase in transfer students from the seven designated partner Oregon community colleges. Of the 523 transfer students, 28% are from Blue Mountain Community College, 20% are from Mount Hood Community College, and 18% are from Chemeketa Community College. EOU has robust Education and Business cohort-based pathway programs at Blue Mountain and Mount Hood, but recently discontinued its on-site Business program at Chemeketa. In addition to on-site cohort-based pathways, EOU's La Grande campus began forging pathways between all Oregon community colleges and EOU degree programs. These pathways were completed as of the beginning of the 2009-10 academic year, and they are supported by strong advising on site and at regional centers but now require course-by-course articulation agreements. EOU also offered full-time and part-time Transfer Scholarships and Transfer Need Scholarships for the first time in 2008-09 which contributes to the continued increase in transfers.

High School Graduate Yield: Of the High School completers in the twelve eastern Oregon rural counties recorded by the Oregon Department of Education for 2008-09, 5.9% matriculated at EOU in fall 2010. A large proportion of those students are from Union County, indicating that EOU continues to meet the needs of students in the region.

Campus Initiatives and Significant Accomplishments

Transfer: Pride grants as well as academic and need-based Transfer Scholarships have resulted in increased interaction between regional advisors and financial aid personnel, indicating increased accessibility to a four-year degree for rural students eligible for Transfer Scholarships. Regional and on-site advisors, who have a good reputation for high impact advising, have also been instrumental in assisting students with the transition from community colleges to EOU through pathways that make a four-year degree accessible, affordable, and attainable

High School Graduate Yield: Rural Access funds were utilized to support recruitment efforts in EOU's twelve-county region beginning in January 2008. In 2008-09, EOU initiated return visits in Union County. Rural Access funds supported recruitment of Hispanic and Native American high school students in Umatilla and Malheur counties. A HeadStart Triennium Proposal as well as a letter of intent for a Lumina Foundation grant were submitted this past year to address growing needs for high impact pedagogies and intervention practices for students in the region.

Oregon Institute of Technology

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	3,088	3,139	3,236	3,373	3,351	3,157	3,318	3,525	3,927	3,797

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	709	700	672	725	670	694	755	787	857	821

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

In fall 2010 there was a decrease in headcount of 130 students or 3% of total headcount enrollment compared to fall 2009. The decrease in FTE, however, was not as significant as the drop in headcount. FTE only decreased by 12 (2,576.3 FTE in fall 2010 versus 2,588.3 in fall 2009). The High School Advanced Credit Program contributed 101 of the 130 student decrease, but as these students enroll in only one course per term FTE was not as affected as headcount. New admits from high school also enrolled at lower rates this year. In fall 2010 there were 299 new admits from high school compared to 368 from the prior fall.

Oregon Tech's tuition rates also increased in 2010 which may have been another factor contributing to the decline in enrollment of new freshmen. Tuition rates for 2010-11 incorporate all undergraduate universal and programmatic resources fees as specified by the Resource Fee Policy. The average tuition increase for Oregon Tech was 6.2% over the prior year.

Campus Initiatives and Significant Accomplishments

An enrollment management consultant was hired in January 2011 to advise on recruitment strategy, to help develop internal processes for more targeted recruiting efforts, to ensure scholarships and fee remissions are being leveraged to the greatest benefit to students, and to help set enrollment targets. Of particular importance is targeted recruitment to out-of-state students, a renewed focus on increasing numbers of first time freshmen in the enrollment pipeline, and enrollment increases and special fee remissions based on the enrollment capacity of academic programs.

Oregon Institute of Technology

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	68.9%	71.2%	72.1%	68.8%	66.9%	75.8%	68.7%	70.9%	70.4%		
Targets			72.2%	73.0%	73.7%	74.3%	75.0%	75.5%	75.8%	76.0%	76.0%
			70.6%	70.0%	70.3%	70.6%	71.0%	71.5%			

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Explanation of Performance Trend

Although there may be fluctuations from year to year, the five-year average for freshman retention at Oregon Tech is 70.5%. Beginning winter 2011 Oregon Tech will be renewing efforts to recruit first time freshmen. The entering cohort of these students will grow strategically along with efforts to retain them as a result.

Campus Initiatives and Significant Accomplishments

Oregon Tech continues to engage students academically and through student support services in order to help retention to graduation. Some of the current retention -- and ultimately graduation -- strategies include: a student success team consisting of faculty and student affairs staff that meets weekly to discuss students who are having academic difficulty; an increased number of student success seminars, including ones specifically designed for students who did not perform well academically after their first term of attendance; involvement of residence life staff in directing students living in residence halls to be connected to campus and to student resources; and an additional mentoring component for first year students through the Expanding Participation in Computing (EPIC) program.

Other programs which have been on-going include ROAD (Registration, Orientation, Advising and Discovery), ACAD courses on student academic success, career exploration and stress management; supplemental instruction through the First Year Experience (FYE) program, tutoring, a Center for Learning and Teaching, as well as the Technical Opportunities Program (TOP) for students meeting very specific financial, first generation, and other need-related criteria.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	73.7%	76.5%	75.4%	73.1%	70.6%	78.3%	72.0%	76.7%	76.1%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	41.1%	42.1%	41.8%	38.8%	41.9%	41.9%	40.6%	41.0%	42.2%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	47.0%	48.2%	48.0%	46.4%	46.1%	50.2%	50.6%	49.1%	49.2%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Oregon Tech's graduation rate has increased by 1.2 percentage points over last year, the highest rate in a ten year history.

Campus Initiatives and Significant Accomplishments

With large graduating classes starting in 2010-11, recruitment of new students and retention of existing students will become increasingly important. The same initiatives for retention also pertain to increased graduation rates. Additional activities fostering increased graduation rates include the Center for Learning and Teaching (CFLAT) which works with faculty and staff to identify students who are at risk of stopping out before the academic probation stage, as this may be too late for successful intervention. Tutoring use by students has increased every year, and with increased numbers of pre-majors enrolling in Portland area programs, more tutoring is in effect there than in the past. Each year, additional faculty are also trained in developmental advising. All of these initiatives have contributed to this improved graduation rate.

Oregon Institute of Technology

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		86.7%		86.9%		91.9%		N/A		N/A	
Targets				93.0%		93.0%		93.0%		88.5%	
				86.0%		86.0%		86.0%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

Although the source survey for these data on OIT graduates is indefinitely suspended, student satisfaction continues to be a hallmark of the OIT experience.

Campus Initiatives and Significant Accomplishments

OIT has developed an assessment plan that reflects common themes across all academic programs representing student outcomes related to general education as well as program level assessment related to educational objectives within specific program areas. Departmental results include evidence of learning as well as plans for the improvement of teaching and learning. Beginning in 2007-08, each of the eight Institutional Student Learning Objectives (ISLO's) are assessed every six years. The National Survey of Student Engagement (NSSE) will be administered again in winter 2012. For more information, please see http://www.oit.edu/faculty-staff/provost/assessment.

Oregon Institute of Technology
Academic Quality and Student Success

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		93.3%		94.6%		98.5%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				87.7%		91.9%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	19.3	19.6	21.4	20.6	18.8	17.0	18.8	19.0	20.1	20.3

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

The student to full time faculty ratio has been slowly increasing since 2005.

Campus Initiatives and Significant Accomplishments

Applied degree programs, student and graduate success, statewide educational opportunities, and public service are all core themes of Oregon Tech's mission. Not only are the vast majority of Oregon Tech graduates employed after completing their degrees, but most are employed within degree-related fields. According to the most recent alumni survey administered to the class of 2009 six months after graduation, 92% of Oregon Tech graduates were either employed or continuing their educational endeavors. (The overall response rate for bachelor's degree recipients was 287 out of 488 graduates or 59%) Of the students who responded, 71% were employed in degree related jobs, with those who were employed full time having median salaries of $55k per year. Source: OIT Survey of Recent College Graduates, Class of 2009. Oregon Tech's student faculty ratio is climbing steadily upward as witnessed by the ratio change from 17:1 to 21:1 in only 5 years. This is due to space limitations, tuition increases, and budget reductions in some departments.

In addition, Oregon Tech connects companies to its best and brightest students for internship and scholarship opportunities. For example, Oregon Tech's newest opportunities are for companies or

students to receive funded internships through the US Department of Labor for Energy Sector partnership. Another is through the US Department of Energy for Strategic Training and Education in Power Systems (STEPS). Other resources available to students include the Business Education Compact (BEC), Multiple Engineering Cooperative Program (MECOP), and Oregon Tech Career Services. BEC is a year-round internship placement service for interested students. Their services provide students with an abundance of internship opportunities nationwide for engineering, health care, and management fields. Oregon Tech has been affiliated with MECOP since 2001. This partnership provides internship opportunities for Oregon Tech students in Oregon's leading manufacturing companies and firms that employ a wide range of engineering disciplines.

Oregon Institute of Technology

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	360	369	410	496	461	492	438	495	497		
Targets			319	375	380	385	390	395	475	500	525
			307	365	367	369	370	375			

Total number of bachelor's and master's degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	178	154	182	181	185	181	142	186	179		
Targets			171	225	225	225	225	225	200	205	200
			159	187	160	170	180	190			

Total number of degrees awarded in engineering, engineering-related technologies, and computer science

Explanation of Performance Trend

The number of graduates is expected to increase next year although awards were relatively flat in 2009-10. In 2010-11, OIT expects to exceed the previously set targets.

Campus Initiatives and Significant Accomplishments

Oregon Tech is educating students for new jobs in green, high tech employment sectors. Renewable Energy Engineering, the first program of its kind in the country, began in 2005 and now has the highest enrollment of any major at Oregon Tech. Overall degrees and degrees in designated shortage areas are both expected to improve in 2011, as approximately 600 students are expected to graduate. This is an additional 100 students from prior years, and will be primarily due to the first large class graduating in Renewable Energy Engineering. Graduates from this program will be prepared for graduate study or for immediate employment as field engineers, energy auditors, system integrators, component designers, inspectors, and energy planners.

Furthermore, Oregon Tech's new building slated to open 2012 in Wilsonville will allow use of approximately 400 students at the outset, with the number growing to over 2,000 over the next 20 years. Oregon Tech plans to offer Mechanical, Software, and Electronics Engineering Technology as well as Renewable Energy Engineering. Additionally, this site will also offer courses for prospective paramedics taught jointly with Tualatin Valley Fire and Rescue, as well as an Applied Clinical Sciences program offered in conjunction with Oregon Health and Science University. The location is also ideal for hands-on learning and internship opportunities with neighboring industry and would consolidate four existing facilities in Portland and Beaverton. In addition to the engineering and technology programs listed in the current degree shortage areas, Oregon Tech offers degrees in many of Oregon's areas of job growth, like health care and dental hygiene.

Oregon Institute of Technology

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$1.9	$2.4	$3.1	$3.7	$4.8	$4.6	$4.8	$5.5	$4.4	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

The average expenditure over the past 5 years is $4.6 million. The expenditure reported in 2009-10 is on target with that average.

Campus Initiatives and Significant Accomplishments

Oregon Tech plans to have increased expenditures in this area for 2010-11 for geothermal, a partnership grant with the Department of Energy, laboratory equipment, and for new software. From federal sources, 2.4 million dollars will be expended on the deep geothermal well project, providing a learning environment for students interested in renewable energy as well as a power source for the institution. OIT will hire six faculty and staff, and develop five new labs with the resources as a result of the Electric Power Engineering Education partnership grant. In addition, $120,000 will provide some grant support, in the form of stipends to students, for 30 internships with industry partners in the energy sector. Other examples include a $325,000 federal earmark for laboratory equipment for Oregon Tech's Clinical Lab Science program in Portland as well as $90,000 for document imaging software for the campus. Furthermore, the Office of Innovation & Technology Transfer (OITT) was recently established in order to facilitate the development, dissemination, protection, transfer, licensing, and commercialization of technology, inventions, and creations developed by professors, staff, and students.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$13.1	$13.1	$14.5	$15.7	$22.1	$24.5	$20.3	$15.6	$16.7

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual							100.8%	102.8%	101.9%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

In 2009-10, Oregon Tech experienced a 7% increase in philanthropy over the prior year. Oregon Tech has a new approved group of peer institutions as of June 2010. Although OIT seems to be above peers in terms of total compensation, the selection of an adequate sample size of peer institutions that match OIT in terms of programs offered was challenging. The selection process is complicated by the fact that there are very few institutions at the baccalaureate level that have the same program mix as OIT. It was therefore decided that the peer group would contain seven institutions that compare favorably with engineering and technology programs, seven institutions that compare well to allied health programs, and that two institutions would compare to OIT as a whole. Also please note that this group of peers had to be increased by an additional set of six institutions in order to garner CUPA data for discipline specific salary comparisons.

Campus Initiatives and Significant Accomplishments

The drop in philanthropy in 2007-08 was the result of cutting development staff from 11 FTE to 2.3. The significant accomplishment during 2009-10 was closing the fundraising on the Martha Anne Dow Center for Health Professions. Oregon Tech raised $2.4 million in order to receive a $1 million Kresge Foundation Challenge Grant to fund the final stage of construction for this project. The Kresge Foundation is a national, private foundation that seeks to influence the quality of life for future generations by supporting nonprofit organizations in six fields of interest: health, the environment, community development, arts and culture, education and human services. Oregon Tech's major focus for 2011-12 is fundraising $6 million for the Wilsonville building and for the construction of appropriate labs within it.

Oregon Institute of Technology
Mission-Specific Indicators

Women Enrolled in Engineering-Related Fields

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	129	101	86	93	92	89	92	114	139	139	
Targets			136	117	117	117	117	117	110	115	120
			130	106	106	106	106	106			

The number of women enrolled in undergraduate or graduate engineering, engineering-related technologies, or computer science programs
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

New Transfer Student Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	77.0%	74.8%	72.7%	72.4%	77.0%	80.7%	77.2%	78.2%	74.2%		
Targets			76.5%	77.0%	77.5%	78.0%	78.5%	79.0%	81.0%	81.5%	82.0%
			75.5%	76.0%	76.5%	77.0%	77.5%	78.0%			

The percentage of new full-time transfer students who return to OIT for a second year

Explanation of Performance Trend

The number of women in engineering related fields has remained constant from prior years. This number will increase once capacity is built in these programs through the building project in Wilsonville.

Although the number of new transfer students continues to increase, the retention rate of these students fluctuates from 2-4% every year.

Campus Initiatives and Significant Accomplishments

One initiative for traditionally underserved students in technical fields is the Expanding Participation in Computing (EPIC) program. Through scholarships in science, technology, engineering, and mathematics, EPIC is designed to motivate and enable low-income and academically talented students – especially women, members of minority populations, students with disabilities, first-generation college students and those from rural communities – to earn baccalaureate degrees in computer engineering technology, software engineering technology, and information technology at Oregon Institute of Technology. Students selected into the program will receive an award up to $6,100. Students may use the scholarship award for tuition, books, supplies and/or equipment.

Oregon State University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	18,032	18,774	18,974	19,159	19,236	19,362	19,753	20,320	21,969	23,761

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	4,426	4,119	4,128	4,018	3,998	4,158	4,236	4,412	5,027	5,324

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

Oregon State University's vision is to serve the people of Oregon as one of America's top 10 land grant universities. Attainment of this vision requires the achievement of two general goals: building on Oregon State University's long tradition of academic excellence and increasing access to an OSU education for a wide range of Oregonians.

One of the many outcomes of OSU's 2004 Strategic Plan was the development of an enrollment management plan to foster controlled growth in student enrollment, with a focus on increased diversity of the student population and on raising the proportion of out-of-state and graduate students in the student mix. Part of this growth was to be delivered via Extended Campus sites (on-line instruction) and on the Cascades campus in Bend, Oregon.

Overall enrollment has risen each of the last ten years. However, the growth rate dropped in 2003-04 from 4.1% to 1.1% and for the next three years remained nearly flat at 1.0% or less. In 2007-08, enrollment grew at 2.0% while the following year it improved to 2.9%. This slightly exceeded enrollment management targets set in 2007 but, in general, matched over-all enrollment plans. The downturn in the economy and reductions in the job market greatly increased enrollment growth, with each of the last two years posting rates above 8%.

Target areas in the enrollment management plan have grown at very healthy rates. While the overall enrollment grew by 22.7% from 2006-07 to 2010-11, enrollments in Extended Campus offerings grew by 84% and at the Cascades campus by 37%. During the same period, out-of-state undergraduate enrollments grew by 84% and minority students (not including international students) grew by 34%. Tuition paid by out-of-state students has allowed OSU to increase the number of Oregon residents it can accommodate.

New undergraduate enrollments (first-time freshmen and transfers) decreased sharply from 2001-02 to 2005-06. Growth jumped starting in 2006-07, with increases in the last three years of

4.2%, 13.9% and 5.9%. As with the general enrollment rates, the 13.9% reflects both planned increases and the effect of the economic downturn, which resulted in more people seeking an OSU education.

Oregon State University is well on track to meeting its contributions to OUS enrollment targets . An OSU education develops graduates who contribute to the civic, economic, environmental, and social foundations of society. Such enrollment growth will help energize Oregon's economy and improve the lives of all Oregonians.

Campus Initiatives and Significant Accomplishments

Oregon State University remains committed to its access mission as the state's land grant university, where student success is its top priority. However, as state general fund resources have diminished, providing a quality education to meet exploding student enrollments has proven challenging.

To ensure that financial need is not a barrier to student access, OSU has embarked on a campaign to raise scholarship funds and provide extra support for the most financially needy students. To date, the University has raised over $100 million in scholarship funds under its capital campaign.

OSU's Bridge to Success financial aid program provides gift assistance to Pell and Oregon Opportunity Grant eligible residents and covers the full cost of tuition and fees for approximately 2,600 students, and books and supplies for about 50% of Bridge recipients.

Oregon State University has increased capacity in its University Honors College to attract high achieving students and targeted increases in international students to create a more diverse educational environment.

Oregon State University

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	79.6%	80.9%	81.1%	80.3%	80.9%	81.6%	80.8%	82.6%	83.1%		
Targets			81.0%	82.0%	83.0%	84.0%	85.0%	85.0%	83.1%	83.5%	84.0%
			80.0%	80.5%	81.0%	81.5%	82.0%	82.0%			

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Explanation of Performance Trend

Freshmen retention is one of the key performance metrics in Oregon State University's implementation of its strategic plan. The current goal is to attain a rate of 85% by 2012-13.

Oregon State University achieved an eight year high of 83.1% in its freshmen retention rate, a 0.5 percentage point increase following a nearly 2 percentage point increase the prior year. The preceding six years showed minor fluctuations around the 81% retention rate level. OSU's recent program implementations, aimed at increasing freshmen retention, have already demonstrated a return on that investment. In addition, the poor economy may be a factor in the increased retention, as it has been for other institutions.

Campus Initiatives and Significant Accomplishments

Over the past two years, the Provost committed significant resources ($1.3 million in academic year 2009-10 and $2.2 million in 2010-11) to open additional sections of high-demand courses critical to students' timely progress.

OSU has increased academic support services for high risk classes (e.g. supplementary instruction, subject area tutoring in residence halls, and expanded writing tutoring), expanded first-year orientation courses, and developed first-year advising enhancements.

Two years ago, OSU launched a new "September Scholars" summer bridge program for students who face greater-than-average academic challenges upon entering OSU, while continuing to offer the summer BEST Bridge Program for Student Athletes—both programs designed to introduce and engage students in university life while providing academic challenge and support.

OSU recently completed a study of the pre-college and OSU academic performance factors that predict student attrition from the first year to the second. OSU is using the results of this study to develop plans to enhance programs so that they more effectively improve freshmen retention.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	82.5%	83.8%	83.9%	83.5%	83.3%	84.1%	83.7%	85.4%	85.5%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	58.8%	60.6%	59.8%	61.1%	59.8%	60.8%	62.0%	60.5%	60.2%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	63.7%	65.1%	64.8%	65.1%	65.0%	65.6%	66.7%	64.8%	65.3%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Freshman retention for Oregon State University students retained to any OUS institution has typically been about 3 percentage points higher than the retention within Oregon State University alone, but in recent years this has narrowed and 2009-10 it was 2.4% higher. While the overall increase in both the OUS and OSU freshmen retention rates may reflect effects of the economy, the narrowing of the gap may be due to the impact of OSU's new initiatives. OSU is also committed to reducing the gap in retention rates and graduation rates among different groups on campus.

Six year graduation rate are key performance measures in Oregon State University's strategic goals. OSU recognizes that degree attainment is the clearest demonstration of the knowledge and skills that have been imparted to its students. But by the definition of this graduation rate, it takes at least six years before one can measure the impact of programmatic efforts.

Many factors impact student persistence to graduation. Some students may find it difficult to fit in to a large research university or they may not find the majors or programs they are interested in. Other students have personal, financial, family, or behavioral issues that interfere with their academic success. The University has strong impact in some areas but limited control in others. For example, offering the classes that students need, providing solid academic advising, financial aid, psychological counseling, academic support, and student activities all contribute to keeping students at the University, but these may not overcome students' personal plans or particular needs.

Graduation rates for Oregon State University and transfers to other OUS institutions have been flat, with the last 5 years averaging about 60.7% for students graduating from Oregon State University and 65.5% for students who started at Oregon State University and graduated from any OUS institution. These rates may

be affected less by the economy, as they represent cohorts that started well before the economic downturn.

Note that while OSU graduation rates have remained flat, the number of enrolled full-time, first-time freshmen has grown, thus ensuring that there will be more bachelor's degree graduates. For example, the graduation rate for 2002-03 is based on the 1996 entering freshmen cohort. That year, OSU enrolled 1,833 first-time freshmen, 1,077 of whom graduated from OSU within 6 years. In 2010, OSU enrolled 3,696 – if the typical graduation rate holds, 2,225 of these students will receive degrees from Oregon State University within the next 6 years.

Since OSU has a mandate to provide wide access to quality education, it brings in a broad range of students, with differing life goals and academic preparation. Such a range invariably includes students who may decide in the course of their studies that they wish to seek an alternate path.

Campus Initiatives and Significant Accomplishments

Oregon State University has redesigned its model for academic advising to focus on developmental advising and to ensure students have a deeper understanding of the Baccalaureate Core and requirements for their academic programs of study. The intent is to ensure that students develop a plan for successful degree completion within 4 years, if possible. In addition, OSU is redesigning its orientation programs to strengthen students' abilities to manage expectations around their academic experience, and to provide students with strategic co- and extra-curricular opportunities that are keys to student success. OSU will also commence a study of six-year graduation rates to better understand who is not graduating and the factors that predict non-graduation.

The University recently implemented the Sungard SCT Degree Works audit system to provide critical support to advising, progress auditing, degree clearance, and course access planning.

The University is piloting an early alert system to identify at-risk students in foundational courses to provide appropriate intervention to those students in a timely manner.

OSU has committed to providing renewable financial aid packages to all needy students who make academic progress toward their four-year degree. In 2010-11, institution data shows 11,459 undergraduate Oregon resident students received some form of financial assistance (about 75%).

Oregon State University

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		82.2%		84.8%		89.7%		N/A		N/A	
Targets				82.0%		84.0%		85.0%		85.5%	
				72.0%		79.0%		80.0%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

The perception of recent graduates on the quality of their educational experience is a valuable cross-check on the effectiveness of university instruction, especially as the graduate's assessment comes when they have some experience implementing what they have learned.

It is unfortunate that survey results could not be gathered for recent years. The most recent data available, for 2006-07 shows a solid jump from about 85% to nearly 90%. This jump matches results from OSU's National Survey of Student Engagement (NSSE), given to enrolled undergraduates from 2003 to 2010. In the NSSE the percentage of seniors rating their "entire educational experience" as "good" or "excellent" increased from 81% in 2005 to 83% in 2010. While this is indirect evidence for graduate satisfaction, it supports the likelihood that satisfaction remained extremely high during the years without surveys of graduates.

Campus Initiatives and Significant Accomplishments

Oregon State University has improved academic advising through the campus-wide adoption of advising outcomes and standards, and through the creation of a centralized organizational structure for head advisors. In fall 2010, OSU implemented recommendations from the 2010 First-Year Advising Task Force; these included an online degree audit system, structural and systems changes, and new advisor professional development and training. The University addressed course access issues through the infusion of nearly $1.3 million in key first- and second-year Baccalaureate Core courses.

We have implemented student support services for students in high-risk classes over the past three years, and we are formulating plans to expand this support to include introductory courses in physics and chemistry. OSU revised the curriculum to improve the quality and rigor of first-year orientation courses, which now serve approximately 75% of entering students.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		94.3%		97.8%		97.6%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				79.1%		97.2%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	26.0	26.9	29.3	27.2	25.4	25.2	25.4	25.5	27.0	28.2

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

Graduate success has been extraordinarily high -- nearly 98% in the most recent years -- and is a hallmark of an Oregon State University education. It is a pity that budget reductions prevent the collection of more recent survey data to record continued achievement in this area.

A significant increase was seen in the number of students participating in internship opportunities between 2005 and 2007, from 79% to nearly 93%. It is unclear what the effect of the economic downturn would have been on internship opportunities after 2007, but clearly students have taken the University's educational philosophy to heart, especially in their preparation as life-long learners who can contribute to improving our society. Our graduates' participation in internships reflects their understanding that their OSU derived knowledge and skills are further enhanced by practical application in their field.

The post-graduation participation in internships may be motivated by the many undergraduate internship opportunities that OSU offers. Nearly every academic program has at least one internship prospect. The National Survey of Student Engagement (NSSE) indicates that the percent of students involved in "enriching educational experiences" (which includes internships, service learning, and undergraduate research) has grown from 34.6% in 2004 to 38.4% in 2010. The student to full-time faculty ratio was at an average low of 25.5 from 2005-06 to 2008-09,

but this number has climbed to 28.2 in 2010-11. This increase was fueled by the recent surge in enrollment, coupled with faculty and staff reductions resulting from the downturn in the economy. Despite severe cuts in state revenues, Oregon State University recognizes that its world-class quality instruction cannot be maintained with a high student-to-faculty ratio.

Campus Initiatives and Significant Accomplishments

OSU recognizes that internships are just one example of enriching student experiences that enhance learning and success. A new Global Learning Initiative (with funding from Association of American Colleges and Universities) will focus on increasing international experiences for students. A faculty committee has determined opportunities to expand and better publicize undergraduate research opportunities, and another committee will soon release recommendations on the expansion of service learning opportunities, including internships.

Oregon State University addressed its increased enrollment by engaging substantial part-time instructional faculty and graduate teaching assistants. Highly qualified part-time instructors have always been part of OSU's strategy for providing a quality education. Unexpected enrollment surges only served to temporarily increase the ratio of such instructors. OSU is currently searching to replace about 60-70 faculty who have retired or left the university in the last few years, and is recruiting 30 new faculty through a Provost's initiative. The university is committed to adding an additional 60 to 75 new tenured/tenure-track faculty positions in the next biennium, ensuring a quality education to a growing student population and sustaining growth in the research enterprise.

Oregon State University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	3,459	3,894	4,113	4,213	4,290	4,222	4,232	4,254	4,490		
Targets			4,000	4,200	4,250	4,325	4,400	4,450	4,320	4,376	4,450
			3,800	3,900	4,000	4,100	4,200	4,250			

Total number of bachelor's, master's, doctoral, and first professional degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	599	680	773	751	769	750	661	725	781		
Targets			650	700	750	775	800	800	805	815	835
			600	650	700	720	740	750			

Total number of degrees awarded in engineering and computer science fields

Explanation of Performance Trend

The total number of degrees awarded at Oregon State University grew at a large rate (22%) from 2001-02 to 2004-05, reflecting the large growth in both undergraduate and graduate enrollments. Between 2004-05 and 2008-09, awarded degrees hovered above 4,200 (almost no growth), matching a drop in new undergraduate enrollments from 2002 to 2005, even though graduate student enrollment grew during the same period. In 2009-10, OSU saw a 7% jump in degrees awarded to 4,490 due to the recent surge in enrollments at all levels, particularly undergraduate. With recent significant increases in new undergraduate enrollment, along with investments in efforts supporting retention and graduation, OSU expects the recent upward trend in total degrees awarded to continue.

Graduating highly trained students with degrees in engineering and computer science (designated shortage areas) is one the greatest services that Oregon State University provides to Oregon and the nation. Of course, given the professional nature of these degrees, production of such graduates is strongly dependent on the national economy and the health of technology-oriented corporations. It is also expensive to generate such graduates, as they require state-of-the-art equipment and world-class facilities.

The OSU degrees awarded in designated shortage areas declined by almost 15% from 2003-04 to 2007-08, primarily due to the decreased demand for computer science and electrical and computer engineering. However, an increase in the demand for programs in mechanical, civil, and construction engineering brought the total degree production in this area back up in the past two years from 661 degrees in 2008 to 781 degrees granted in 2010 (an 18% increase). Record undergraduate enrollments in engineering will move this number upward in the coming years.

Campus Initiatives and Significant Accomplishments

To increase the number of graduates in engineering and computer science, Oregon State University has strengthened its College of Engineering graduate programs, research efforts, and collaborative commercial opportunities (converting OSU technical breakthroughs into new companies and products). OSU has developed research clusters and research centers in strategic areas that include renewable energy, integrated microsystems design and manufacture, information technology, sustainable infrastructure technology, and biomedical technology. Other target areas include intelligent manufacturing, geographical information systems, micro-scale systems for toxic waste cleanup, and cooling technologies for portable electronic devices. Last year the College grew research expenditures to a record $27.5 million (up $3.5 million over the prior year), delivered a list of research breakthroughs, and drove the formation of new companies based on OSU technology.

To increase the number of women and underrepresented minorities pursuing engineering degrees, the OSU College of Engineering has developed the Women and Minorities in Engineering (WME) program to provide a single source of support for recruitment and retention. Outreach programs such as Summer Experience in Science and Engineering for Youth (SESEY) and Saturday Academy help motivate young people to follow a career in science and engineering. The program advertises work experience opportunities available for freshmen, sophomores, and juniors.

Engineering enrollments at both the undergraduate and graduate level are at a historic high, making OSU the 30th largest college of engineering in the United States. The number of high achieving students enrolled in engineering has tripled in the past decade.

An area of concern for continuing the growth of engineering enrollments is the reduction in Engineering and Technology Industry Council (ETIC) funding. Chartered by the state legislature in 1997, ETIC is a consortium of the state, the Oregon University System and the technology industry. Its purpose is to pool resources to increase engineering instruction and research in the state of Oregon. While the University provided a short-term fix to ETIC reductions for 2009-11, ETIC funding will need to be restored in 2011-13 to sustain growth in engineering enrollments.

Oregon State University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$118.2	$131.9	$133.4	$142.5	$152.7	$149.0	$151.1	$166.3	$183.3	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

Oregon State University strategically invests in areas pertinent to its Strategic Plan—Phase II. While OSU has strengths in diverse areas, these focus areas make use of OSU's internationally renowned expertise. In the broadest grouping, the areas of distinction are: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress.

Partnerships with other OUS institutions have also magnified our collective strengths. Oregon State University has leveraged state investment in Oregon's Signature Research Centers (ONAMI, BEST, OTRADI, OTREC) to attain greater external funding. As a result, OSU expended an all-time high $183.3M in sponsored research dollars in 2009-10 (a 55% increase over 2001-02). While some of this can be attributed to federal stimulus awards, OSU continues to see growth in the research enterprise.

Campus Initiatives and Significant Accomplishments

Oregon State University's strategic plan has steered OSU to place greater focus on large, multi-disciplinary research initiatives as well as developing key corporate partnerships and partnerships with national laboratories.

OSU's initiatives include:

1. The National Northwest Marine Renewable Energy Center (a partnership with the University of Washington and the US Department of Energy to study new technologies and the social and environmental impact of wave and tidal energy);
2. A New Superfund Research Center (investigating new technologies and emerging health risks of polycyclic aromatic hydrocarbons);
3. Ground breaking for the new Linus Pauling Science Center (to house Chemistry Department research labs, classrooms, and teaching labs);
4. Remodeling of Building 11 (on the Hewlett Packard campus) to serve as an "accelerator" for economic development by providing space and infrastructure for technology start-up companies and collaborations; and
5. The Climate Science Center (a partnership with Pacific Northwest universities), funded by both the U.S. Geological survey and the National Oceanic and Atmospheric Administration.

Additionally, OSU has invested in enhancing common research facilities. OSU remains committed to increasing tenure-track faculty. These faculty provide the core leadership in research initiatives as well as bringing the cutting edge results of these efforts into the design of the most up-to-date and relevant classroom instruction. Bringing in more research dollars has a direct impact on the quality of instruction.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$375.7	$371.1	$427.0	$455.5	$480.7	$550.0	$541.0	$417.5	$459.2

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)
Note: OSU philanthropy data reports the aggregate of the Oregon State University Foundation and the Agricultural Research Foundation

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Individual	90.4%	90.3%	92.7%	91.2%	92.5%	92.6%	92.0%	92.9%	93.9%
Shared	90.6%	90.9%	93.2%	91.3%	93.3%	93.2%	92.4%	92.9%	94.0%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

The OSU Foundation is Oregon State University's major partner in seeking financial donations to support University operations, infrastructure, student scholarships and athletics. However, the Agricultural Research Foundation (ARF), a private, non-profit corporation and an affiliate of OSU, also maintains assets to support OSU agricultural research. Assets of both organizations are included in the reported philanthropic assets.

After seven years of steady growth, the impact of the economic downturn was clearly felt as OSU Foundation's investment values fell and net assets dropped $125.2M between FY2008 to FY2009. The impact of losses in OSU Foundation asset values is seen in the total asset value change from $550M in FY2007 to $417.5M in FY2009 (ARF assets continued to grow during that period). OSU Foundation gains in FY2010 brought total assets back to $459.2M, though still short of the 2007 peak. Despite the economic downturn, the last three fiscal years have been the best on record for fundraising at OSU, with donor commitments reaching an all-time high of $126.8M in 2008, the year of the public launch of The Campaign for OSU, followed by $81M in 2009 and $91.4M in 2010. The 2010 fundraising results included 19 gifts of $1M or more, compared to 16 at that level the previous year.

The following number indicate the respective asset values in the last four years:

	FY 2007	FY 2008	FY 2009	FY 2010
OSU Foundation	$536.0M	$526.3M	$401.1M	$440.6M
Agricultural Research Foundation	$14.0M	$14.7M	$16.4M	$18.6M

Bringing up faculty compensation to match our peers has been an institutional priority for the past few years. Faculty salaries rose 10% in the last two-year period (6% in the first year, 4% in the second year). This has helped OSU faculty salaries to reach a nine-year peak at 94% of the average faculty salary of our peer institutions in 2009-10.

Campus Initiatives and Significant Accomplishments

Oregon State University continues to experience the loyalty of alumni and friends. While the average size of annual gifts has declined, the number of donors in annual giving remained remarkably stable, dropping only 3%. At the end of the 2009 fiscal year, over 49,000 households had made campaign commitments, including one in every five OSU alumni. Key accomplishments include:

- 93% of the campaign's facility and equipment goal has been raised;
- $15 million was raised in 2009 for scholarships and fellowships, bringing the campaign total for this thematic area to $82 million toward the goal of $100 million;
- Over 350 new scholarship and fellowship funds have been created at OSU since the start of the campaign, representing an increase of 30%; and
- In addition to other faculty support funds, 28 endowed positions have been created through campaign commitments, increasing by almost 40% the total number of endowed positions at OSU.

With continued success in fundraising, we plan to extend the campaign to 2013 and increase the goal from $625 million to $800-850 million. Due to the economic downturn, salaries are currently frozen. However, this remains a very high priority for the university going forward.

Oregon State University
Mission-Specific Indicators

High-Achieving Oregon High School Graduates

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	28.3%	30.5%	30.9%	31.6%	33.7%	32.8%	32.7%	32.6%	31.8%	34.6%	
Targets			30.5%	32.0%	32.5%	33.0%	33.5%	34.0%	32.8%	33.4%	34.0%
			29.7%	30.0%	30.3%	30.7%	31.0%	31.5%			

Percentage of newly admitted freshmen from Oregon high schools with a GPA of 3.75 or higher

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Student Diversity

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	12.8%	13.0%	13.6%	13.6%	14.0%	14.3%	15.0%	15.8%	16.1%	15.7%	
Targets			13.5%	14.0%	14.3%	14.6%	15.0%	15.3%	15.5%	16.0%	16.5%
			13.0%	13.2%	13.5%	13.8%	14.0%	14.2%			

Students of color enrolled in credit courses in undergraduate or graduate programs (percent of total enrollment)

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

Oregon State University is firmly committed to its role as the state's land grant institution. As such, its mission requires a wide range of access to Oregon students. Part of this commitment is to ensure that "high achieving" Oregon high school graduates (newly admitted first year students from Oregon high schools with a GPA of 3.75 or higher) have the opportunity to benefit from an OSU education. Thus, OSU has a campus-specific goal to increase the percent of high achieving students in its entering classes. Related to this, Oregon State University seeks to enroll a diverse student body. First, because the land grant mission demands that OSU reflects the diversity of the state of Oregon (in all aspects, but measured here as ethnic diversity). Also, OSU is a generator of ideas and so it requires a diversity of perspectives to fuel its intellectual innovation.

Over a seven year period from 2003-04 to 2009-10, on average about 32% of OSU's enrolled first-time freshmen were high achieving Oregon high school graduates. In 2009-10 the University saw a decline from 32.6% to 31.8%, primarily due to a large increase in freshman enrollment. OSU had another increase in freshmen enrollment in 2010-11, albeit at a much smaller percentage; however, it also saw a record-high 34.6% enrollment of high achieving Oregon students out of its freshman class.

Oregon State University has increased the percentage of students of color enrolled in credit courses in undergraduate or graduate programs every year since the 2004-05 academic year, up to 16.1% in 2009-10.

The percentage dropped slightly in 2010-11 to 15.7%. However, in actual numbers of minority students OSU has grown each year to a 2010-11 peak of 3,728, an increase of 44% from 2003-04 enrollment. One should also note that students identifying with two or more racial/ethnic groups are not included in these counts. International students are not counted as US ethnic minorities so their enrollment growth does not contribute to the enrollment percent of US ethnic minorities.

Campus Initiatives and Significant Accomplishments

Oregon State University and the OSU Foundation have given a high priority to fundraising for scholarships, coupled with Pell Grants and Oregon Opportunity Grants, to increase financial support for targeted populations. The Bridge to Success financial aid program provides gift assistance to Pell and Oregon Opportunity Grant eligible residents to cover the full cost of tuition and fees for approximately 2,600 students, and books and supplies for about 50% of Bridge recipients. OSU has steadily increased capacity in its University Honors College to attract high achieving students.

Many minority students are the first in their families to attend college and so do not have detailed knowledge on how to prepare for college or to find the most suitable educational opportunities. OSU has developed collaborative and external partnerships to provide informational outreach and recruitment events. These activities have successfully nurtured confidence in students and their families that Oregon State University is the right choice for their future.

Recently, OSU has focused on enhanced advising, high school to college transition programs, and academic intervention programs to further support and retain students of color.

Portland State University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	20,185	21,841	23,117	23,486	24,015	24,284	24,999	26,587	27,972	28,522

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	3,389	3,778	3,916	4,045	4,175	3,909	4,202	4,674	4,818	4,487

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

Overall enrollment at PSU increased for the 15th consecutive year, by 2% over the previous fall. Portland State has averaged 3.5% annual growth rate over the last five years.

In 2010-11, new undergraduate enrollment was down 6.9% from the previous year. Much of this decrease represents students who may have been conditionally admitted in the past, but did not meet University requirements for full admission. The number of these students was reduced intentionally this year, in order to better align admissions with available student support services.

Campus Initiatives and Significant Accomplishments

Portland State continues to be an institution of first-choice for students across the region and abroad. With its emphasis on student success and student engagement, PSU provides a diverse and vibrant campus environment and supports OUS and statewide goals for higher education. In fall 2010, enrollment goals were redefined to align the number of conditionally admitted students (those with an entering GPA under 3.00) with campus-wide academic support programs. The SAT/HS GPA matrix was recalibrated for those not meeting the minimum high school GPA requirement, thus providing PSU with a new tool for managing the admission of at-risk students. Initiatives are also underway to increase the enrollment of transfer, non-resident, and international students. PSU's focus on engagement, sustainability, global excellence, educational opportunity, and the creation of knowledge and solutions for the 21st century make the University attractive to students from a variety of backgrounds and experiences.

Portland State University

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	67.9%	66.8%	66.0%	67.1%	67.5%	67.0%	68.5%	70.1%	70.4%		
Targets			68.6%	70.0%	72.0%	74.0%	67.5%	68.1%	68.6%	69.2%	69.7%
			65.4%	66.1%	67.9%	69.6%					

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Explanation of Performance Trend

The freshman retention rate remained flat at 70.4%, up over prior years and exceeding targets for this indicator.

Campus Initiatives and Significant Accomplishments

In 2009, a new position was created to oversee retention initiatives, which include purchase of Customer Relationship Management software, more deliberate advising for undergraduates, enhanced orientation for new students, a degree mapping project, and better ways to identify at-risk students. While these measures have focused on traditional students, Portland State's large numbers of transfer students also take advantage of academic support activities.

These students typically are retained and graduate at higher numbers than first-time full-time freshmen. Indicators that focus only on freshmen omit student success measures for the largest group of Portland State undergraduates, those who transfer to PSU from community colleges or other four-year institutions.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	71.3%	71.1%	69.5%	71.1%	70.3%	70.3%	71.3%	72.6%	73.5%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	33.2%	33.2%	34.0%	34.6%	37.2%	35.0%	33.7%	33.4%	36.0%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	39.3%	40.4%	41.4%	39.3%	41.9%	39.1%	39.3%	37.9%	42.5%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

In 2010, the retention of freshmen within OUS reached its highest level at 73.5%. This marks PSU's 5th consecutive year of increased retention within OUS.

The graduation rate increased by almost 3 percentage points from the previous year, while the graduation rate within OUS improved to a high of 42.5%, an increase of nearly five percentage points over last year.

Campus Initiatives and Significant Accomplishments

Initiatives that support enrollment growth and retention also are designed to improve retention rates and student success overall. Student success is an institutional priority and initiatives are underway across campus, focused on success for both traditional and non-traditional students. Placement testing at admission, degree mapping, and intentional advising are helping students establish a successful pathway toward degree completion.

Portland State University

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		79.1%		79.8%		81.7%		N/A		N/A	
Targets				67.3%		74.4%		81.5%		82.0%	
				64.3%		68.6%		72.9%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

The percentage of graduates expressing a high level of satisfaction with PSU has increased steadily since 2000-01.

Campus Initiatives and Significant Accomplishments

The university is increasingly the institution of first choice for residents of the Portland metro area and Oregon, as well as for residents of other states and nations around the globe. PSU graduates cite community engagement, community-based learning experiences, campus diversity, the urban location, and strength and diversity of program offerings as reasons for their high level of satisfaction with the university. Investments in research provide opportunities for undergraduate and graduate students to work with faculty on topics related to sustainability, healthy communities, and urban transportation, among others. The focus on residential life and a campus climate supportive of teaching and learning have contributed to student satisfaction.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		93.6%		96.6%		95.1%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				96.2%		96.3%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2001-11
Actual	24.4	26.1	31.3	29.8	28.9	27.4	27.2	27.6	30.1	29.0

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

At least 75% of Portland State graduates work while enrolled. Following trends from prior years, at least 95% are expected to be employed, in school, volunteering, or working at home following graduation.

Internships, practica and community-based learning are important components of undergraduate and graduate education at Portland State. Following trends from prior years, at least 96% of students participate in these activities prior to graduation; the percentage is expected to remain steady or grow in the coming years.

Efforts to increase the number of faculty positions in response to steady enrollment growth has shown some progress, with the student/faculty ratio decreasing by one percentage point from 30.1 to 29.0.

Campus Initiatives and Significant Accomplishments

While most Portland State students are employed at least part-time while enrolled in the University, career support services are provided by the Career Center and by many professional

schools and colleges. Advising and preparation for graduate school are also provided by individual programs and departments across the campus. Every student is provided the opportunity to participate in internships, practica, or community-based learning, both at the graduate and undergraduate levels, many of which lead to employment in the community and beyond. The general education and graduate curricula include employment related components, group work and time management, as well as competencies desired by employers: critical thinking, writing, quantitative reasoning, ethics, and appreciation of diversity.

The student/faculty ratio is expected to continue its trend downward as the University addresses enrollment growth with new full-time faculty hires. The conversion of fixed term positions in University Studies, PSU's general education curriculum, to full-time tenure-related positions in academic departments was designed, in part, to address this need. Additional positions will be added as funding becomes available.

Portland State University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	3,488	3,928	4,390	4,496	4,528	4,819	4,840	4,970	5,207		
Targets			3,387	4,150	4,275	4,400	5,000	5,160	5,320	5,480	5,640
			3,267	3,850	3,975	4,100					

Total number of bachelor's, master's, and doctoral degrees awarded annually

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	268	323	409	456	371	406	364	378	393		
Targets			310	322	334	346	420	440	460	480	418
			284	290	296	302					

Total number of degrees awarded in engineering, engineering-related technologies, and computer science

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Explanation of Performance Trend

The number of degrees awarded has again increased, growing by 4.8% over the previous year. While slightly below the performance trend set several years ago, the number of degrees granted continues the upward trend of the past ten years.

The number of degrees granted in engineering and computer science increased for the 2nd straight year, growing by 4.0% over the previous year.

Campus Initiatives and Significant Accomplishments

Computer Science enrollment has followed a national decline since 2000. At Portland State, the decline has bottomed out and enrollment is trending upward. The peak enrollment in Electrical and Computer Engineering earlier in the decade was due primarily to a surge in enrollment from India. Initiatives, such as the Innovation Scholars Program, Willow Creek initiative, Maseeh College of Engineering and Computer Science (MCECS) Ambassador, and international programs such as the Intel Vietnam Study Abroad Program, have attracted quality students from the region and across the globe. Improved enrollment management in the Maseeh College, combined with efforts to improve both teaching and learning, has helped improve quality and stabilize enrollment numbers.

Portland State University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$27.7	$30.5	$33.1	$37.2	$40.6	$38.4	$41.1	$53.8	$59.2	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

The annual growth rate for sponsored research expenditures increased by $5.4 million, which represents a 10% increase over the previous year. In the last 10 years, expenditures have grown by 134%.

Campus Initiatives and Significant Accomplishments

Several campus initiatives are leading to increased research productivity. Ongoing efforts include combining PSU's strengths in social science, biology and chemistry with the clinical expertise at OHSU, and collaboration with PGE on electric vehicle research. A major thrust of PSU's research efforts on pre K-20 education centers on a collaboration with local school districts and Intel in the development of a STEM Center for College and Career Readiness. Through the center, PSU will provide guidance in the development of new pedagogies and the analysis and assessment needed to document improvement in student performance across a range of STEM disciplines following their implementation. Sustainability research, coordinated by the Institute for Sustainable Solutions, focused on green building design, planning for sustainable cities, and development of a PSU-centered ecodistrict that can be a laboratory for urban sustainable research.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$28.4	$33.1	$36.8	$34.8	$38.8	$42.7	$48.7	$38.0	$44.1

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Individual	89.2%	88.8%	91.2%	90.4%	90.3%	94.3%	90.7%	92.6%	95.1%
Shared	84.8%	85.2%	87.5%	86.4%	86.9%	90.1%	84.9%	86.0%	88.8%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

The net assets of the campus affiliated foundation increased by $6.1 million, or 16%, over the prior year. This increase was primarily due to an increase in the market value of investments based on recovery in the financial markets. Total liabilities were reduced by $10 million, due to principal payments on bonds and notes payable without acquiring new debt.

Faculty compensation as a percentage of PSU's peers made a positive increase moving from 92.6% to 95.1% of peers for total compensation. PSU made a concerted effort to target salary inequities by field of discipline when it allocated limited salary increases spring 2010.

Campus Initiatives and Significant Accomplishments

The campus affiliated foundation provided close to $20 million in support to the University, including $1.5 million for scholarships, $6.5 million in academic program support, and $6.5 million for student housing operations.

Successful bargaining between Portland State and the Portland State Chapter of the AAUP resulted in an initial agreement to impose "Presidential Leave Days" in lieu of salary, but salaries were restored in the reopening of negotiations. Negotiations for the upcoming academic year begin in April 2011.

Portland State University

Mission-Specific Indicators

R&D in Science and Engineering

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	$7.7	$9.9	$11.0	$14.0	$17.2	$14.2	$15.9	$19.4	$22.1		
Targets			$7.0	$9.5	$10.0	$10.5	$15.4	$16.5	$17.7	$18.9	$20.0
			$6.9	$8.9	$9.2	$9.4					

Research and development expenditures in science and engineering ($ in millions)

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Community-Service Learning

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	6,918	7,432	7,789	8,020	8,296	9,437	10,189	11,431	12,255		
Targets			7,256	8,194	8,603	9,034	9,675	9,780	9,925	10,125	10,200
			7,036	7,808	8,003	8,204					

Number of students who enrolled in a community-service learning project designed to develop higher-order thinking skills and competencies in the workplace

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

In 2009-10, R&D expenditures increased 13.6% over the previous year. Expenditures have continued to grow, with an average annual growth rate over the last five years of 10.6%.

Enrollment in community-service learning courses has increased by just over 7% from previous year. In the last five years, the number of students enrolled in community based learning (CBL) classes has increased by over 50%.

Campus Initiatives and Significant Accomplishments

Investment in key university-wide and college centers and institutes, such as the Oregon Transportation Research and Education Institute, the Institute for Sustainable Solutions, and the School of the Environment, has resulted in increased opportunities for collaboration among PSU faculty, and enhanced PSU's capability for addressing large and complex problems and questions. Collaborations with other institutions included shared positions with OHSU and expanded research opportunities for faculty and students.

The University has provided faculty workshops and consultations and has sponsored faculty learning communities in order to integrate community-service learning into the disciplines and interdisciplinary curricula. Capstone courses and internships are recognized by AAC&U as "high impact practices" leading to student success.

Portland State's goal of increasing student participation in these courses is part of its overall student success initiative.

Southern Oregon University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	5,469	5,478	5,505	5,161	4,989	5,002	4,836	5,082	5,104	6,443

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	1,330	1,359	1,444	1,287	1,236	1,253	1,268	1,189	1,187	1,441

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

Implementing new recruitment strategies, strengthening retention, reorganizing enrollment management and academic programs, expanding on-line and distance education delivery, and developing more organized approaches to leveraging scholarships resulted in outstanding enrollments in fall 2010. Headcount increased 26%, and FTE increased 15% over 2009—the highest enrollment records in the University's history. Unofficial winter 2011 end-of-term enrollment indicates a 10% increase in headcount and 6% increase in FTE over 2009.

Over 75% of our students are from Oregon. In 2009-10 we successfully conducted intensive and highly organized recruiting in-state, and in California, Hawaii, and Alaska. We created a new logo and images to assist with visibility and distinctiveness. We employed targeted websites and social media to reach prospective students. We connected with veterans by re-establishing ROTC and received national recognition this year for our program.

Additionally, with increased efforts to assist students in tutoring, disability services, and advising, freshmen retention increased to 70.4%, reflecting a continuing trend of improved retention rates. By comparison, SOU retained 62.8% of new freshmen in 2003.

Campus Initiatives and Significant Accomplishments

Fall 2010 represents an increase of 26% overall in students. These include increases over fall 2009 of:

- 10.8% in new freshmen,
- 36.2% in new undergraduate transfer students, and
- 20.1% in new graduate students.

Additionally, Hispanic enrollment saw a dramatic increase, up 46.3% this fall, helping to raise minority student enrollment overall to 12.5%, one of the most diverse fall terms in SOU history. Campus housing is filled.

To accomplish this dramatic increase in enrollment, several steps were undertaken in recent years, including:

- reorganized the Admissions Office and Enrollment Services Center;
- established an Enrollment Council to monitor the strategic enrollment plan;
- invested in international recruiting and strengthened partnerships with international universities to realize growth from markets in Mexico and in Asia;
- addressed the delay in recording non-admitted students into the term when course material is covered; and
- invested in converting courses and programs on-line, resulting in a 144% increase over 2008 offerings.

To better serve advanced high school students, we have two cohorts of Ashland High School students established in our Early Entry program and have established the first cohort of Medford High School students in a similar program at the Medford Higher Education Center.

Southern Oregon University

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	68.8%	69.2%	62.8%	65.2%	64.8%	65.9%	66.2%	67.6%	70.4%		
Targets			66.4%	70.8%	71.0%	72.0%	73.8%	74.0%	68.5%	70.0%	72.0%
			65.6%	69.0%	68.0%	69.0%	69.3%	69.5%			

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Explanation of Performance Trend

We have been experiencing a trend of approximately 1-3 percentage point increases in retention rates each year for the past five years. New initiatives in tutoring, housing, and academic advising are supporting steady incremental growth. We have new leadership for Success at Southern, a TRIO Student Support Services Program, and continue to receive federal grant funding to increase the college retention and graduation rates of our first-generation and academically challenged students as well as students with disabilities. The Learning Commons, established in fall 2010, coordinates many of these efforts and aids students with accessing resources to help them succeed.

Campus Initiatives and Significant Accomplishments

Several initiatives help to retain students:

- SOU's First Year Experience connects students with University faculty. University Seminar (first year experience) faculty are now trained to detect signs of struggling students and are provided options for student assistance.
- The new Learning Commons consolidates tutoring activities in the Hannon Library. Tutoring has been expanded to evening and weekend hours and is available at the Higher Education Center in Medford.
- The creation of an Institutional Research Office in 2009 has created resources for data-driven enrollment management and decision making.
- Each academic program is now being designed with specific learning outcomes, and programs annually assess student progress in learning.

We are implementing a more comprehensive approach to improving retention for academically at-risk students. The Academic Achievement Seminar, offered as a fall term option for incoming freshmen and transfer students, will now be required for any new students placed on academic warning during their first year. Additionally, tutoring is being added for courses that have high failure rates. These are the latest pieces to be added to the expanding Learning Commons. These new as well as existing efforts will help SOU meet its internal goal of exceeding 75% of freshman retained at SOU.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	74.1%	74.9%	71.2%	73.8%	71.7%	70.7%	71.7%	73.9%	74.3%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	32.3%	34.6%	36.0%	39.9%	37.7%	35.6%	35.7%	31.4%	30.9%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	43.1%	45.3%	45.1%	49.6%	49.0%	46.4%	45.4%	40.7%	42.7%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Most SOU students hold jobs, and 74% of admitted undergraduates receive some sort of financial aid. Many were hit hard by the economic downturn and by increased tuition that could not be sufficiently alleviated, even with additional institutional financial aid resources. Even with these challenges, more students graduated from SOU in spring 2010 than in any year since 2006.

Campus Initiatives and Significant Accomplishments

SOU has consistently backfilled the Oregon Opportunity Grant shortfall for qualified students, helping them to stay in school and progress to their degree. The SOU Foundation continues to make scholarship fundraising a priority and has increased scholarship donations by over $950,000 since July 2009.

We revised academic advising requiring students to develop advising plans with a faculty or professional staff advisor for all years of enrollment. Junior and senior plans provide quarterly opportunities for upper-division student advising.

Additionally, a program has been introduced to help students resolve “incomplete” grades during spring breaks. We have greatly strengthened efforts to encourage students to enroll for fall term before they leave in June. New emphasis has been placed on our Accelerated Baccalaureate Program (3 years to graduate) for highly motivated students.

Southern Oregon University

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		75.9%		79.5%		85.0%		N/A		N/A	
Targets				80.0%		81.0%		82.0%		83.0%	
				78.3%		79.0%		80.0%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

In 2006, SOU initiated a focused effort to create long-term enrollment stability and student satisfaction. We benchmark our progress in part through administering the National Survey of Student Engagement (NSSE) and then addressing areas of weakness. We have also implemented integrated, intentional best-practices based on Project DEEP (Documenting Effective Educational Practices) that have supported student retention and engagement.

Campus Initiatives and Significant Accomplishments

Between 2006 and 2010, our performance on the National Survey of Student Engagement (NSSE) improved across all five benchmark areas:

- Level of Academic Challenge +5.5%
- Active and Collaborative Learning +5.5%
- Student-Faculty Interaction +25.6%
- Enriching Educational Experiences +6.2%
- Supportive Campus Environment +11.4%

In 2010, SOU met or exceeded comparison institutions in eight NSSE categories.

- Academic Challenge: SOU first-year students were more likely to say the "institution's intellectual and creative work is challenging."
- Active and Collaborative Learning: SOU first-year students and seniors were more likely to say they are "actively involved in their learning, individually and with others."
- Enriching Educational Experiences: SOU first-year students and seniors were more likely to say they "take advantage of complementary learning opportunities."

We have also systematically modified curricular and co-curricular activities using the pillars of our planning and branding, with emphases on intellectual creativity, connected learning—learning outside the classroom that broadens and deepens students' skills and also connects them with employers and others in the region—and the central importance of our location in southern Oregon.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		96.8%		96.5%		97.3%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				99.0%		98.6%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	23.2	23.2	24.7	23.0	21.3	20.5	21.1	21.9	20.8	24.3

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

Community-Based Learning (CBL)—including internships, practica, capstone projects, experiential learning, and civic engagement—is a strong component of the SOU brand and strategic plan. We are a member of Oregon's Campus Compact. CBL has helped increase student satisfaction in recent years.

We are serving 700 more students this year than in fall 2006—with the same size faculty and fewer staff. We strive to maintain a constant student to full-time faculty ratio that is reasonable for a liberal arts university with a strong commitment to connections between student and faculty and to undergraduate research. In addition to swelling enrollment, a portion of the increase in the student to full-time faculty ratio is due to addressing the delay in recording non-admitted students into the term when course material was covered. This administrative change increases student headcount in fall which was historically counted in winter term.

Campus Initiatives and Significant Accomplishments

Each year we update our strategic plan with goals and benchmarks. The first two major goals of our strategic plan focus on academic distinctiveness and quality as well as a commitment to the arts and our region. Our students are out in the community—assessing water quality, studying economic changes, conducting environmental impact studies, and participating in the visual and performing arts activities. While cutting or phasing out small programs, we have developed or enhanced programs that meet regional needs and attract new students.

Our third strategic goal focuses on partnership. We continue to expand partnerships and use them strategically. Our faculty create curriculum that provides opportunities in the community for capstone projects, practica, and other experiential learning options. Nearly 9,000 SOU students have participated in community-based activities over the past several years.

Compared to academic year 2007-08, institution data shows our on-line and distance education delivery in 2009-10 increased 144% in fully online course offerings and 147.3% in student credit hours.

Southern Oregon University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	1,030	985	1,073	1,005	1,036	986	923	896	1,000		
Targets			923	1,000	1,020	1,020	1,020	1,020	1,000	1,010	1,030
			891	980	990	990	990	990			

Total number of bachelor's and master's degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	56	33	39	29	24	19	21	23	23		
Targets			57	40	40	40	50	60	35	40	45
			49	35	35	30	35	40			

Total number of degrees awarded in computer science

Explanation of Performance Trend

We have had relatively flat numbers in degrees awarded resulting from smaller incoming classes over the past few years. Since 2008, as enrollments have increased steadily, especially this past year, we will begin to see larger graduating classes.

Degrees awarded in Computer Science have been relatively stable in recent years; however, new programming in Computer Science as well as Emerging Media and Digital Arts will increase enrollment and degree completion.

The targeted measure "Degrees Awarded in Computer Science" is not an appropriate benchmark for SOU. A more appropriate benchmark for future years would be selected from the areas of emerging media, environmental studies, or the Bachelor of Applied Science in Management degree programs, areas that are critical to the workforce of our region.

Campus Initiatives and Significant Accomplishments

SOU experienced record growth in fall 2010 in every category we measure, including new freshmen, new transfers and new graduate students. A wide variety of campus initiatives promote increased numbers of students—and ultimately of graduates. Some examples are:

- Implementation of the Bachelor of Applied Science in Management degree program in Oregon in fall 2010,
- Implementation of the MA/MS in Interdisciplinary Studies, and a Masters in Applied Computer Science, a professional science masters (PSM) in fall 2010,
- Implementation of an undergraduate major in Outdoor Adventure Leadership in fall 2010,
- Establishment of a Center for Emerging Media and Digital Arts creating interdisciplinary curricula in the visual arts, combined with technology and communication, which responds directly to student marketplace demand, and
- Establishment of a Center for the Environment, an interdisciplinary effort, building on marketplace demands for employees with "green" expertise.

Three initiatives will increase enrollment and degree completion in Computer Science:

- A Masters in Applied Computer Science, which began in fall 2010,
- Significant and targeted recruiting in international markets in China and India in 2009 and 2010, and
- Establishment of a Center for Emerging Media and Digital Arts, which combines Computer Science, Communication, and Art into interdisciplinary curricula (minors and certificates).

Southern Oregon University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$3.3	$3.0	$3.4	$3.2	$3.0	$3.7	$3.6	$3.0	$2.6	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

The declining trend in sponsored research over the past three years is associated with SOU's retrenchment during those years. Positions were eliminated, departments were consolidated, and faculty were focused on revising curricula, expanding distance delivery, and increasing student retention. Currently increased numbers of faculty members are becoming engaged and the university is investing in additional support for grant writing to increase submissions in future years.

Campus Initiatives and Significant Accomplishments

The Departments of Biology and Chemistry have established an undergraduate research facility dedicated to study in the interdisciplinary field of biotechnology. Part of SOU's commitment to undergraduate science education, the Biotechnology Research Center received a National Science Foundation Major Research Instrumentation grant of $218,786 to modernize the lab space in the Biotechnology Research Center where undergraduate students learn how to use molecular methods in research projects. Another grant of $180,364 is being used to enhance instrumentation in the Center. Overall, SOU has received one-time and multi-year funding of $1,035,000 from the National Science Foundation in the current fiscal year.

Other efforts provide further undergraduate research and service to the region through grants:

- Two research centers, Southern Oregon University Lab for Anthropology (SOULA) and the Southern Oregon University Research Center (SOURC) are producing increased grant funding for local projects that meet regional needs.
- The SOU SBDC is among the Small Business Development Centers awarded federal grant funding to assist microenterprise businesses and deliver assistance to communities suffering economic hardship "attributable to corporate or government downsizing."

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$13.6	$14.4	$17.0	$16.8	$18.7	$23.1	$18.3	$14.8	$15.9

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	90.6%	91.9%	94.0%	92.0%	94.4%	94.1%	94.9%	97.0%	94.9%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

The philanthropic trend for SOU shows a turnaround in 2009-10, with an increase to $15.9 million or 7.4% over last year. This trend is continuing in the fiscal year 2010-11: net assets (unaudited) through January 2011 have increased to $19.9 million, or another 25%.

This turnaround has been the result of improved market conditions and a more intensive and organized approach to fundraising. The 2008-09 decrease was due to the recent recession as well as assets expended to complete the Medford Higher Education Center. Important to note, yet not shown here, is a substantial increase in new planned and deferred gifts of $3 million during the past 24 months. These types of gifts are increasingly important for the long-term financial stability of the university, particularly for student scholarships, and will continue to represent at least 25% of any fundraising and campaign efforts.

Regarding faculty compensation, salary decreases were negotiated in the faculty contract for 2009-10, mirroring campus staff and administration salary decreases for 2009-10. SOU continues to furlough administrators and faculty in 2010-11.

Campus Initiatives and Significant Accomplishments

Major changes in the Office of Development and SOU Foundation have resulted in more sophisticated operations and stronger relationships with donors. Donor numbers increased by 25% in 2009-11 as the result of increased donor visits by the President, Development staff, Board members, and others. Changes have been made in the areas of major gifts, planned and deferred giving, and the annual fund.

We have just started faculty/staff and student giving campaigns, and we have greatly improved alumni outreach, database management, and financial reporting. With new Foundation Board

leadership, the Board has a plan to eliminate debt on the Medford Higher Education Center within 2-3 years. For the first time in the history of the Foundation and the University, we can begin planning the early feasibility stages for a comprehensive campaign.

Our budget plan restores faculty and administrator salaries to pre-furlough levels in the 2011-12 fiscal years.

Southern Oregon University

Mission-Specific Indicators

Transfer Student Graduation Rate

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual					53.3%	54.4%	54.1%	54.5%	47.0%		
Targets									56.0%	56.5%	57.0%

Percentage of full and part-time transfer students who enroll at the start of an academic year and receive a degree within six years

Note: Change in data definition in 2006 rendered earlier targets obsolete

Philanthropic Support

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	$13.6	$14.4	$17.0	$16.8	$18.7	$23.1	$18.3	$14.8	$15.9		
Targets			$18.4	$14.5	$17.0	$18.0	$19.0	$20.0	$24.0	$26.0	$29.0
			$16.0	$13.6	$15.0	$16.0	$17.0	$18.0			

Net assets of the SOU foundation ($ in millions)

Explanation of Performance Trend

The variation in the mix of transfer types (those entering with very few hours vs. those entering with many) over the years will directly impact the rate of completions. Earlier cohorts of transfer students were likely more heavily weighted toward students with many hours thus reflecting a higher rate than the cohort entering in 2004-05. The rising cost of tuition and a poor economy in the state of Oregon also account for students taking longer to graduate, especially given the socio-economic status of many SOU transfer students.

The philanthropic trend began an upward cycle in 2009-10, with a 7.4% increase in total assets. With our strong focus on planned and deferred gifts, we have received gifts and bequests totaling $3 million in the past 24 months (not shown in actuals). This demonstrates a substantial effort toward reaching the targets. The growth trend is also visible in the 2010-11 (unaudited) fiscal year: increased assets through January 2011 of $19.9 million (another 25%). The trend is expected to continue with an improving economy and focused, organized fundraising efforts.

Campus Initiatives and Significant Accomplishments

Fall 2010 represents SOU's largest new undergraduate transfer class ever—674 students—an increase of 36% over fall 2009. With our increased attention on student access and satisfaction, as well as more sophisticated transfer student recruiting, steady increases are expected.

Research shows that students that enter through an articulation agreement persist and graduate at a greater rate than those who do not. SOU signed thirteen articulation agreements with six community college campuses in 2010. In spring 2010 we successfully piloted a traveling team model (including articulation specialist, faculty, president and provost) to accelerate the articulation agreement process.

The RCC-SOU Higher Education Center provides increased access and services to encourage RCC students to pursue a 4-year degree at SOU. We introduced the Bachelor of Applied Science in Management to appeal to those students who received an associate's degree in a technical area from a community college and wish to pursue a bachelor's degree. It is the only program of this type offered in Oregon.

Our significant increase in distance learning courses (increase of 144% over 2008 offerings) provides greater access to transfer students. Our Accounting Degree and other School of Business degree completion as well as Criminal Justice and Early Childhood Education programs continue to be offered online.

Major changes in the Office of Development and SOU Foundation have resulted in more sophisticated operations and stronger relationships with donors. Donor numbers increased by 25% in 2009-11 as the result of increased donor visits by the President, Development staff, Board members, and others. Changes have been made in the areas of major gifts, planned and deferred giving, and the annual fund.

We have just started faculty/staff and student giving campaigns, and we have greatly improved alumni outreach, database management, and financial reporting. With new Foundation Board leadership, the Board has a plan to eliminate debt on the Medford Higher Education Center within 2-3 years. For the first time in the history of the Foundation and the University, we can begin planning the early feasibility stages for a comprehensive campaign.

University of Oregon

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	19,008	20,044	20,034	20,339	20,394	20,388	20,376	21,507	22,386	23,389

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	4,488	4,641	4,292	4,532	4,569	4,659	4,748	5,418	5,184	5,475

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

Total credit enrollment at the University of Oregon showed a rapid increased of 2,200 students in the early 2000s, with the majority of the increase coming from undergraduate student enrollment. The UO implemented new undergraduate admissions standards for the fall of 2003, resulting in a drop in new undergraduate enrollment and a small decrease in undergraduate enrollment overall. Conversely, graduate enrollment increased slightly, resulting in a relative decrease of only 10 students from fall 2002 to fall 2003. Between fall 2003 and fall 2007, undergraduate enrollment increased from approximately 16,000 to 16,700 students while graduate enrollment decreased from just over 4,000 students to 3,700, resulting in an overall gain of approximately 350 students in the total credit enrollment count over those 5 years.

In fall 2008, the total credit enrollment at the UO increased by over 1,100 students. This was accounted for by a surge in undergraduate enrollment, driven almost exclusively by an increase of over 800 new freshmen, and an increase of approximately 300 additional returning students. With the required resources to support the fall 2008 increase in undergraduate enrollment clearly maximizing classroom space, instructor availability, and student support staff, the UO implemented an enrollment management strategy that was intended to slow its growth. New undergraduate enrollment was reduced by over 200 students for fall 2009, but the previous year's increased enrollment combined with an approximate 2% increase in undergraduate return rates resulted in an additional 1,000 undergraduate students returning to campus than did so in fall 2008, accounting for the overall increase of 879 in total credit enrollment for fall 2009.

Fall 2010 brought another increase of over 1,000 students, all a result of undergraduate enrollment. New undergraduate enrollment increased by almost 300 students, which was above the UO's enrollment expectation. The additional 700 undergraduate students resulted from another 2% increase in the retention rate for the fall 2009 incoming freshman class.

Until fall 2009, new undergraduate enrollment followed the same pattern seen for total undergraduate credit enrollment. New undergraduate enrollment increased by more than 450 students from the early 2000s, decreased by almost 350 students in fall 2003, and then showed steady growth from approximately 4,300 to 4,750 undergraduate students in the period from fall 2003 to fall 2007. Incoming freshman classes

accounted for the majority of this growth, increasing by approximately 500 students in the same period. In fall 2008, the UO enrolled over 810 more new freshmen than in fall 2007, but new sophomore and junior enrollment decreased by about 150 students from fall 2007, resulting in a net overall increase of 660 new undergraduate students. To compensate for the dramatic overall increase in enrollment in 2008-09, the number of incoming freshmen for fall 2009 was intentionally reduced by 500 students over the previous year, while 220 new sophomore and junior and 60 new senior and postbac students enrolled. As stated above, this enrollment pattern and reduction of approximately 200 new undergraduate students was a planned response to the large increase in undergraduate enrollment experienced in fall 2008.

New undergraduate enrollment was intended to remain relatively flat for fall 2010. However, yield rates increased more than expected among new freshman and transfer students, especially among non-residents. The net increase of approximately 300 new undergraduate students was divided equally among the two groups, with almost 150 new freshmen and 150 new transfer students.

Campus Initiatives and Significant Accomplishments

In 2007, the University of Oregon reported that it anticipated that total credit enrollment would reach 21,000 and that new undergraduate enrollment would increase to approximately 5,000 with new freshmen accounting for 3,400 of new undergraduate enrollment within the next two to three years. In fall 2008, the somewhat unexpected surge in undergraduate enrollment took the UO to a total credit enrollment of over 21,500, with more than 5,400 new undergraduates accounted for by over 4,100 incoming freshmen. With the significant increase in enrollment in fall 2008 and improved retention of undergraduate students overall, fall 2009 took the UO above its stated goal of 22,000 total credit enrollment, but new undergraduate enrollment and the new freshmen in that enrollment remained within the stated goals of limiting new undergraduate enrollment to 5,500 and new freshmen enrollment to 3,900.

The surge in enrollment seen for fall 2010 was driven by increased yield rates from a record number of applications and increased retention at the freshman level, and the UO is planning for a similar increase for fall 2011. In spite of increased admissions standards, the number of undergraduate applications has again increased significantly, and yield rate predictors such as deposit activity are also up. Although these enrollment increases are currently helping to keep the UO in a reasonable fiscal position in spite of continued economic difficulties within the state and across the nation, the UO recognizes that it may be the poor economic status in neighboring states that is driving these record increases and that any number of variables could cause a turn-around in growth. In addition, the UO understands that there are physical limits to the number of students that can be accommodated while continuing to offer exceptional educational experiences and opportunities. Therefore, the UO continues to closely monitor enrollment and its impact on the student experience.

University of Oregon

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	83.0%	82.3%	84.8%	83.5%	82.9%	83.7%	82.3%	83.5%	85.9%		
Targets			84.0%	84.0%	84.0%	85.0%	85.0%	85.0%	85.0%	85.2%	85.4%
			83.2%	83.0%	83.0%	84.0%	84.0%	84.0%			

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Explanation of Performance Trend

The University of Oregon's freshman retention rate has remained generally steady beginning with the fall 2001 cohort. The increase seen for the fall 2003 cohort is somewhat anomalous, but the year-to-year variations are otherwise small, representing fewer than 25 students in most cases. In fall 2006, the UO opted to adjust its retention targets upward for the 2006, 2007, and 2008 freshman cohorts. Although the retention rates for the 2006, 2007, and 2008 cohorts fell below the targets for each year, the UO remained committed to meeting and sustaining retention levels at or above the stated targets. The decrease in retention for the fall 2007 cohort was disappointing and unexpected, but students in the fall 2008 cohort returned at a more reasonable level, especially given the quick arrangements that had to be made to accommodate them.

The freshman retention rate for the fall 2009 cohort increased by 2.4 percentage points over the retention rate for the fall 2008 cohort, and is well above the target set for the cohort. Initial analyses of winter and spring retention for the fall 2010 cohort suggest that the retention rate will be close to that of the fall 2009 cohort, but it is too soon to be sure that this is a genuine upward trend.

Although the University of Oregon is strongly committed to maintaining and improving student persistence at all levels, there are a number of variables that could impact the UO's ability to dramatically increase freshman retention over the next several years. Included in these is the unknown impact of the anticipated slow economic recovery at both the state and national levels.

Campus Initiatives and Significant Accomplishments

The University of Oregon recognized the importance of improving retention and graduation rates more than a decade ago, and has implemented several initiatives aimed at maintaining and improving persistence. These initiatives have been successful in improving freshman retention as well as the number of students who persist to graduation. The UO remains committed to continued development of programs and initiatives that will help students succeed in their first year and continue on to receive a Bachelor’s degree. The number of programs and initiatives that have been implemented is impressive, including programs for students wanting academic challenge through the Clark Honors College, the Society of College Scholars within the College of Arts and Sciences, and Undergraduate Research and Honors programs in individual academic departments; increased opportunities for Participatory Learning Experiences and internship programs; Freshman Interest Groups (FIGs); student-centered programs and activities in the residence halls; and financial programs such as the Dean's Scholarships, Dean’s Access Awards, and Pathway Oregon. In addition, new leadership in Enrollment Management is anticipated to bring more strategic initiatives in both programmatic and financial aid areas aimed at retaining students.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	85.2%	84.9%	87.5%	86.0%	85.4%	85.5%	84.8%	85.9%	88.2%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	58.1%	59.8%	62.2%	63.0%	63.4%	65.3%	65.9%	70.0%	67.8%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	61.8%	63.8%	65.8%	66.6%	66.4%	68.7%	69.6%	73.8%	71.2%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Freshman retention within the Oregon University System has followed the same pattern as institutional-specific freshman retention at the University of Oregon. The percentage of fall 2008 UO freshmen returning to a different OUS institution in fall 2009 was erroneously reported at 3.4% in the 2010 Board Performance Report's explanation of performance trend. The percent was actually 2.4%, a small decrease over 2007-08. The percentage of fall 2009 UO freshmen returning to a different OUS institution again dropped by 0.1 points to 2.3%. These changes are quite small, but indicate that most students are satisfied enough with their freshman experience to remain at the UO.

Graduation rates within OUS also continue to follow the same pattern as UO-specific graduation rates, both showing steady increases through 2008-09, including a 2% increase between 2005-06 and 2006-07 and a 4% increase from 2007-08 to 2008-09. Both rates dropped by approximately 2% from 2008-09 to 2009-10, but given that the trend has been moving upward for several years and retention at all undergraduate levels continues to hold steady or improve, this dip was likely a trend correction rather than an indication that graduation rates will start declining.

Campus Initiatives and Significant Accomplishments

The programs and initiatives that have been implemented by the University of Oregon are aimed at improving freshman retention as well as students' persistence to graduation. Freshman retention rates have not followed the same pattern of increase as graduation rates in previous years, suggesting that the initiatives described in the institution-specific freshman retention narrative may have resulted in higher retention at the sophomore, junior, and senior levels

while maintaining freshman retention. However, the large increase in freshman retention for the fall 2009 cohort could indicate that the large influx of freshmen over the last few years has forced some programs and initiatives to focus more specifically on freshmen. Institutional analyses show that retention at other levels has remained steady, suggesting that if a shift in emphasis did occur, it was appropriate to support the differing needs of undergraduates in different places in their academic careers.

Analyses also suggest that the change in admission requirements implemented with the fall 2003 freshman cohort resulted in more academically prepared freshman classes with increased numbers of individuals able to complete their degree programs in four years. Institutional analyses have shown approximate increases of 4% in four-year graduation rates and 5% in five-year graduation rates between the fall 2002 and fall 2003 freshman cohorts, and these increases have continued to the 6-year graduation rate. This increase in rates at all levels has remained relatively consistent through the fall 2006 cohort, although the fall 2005 cohort's rates are slightly lower than the 2003, 2004, and 2006 cohorts. Therefore, it is possible that graduation rates will drop slightly for 2010-11 before returning to an upward trend.

University of Oregon

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		83.6%		87.4%		86.0%		N/A		N/A	
Targets				83.0%		89.0%		89.0%		90.0%	
				80.0%		87.0%		87.0%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

Although the source for graduate satisfaction data has been put on hold indefinitely by OUS, the UO believes that its graduate satisfaction continues to be high. Students continue to graduate at high rates, and application activity increases yearly. This would suggest that graduates are communicating positively about their experience at the institution and possibly encouraging younger siblings and friends to apply.

Campus Initiatives and Significant Accomplishments

The fact that retention at all student levels continues to improve or remain steady suggests that students are satisfied with their educational experience at the University of Oregon. This would suggest that the UO is meeting its expressed mission to provide students with the knowledge, skills, and experiences that allow them to take advantage of opportunities and to generally succeed in their post-graduation lives. The UO continues to support the need to provide opportunities for students to learn to question critically, think logically, communicate clearly, act creatively, and live ethically.

University of Oregon

Academic Quality and Student Success

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		92.9%		98.0%		96.9%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				73.0%		77.5%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	26.2	25.9	25.9	26.6	25.6	26.2	25.0	26.1	26.6	26.1

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

Student-to-Faculty Ratio: The increases in the student-to-faculty ratio in 2008-09 and 2009-10 reflected the UO's efforts to meet the course needs of the increased number of undergraduate students enrolling for those years. The student-to-faculty ratio showed a modest decrease for 2010-11 in spite of continued record levels of undergraduate enrollment. Three years ago, the UO indicated that the ratio was expected to improve more visibly over the next two or three years, notwithstanding any growth in total students served. Given the large increase in students served over the last three years, the relatively modest increases in 2008-09 and 2009-10 and the decrease in 2010-11 seem to indicate that the UO planning efforts have been successful.

Campus Initiatives and Significant Accomplishments

Student-to-Faculty Ratio: The UO began implementation of new policies and procedures for non-tenure track faculty, or NTTF (mis-categorized in IPEDS as part-time faculty) in 2006-07. The UO intends to reduce the number of NTTF, which is about 30% of all faculty FTE, by using targeted funding for student-to-faculty ratios to augment positions currently held by NTTF to levels necessary to recruit and retain additional tenure-related faculty. The economic downturn and resulting cuts needed for the current and upcoming fiscal years has delayed this process, and progress made has been somewhat obscured by the need to hire additional fixed-term faculty to accommodate the increases in undergraduate enrollment over the last three years. However, the UO remains committed to doing all that it can to ensure that the student-to-faculty ratio remains as low as is fiscally possible.

University of Oregon

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	4,010	4,534	4,593	4,839	5,036	4,999	4,825	4,693	5,036		
Targets			4,000	4,200	4,300	4,400	4,400	4,400	4,600	4,700	4,750
			3,800	3,900	3,950	4,000	4,000	4,000			

Total number of bachelor's, master's, doctoral, and first professional degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	79	73	96	76	82	79	70	64	62		
Targets			70	80	84	88	90	90	85	85	88
			64	72	74	78	80	80			

Total number of individuals endorsed for licensure in K-12 principal/superintendent administration

Explanation of Performance Trend

Total Degrees Awarded: In the period between fall 1999 and fall 2002, the University of Oregon expanded undergraduate enrollment by more than 2,600 students, accounting for the high number of degrees awarded in the 2004-05, 2005-06, 2006-07, and 2007-08 academic years. As expected, the number of degrees began to decline in 2007-08, and declined again in 2008-09. These declines were at the undergraduate level, with graduate degrees remaining relatively steady every year since 2002-03.

Total degrees awarded in 2009-10 increased by approximately 350, with about 300 more undergraduate and 50 more graduate degrees awarded than in 2008-09. These numbers closely correlate with the increase in undergraduate enrollment seen from fall 2003 to fall 2004 and the master's level enrollment increase from fall 2007 to fall 2008. Undergraduate enrollment increased slowly between fall 2004 and fall 2007 and graduate enrollment remained relatively steady, so it is expected that total degrees awarded by the UO over the next three to four years will likely be close to previously defined targets.

Degrees in Designated Shortage Areas: Several factors continue to contribute to an irregular pattern of completions in the Principal/Superintendent Administrator programs. Programs offered on the UO campus are typically completed in one or two years, whereas those in other areas of Oregon are offered as two-year programs. In partnership with the Bend La Pine School District, the University of Oregon offers M.Ed. and Initial Administrator Licensure (IAL) programs in Bend. These programs alternate every other year. In 2009-10, the IAL program was offered in Central Oregon with enrollment of 26 students. The M.Ed. portion of the program was offered in 2010-11, and enrollment was reduced because approximately half of those students had already earned Master's degrees before pursuing an Initial Administrator Licensure. Although the College of Education has increased capacity that could allow the expansion of the on-campus IAL program, the College has opted to keep the size of incoming cohorts relatively steady because of economic uncertainty. Therefore, the number of students completing the IAL program at the UO campus has also remained relatively steady.

Campus Initiatives and Significant Accomplishments

Total Degrees Awarded: The UO continues to have large numbers of degrees awarded each year, and as predicted in previous narrative, the trend of record numbers of graduates slowed for two years and then showed a small increase in 2009-10. The large number of new students in 2008-09 and the increased numbers in 2009-10 and 2010-11 will likely result in another surge of large numbers of degrees awarded after a two- to three-year plateau. As discussed in the retention and graduation narrative, the UO remains strongly committed not only to improving first-year retention for freshmen, but also retention among other undergraduate populations to ensure that UO students have every opportunity to progress through their undergraduate career to the ultimate measure of success -- the receipt of a college degree.

Degrees in Designated Shortage Areas: The expanded technological capabilities that are available in the new and remodeled College of Education buildings have allowed the college to begin developing new collaborative distance education programs to better serve central and rural Oregon. However, economic uncertainty has limited the number of new initiatives that the College can currently explore.

University of Oregon

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$73.6	$75.5	$84.8	$86.0	$94.1	$95.9	$99.4	$107.0	$113.2	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

The University of Oregon has continued to experience sustained growth in sponsored research expenditures, with approximately a two-fold increase over the past decade. The UO recently achieved the Top Tier of the Carnegie Classification in the Category of "Very High Research Activity" shared by only 108 research institutions nationally. The UO also attained the 11th highest percentage growth rate in research expenditures over the past decade among the 63 leading research universities that are members of the AAU. The primary source of funding is federal grants obtained through highly competitive national programs that involve extensive peer review processes.

Campus Initiatives and Significant Accomplishments

The University of Oregon's sponsored research portfolio emphasizes major strengths in the life and physical sciences, as well as education research. Current interdisciplinary science initiatives focus on aspects such as sustainability, molecular biology, neuroscience, learning and behavior, human physiology, materials science, and nanoscience. Sponsored funding per faculty member compares favorably with leading AAU institutions nationally, especially given the absence of medical and engineering schools. The UO achieved the third highest percentage growth rates in research expenditures per faculty member over a recent five-year period among all AAU institutions.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$310.5	$303.0	$352.4	$428.5	$497.7	$577.7	$743.3	$654.1	$654.3

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Individual	83.3%	86.2%	88.0%	86.1%	91.3%	88.4%	88.2%	90.0%	89.9%
Shared	88.0%	90.3%	92.6%	90.6%	96.1%	92.7%	93.1%	95.1%	95.5%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

Philanthropy: Both the University and the Foundation experienced changes in presidential leadership which will support significant changes in the future: securing stewardship around the globe as the University relies more upon private philanthropy, creating a more stable source of state funding, and managing the endowment to continue to grow Foundation total assets. Fiscal year 2010 saw an increase of 36% in disbursements to the University primarily for capital projects including new science and sports complexes and an alumni center that will become the dynamic new point of entry to campus reflecting the pioneering spirit that defines the University of Oregon. During fiscal year 2009-10, the fundraising efforts of the University resulted in $78.2M of private giving. Contributions included gifts and new pledges with a gross amount of $94.3M.

Significant examples of how donors helped to improve the University include two $5M pledge commitments from alumni: one to the School of Journalism and Communication toward funding a new Endowed Chair in Journalism Innovation and Civic Engagement; and the other to help fund the Gilbert Hall renovation in the Lundquist College of Business.

Faculty Compensation: The 2006-07 and 2007-08 data reflected in part the impact of the earlier Governor's freeze on salaries as well as a delay caused by the UO's general policy of giving academic year increases in January rather than at the beginning of the academic year. Because the data for these comparisons are collected in November each year, the peer data reflected the salaries and compensation for the stated academic year while the UO data primarily represented salaries from the previous academic year. The UO has not given across-the-board increases since November 2008, so its salary data for 2010 were very similar to 2008 and 2009. In different economic times, this would have ensured that the UO would fall even further behind its peers. However, most of the UO's peers are experiencing similar difficulties related to finances, so the UO has remained relatively steady in comparison to its peers.

Campus Initiatives and Significant Accomplishments

Philanthropy: In the summer of 2009 the Big Ideas Selection Committee announced that it selected five ideas that will help shape the future of the University: Sustainable Cities; The Americas in a Globalized World; Global Oregon; Human Health and Performance; and Green Product Design. This will continue to play an important role in informing the University's long term fundraising planning and priorities.

The University launched a new interdisciplinary major, Cinema Studies, combining disciplines in the College of Arts & Sciences, Architecture & Allied Arts, and the School of Journalism & Communication. The University continued its focus on raising funds to support scholarship initiatives, including ongoing efforts around Pathway Oregon Scholarships fundraising. The Ducks Football Team enjoyed a very successful season resulting in their fifth Rose Bowl appearance, playing against Ohio State University.

Research funding at the University during fiscal year 2009-10 was $135.6 million, a UO record. There are 16 Oregon-based companies with formal ties to University research which employ 237 personnel in Oregon. Aggregate revenue reported by these companies in 2009 was $26.2 million.

Progress on several capital projects moved ahead or were completed during Fiscal Year 2009-10. Projects included: the Ford Alumni Center (grand opening in May 2011); Fenton Hall Renovation (completion during FY 2010-11); Anstett Hall, formerly Gilbert Hall (completion during FY 2010-11); PK Park Baseball Field (completed in February 2010); and the John E. Jaqua Center for Student Athletes (completed in January 2010).

Average UO Faculty Compensation to Peer Average: When necessary, the UO continues to invest institutional revenue and resources in faculty salaries, but imposed financial cuts for the current and upcoming fiscal years are expected to result in minimal expenditures for salary increases.

University of Oregon

Mission-Specific Indicators

Average UO Faculty Compensation to Peer Average

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	82.9%	86.0%	87.8%	85.8%	91.0%	95.5%	94.6%	92.1%	89.9%		
Targets			95.0%	85.0%	85.0%	91.0%	93.0%	95.0%	96.0%	97.0%	98.0%
			93.0%	83.8%	83.8%	87.0%	91.0%	93.0%			

Average compensation of UO faculty as a percent of the average faculty compensation at institutions in the UO peer group; excludes instructors

Research and Economic Development Index

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	4.6	13.1	14.3	24.0	30.3	35.2	46.7	48.7	51.3		
Targets			3.2	5.7	16.0	16.8	17.6	18.5	19.4	20.4	21.4
			3.1	5.5	15.0	15.8	16.5	17.3			

The UO ratio of industrial support for R&D, income generated from technology transfer and jobs supported by R&D, compared to the base year 1995

Explanation of Performance Trend

Average UO Faculty Compensation to Peer Average: When the governor's imposed salary freeze was lifted, the UO implemented higher salary increases and increased institutional contributions to cover benefit cost increases in an effort to continue the upward trend that started in the 2005-06 academic year. However, economic uncertainty led to smaller increases the following year, resulting in a small decrease for the 2007-08 academic year. As economic uncertainty became extreme reality, the UO opted to implement FY09 increases in November 2008, with the clear communication that the next few years were likely to hold no additional increases. The UO expected to remain close to its stated target range for 2008-09 because of the November 2008 increase, but there was a larger drop in 2008-09 than anticipated even when including the additional compensation. Given that the UO has not granted across-the-board increases since November 2008, the continuing downward trend for 2009-10 is not surprising. However, because most of the UO's peers are experiencing similar difficulties related to finances, the UO's status in comparison to its peers is not as dramatic as it might have been in earlier years. In spite of the dire economic situation in the state and the continued disinvestment in higher education at the state government level, the UO remains committed to finding ways to compensate its faculty at a level equitable to its peers.

Research and Economic Development Index: The University of Oregon has made extraordinary gains in the Research and Economic Development Index. The metric recognizes the economic impacts of research, including categories involving industry-sponsored research dollars, job creation or retention supported by research expenditures, and direct revenue produced through the out-licensing of UO innovations. The resultant index is normalized to a value of 1.0 for the base year of FY95 and combines all of the above measures in one index. The index has continuously improved to a record 51.3 for FY10, representing an over 50-fold increase in the past 15 years.

Campus Initiatives and Significant Accomplishments

Average UO Faculty Compensation to Peer Average: When necessary, the UO continues to invest institutional revenue and resources in faculty salaries, but imposed financial cuts for the current and upcoming fiscal years are expected to result in minimal expenditures for salary increases.

Research and Economic Development Index: The sustained and major increase in the index reflects the escalation of UO's research contributions to innovation and economic development in Oregon. Sixteen current companies with direct links to the UO now employ 237 personnel in Oregon. This is approximately a five-fold increase over just the past five years. The UO is especially successful in start-up company creation as a function of research expenditures and in annual licensing revenue derived from inventions.

Western Oregon University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	4,878	5,030	5,032	4,772	4,879	4,889	5,037	5,349	5,654	6,233

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	1,376	1,311	1,412	1,323	1,343	1,278	1,435	1,496	1,481	1,681

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

Growth in WOU enrollment has been positively impacted through:

- Sustained emphasis on recruitment and retention of Oregon residents;
- Latino student enrollment and graduation initiatives like hosting the annual Cesar E. Chavez leadership conference;
- Emphasized local recruitment to all five Salem Keizer High Schools;
- Continuation of the Western Tuition Promise;
- Development and implementation of new textbook rental program; and
- Campus improvements (new residence hall and wellness center).

Campus Initiatives and Significant Accomplishments

WOU continues to serve traditionally underrepresented groups:

- In fall 2010, 18.1% of overall enrollment and 24% of entering freshmen class were comprised of students of color;
- Over 50% of undergraduates were first generation to college;
- 85% of undergraduates were from Oregon;
- Student enrollment in graduate programs increased 14.2%; and
- New programs in Gerontology (fall 2011) and MS in Interpretive Studies (summer 2011) are meeting local and national needs.

Western Oregon University

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	74.9%	71.2%	65.3%	66.5%	65.3%	72.7%	72.5%	71.0%	71.6%		
Targets			74.6%	75.0%	68.0%	70.0%	71.0%	74.0%	74.0%	74.5%	74.5%
			72.2%	75.0%	65.0%	69.0%	70.0%	72.0%			

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Explanation of Performance Trend

WOU has continued to emphasize student graduation leading to increased overall effectiveness:

- Writing Center staff increased by 2.0 FTE to support student academic success,
- Spanish speaking professional staff added in Academic Advising, Writing Center, and Financial Aid,
- New outreach and support was developed for students who have not declared a major.

Fluctuations in financial aid, especially the Oregon Opportunity Grant, will continue to be important to student retention.

Campus Initiatives and Significant Accomplishments

WOU has been acknowledged nationally for Hispanic retention and graduation success:

- The Education Trust cited WOU for its overall success and improvement in retaining and graduation underrepresented students of color,
- Retention of Latino students and athletes exceeded campus average for the past three years, and
- Additional support was provided to expand the Student Enrichment Program for the second time in past four years.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	79.1%	75.8%	70.7%	71.8%	71.2%	76.7%	76.7%	76.4%	75.7%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	41.1%	41.6%	42.9%	44.4%	43.5%	45.5%	39.5%	39.6%	41.9%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	53.2%	54.4%	52.9%	54.8%	54.3%	56.2%	48.6%	49.2%	50.2%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

Student retention and graduation continues to be an institutional priority:

- The trend should continue to improve as the cumulative effects of increased retention of freshmen students leads to increased graduation rates.
- The differential between "WOU Graduation Rate" and "Graduation Rate within OUS" should decrease reflecting greater success in retaining students to sophomore year within WOU.
- Financial aid will continue to impact student retention and graduation and the Western Tuition Promise will also continue to support increased retention and graduation rates.

Campus Initiatives and Significant Accomplishments

Campus improvements and consistent program review should result in continued positive trends:

- The new Campus Wellness Center will support greater student success,
- Freshmen Year Experience courses are undergoing extensive review and enhancements that will lead to increased success in future years,
- The Education Trust cited WOU for its overall success and improvement in retaining and graduation of underrepresented students of color, and
- Additional support was provided to expand the Student Enrichment Program for the second time in the past four years.

Western Oregon University

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor's Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor's graduates (the *One Year Later* report series), conducted biennially by the Chancellor's Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		81.5%		82.1%		89.7%		N/A		N/A	
Targets				82.0%		82.5%		83.0%		85.0%	
				82.0%		82.0%		82.5%			

Percentage of recent bachelor's degree recipients rating the overall quality of their educational experience as "very good" or "excellent" on a 5-point scale

Explanation of Performance Trend

Informal self-reporting indicates positive feedback from recent graduates.

Campus Initiatives and Significant Accomplishments

The College of Education continues to review data from exit surveys completed by all teacher candidates graduating from WOU and awaits the first round of data expected from the Oregon TSPC Follow Up Survey and Employer Satisfaction Survey which will provide us with more comparative data. Furthermore, we have used data from the exit surveys in the past two years to make significant improvements in advising and coursework in several of our teacher preparation programs.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		93.2%		96.0%		96.0%		N/A		N/A

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				80.8%		93.1%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	27.7	27.7	28.5	26.0	24.4	25.8	24.8	24.3	25.0	27.7

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

Graduate Success: Currently, the college has no systematic monitoring of student employment trends; we had previously used OUS survey data which is no longer available.

Internships: Campus surveys indicate 20% of students participate in internships annually. The "life-time" cumulative effect would be consistent with previous OUS post-grad surveys for WOU reporting 80-90% participation rates. All professional programs in the College of Education including Rehabilitation Counseling, ASL English Interpreting, and all teacher preparation programs include an internship experience.

Student to Full-Time Faculty Ratio: The College of Liberal Arts/Sciences successfully conducted six tenure-track searches in high-enrollment areas and increased the number of sections in introductory science courses in response to growing enrollment.

Campus Initiatives and Significant Accomplishments

Internships: Expansion of the service learning and career development office is providing additional assistance to students as they prepare for transition from college. Liberal arts and sciences programs are adding senior capstone experiences, mentored research opportunities and added emphasis on career-related internship engagements.

Student To Full Time Faculty Ratio:WOU closely monitors enrollment trends and will continue to open additional sections of courses in high-demand areas.

Western Oregon University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	924	984	1,110	1,038	1,012	925	938	1,003	1,005		
Targets					1,050	1,025	1,046	1,075	950	975	1,100
					975	950	975	1,000			

Total number of bachelor's and master's degrees awarded annually

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual			203	183	174	192	165	152	190		
Targets									140	143	145

Total number of degrees awarded in rehabilitative counseling plus endorsements/licenses in special education, ESL/bilingual education, Spanish, school counseling, library media, math, and science (physics and chemistry)

Note: Data definition was adjusted in 2007 rendering earlier targets obsolete

Explanation of Performance Trend

The College of Education has successfully implemented strategic recruitment and advising as well as priority scholarships to help increase the number of teachers prepared at WOU for designated shortage areas.

The number of graduates will continue to increase due to two major factors:

1. The negative impact of the 2005-06 threatened faculty strike will diminish as the classes of students who were on campus cycle through a four to six year graduation period.
2. The increased enrollment and retention of students starting in 2006-07 will lead to increased numbers of degrees.

Campus Initiatives and Significant Accomplishments

Increased student retention will lead to increased degrees.

- Targeted recruitment in College of Liberal Arts/Sciences has added staff experienced with Math and Science curriculum in secondary education.
- WOU's Bilingual Teacher Initiative is resulting in more students seeking an ESOL/ Bilingual endorsement.
- When possible, the College of Education gives scholarship and admissions priority to students seeking teaching degrees in Math, Science, and Special Education.
- College of Liberal Arts/Sciences has added enhanced advising for incoming pre-nursing majors to direct science capable individuals on to clinical health professions and non-science students to other programs of interest such as psychology, gerontology, and health education.

Western Oregon University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	$9.3	$9.1	$9.3	$9.9	$10.8	$10.5	$11.0	$11.1	$11.5	
Targets										

Expenditures for sponsored research and other activities ($ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

2009-10 Sponsored Research expenditures grew by about $400,000 from the previous fiscal year. The positive growth in sponsored research expenditures can be attributed to a higher number of faculty and staff pursuing extramural funding in 2009-10. Future growth is expected to level out due to changes in federal funding priorities.

Campus Initiatives and Significant Accomplishments

WOU sponsored research activities continue to expand both throughout Oregon and the nation. Competitive grant funds help to sustain WOU's national outreach through:

1. The provision of professional development to educators addressing the needs of children with Traumatic Brain Injury or deaf-blindness;
2. Training for tribal leaders in community policing;
3. Research on improving fingerprint technology; and
4. Providing technical assistance to post-secondary service providers to insure the access of Deaf and Hard-of-Hearing individuals.

WOU students directly benefit from sponsored research activities focused on:

1. Assisting first generation students with skills to be successful in college;
2. Preventing domestic violence and sexual assault;
3. Informative and interactive library exhibits on cultural and ethnic diversity; and
4. A strong Canadian Studies program.

Sponsored research activities reach throughout Oregon focusing on marine estuaries, climate change, early childhood providers, and information technology. WOU is home to two national centers -- the National Consortium on Deaf-Blindness (funded through the U.S. Department of Education) and the Center on Brain Injury Research and Training (multiple federal, state and private funding sources).

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	$5.7	$5.4	$6.1	$6.6	$7.4	$9.2	$8.8	$8.6	$9.3

Net assets of campus affiliated foundation as reported in the OUS audited financial statement ($ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	94.6%	96.4%	96.2%	93.3%	91.7%	95.3%	96.1%	94.7%	91.4%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions

Explanation of Performance Trend

Philanthropy: An increase in realized gains helped to minimize a decrease in donations caused by the current economic environment and by several large planned gifts which were received in 2008-09.

Faculty Compensation: The retirement of tenured faculty and the addition of new tenure-track faculty to fill these positions resulted in the decline in the average for faculty compensation. Additionally, the negotiated faculty compensation plan addresses equity across disciplines and years of service to the University, but does not address market pressures across disciplines.

Campus Initiatives and Significant Accomplishments

Philanthropy: Initiatives to improve giving to the Annual Fund and increase the alumni participation rate will help to increase philanthropic support of WOU. The 2009-10 restructuring of University Advancement has added more fundraising focused staff.

Faculty Compensation: The Faculty Union and Administration continue to work together to address equity concerns and market drivers affecting faculty recruitment and retention.

Western Oregon University

Mission-Specific Indicators

Community College Transfer Completion

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	59.0%	60.0%	60.0%	56.0%	61.0%	59.0%	48.6%	62.0%	52.1%		
Targets				63.0%	65.0%	65.0%	66.0%	68.0%	59.0%	60.0%	61.0%
				58.0%	60.0%	61.0%	62.0%	63.0%			

Percentage of community college transfer cohort starting and completing a bachelor's degree at WOU within four years

First Generation Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	68.0%	60.0%	60.0%	57.0%	65.0%	67.4%	70.2%	70.5%	69.0%		
Targets					65.0%	66.0%	68.0%	70.0%	73.0%	73.5%	74.0%
					60.0%	62.0%	65.0%	70.0%			

Percentage of full-time freshmen who persist to their second year and are the first in their families to attend college. Includes students who transfer to another OUS institution

Explanation of Performance Trend

The Western Tuition Promise and other campus support programs have limited the negative impact of the recession upon timely student completion. Trend analysis shows Community College Transfer Students are averaging a lighter load during their first year at WOU. This ultimately results in extended time-to-completion ratios.

The majority of community college transfer students transferring to WOU enter with only one year of academic credit.

Campus Initiatives and Significant Accomplishments

Campus investments and expansion in programs such as Student Enrichment Program, Academic Advising, and Financial Aid have increased support for students that is especially noticeable in the success of First Generation College students.

Data Dictionary

Access and Participation

Total Credit Enrollment: Headcount of all students enrolled in an OUS institution during fall term, regardless of course load. Both regular and extended enrollment are included in this number.
Source: OUS Institutional Research Services, fall fourth week enrollment reports.

New Undergraduate Enrollment: Headcount enrollment of newly admitted undergraduates based on admission decision as defined by Board, including regular and extended enrollment in credit courses. Includes both full- and part-time students and regular and extended studies enrollment. Excludes all non-admitted, post-baccalaureate, and graduate students.
Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

Student Progress and Completion

Freshman Retention: Fall term first-time, full-time freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Data are reported in the entering cohort year (e.g., retention rates in 2009-10 represent the fall 2009 cohort returning in fall 2010). Percentage represents students who entered and returned to the same institution for a second year.
Source: OUS Institutional Research Services, Freshman retention reports.

Freshman Retention within OUS: Fall term first-time, full-time freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Data are reported in the entering cohort year (e.g., retention rates in 2009-10 represent the fall 2009 cohort returning in fall 2010). Percentage includes students who entered at one OUS institution but transferred to another OUS institution for their second year.
Source: OUS Institutional Research Services, Freshman retention reports.

Graduation Rate: Fall term first-time, full-time freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending the summer of the 7th year. Data are reported at the six-year mark—150% of "normal" time (e.g., graduation rates reported for 2009-10 represent the fall 2004 cohort completing by or before 2009-10). Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. A very small number (0.001) of the degrees contributing to this measure are associate degrees awarded at EOU, OIT, and WOU. Students earning an associate's degree within three years (150% of "normal" time) and not continuing on to obtain a bachelor's degree are reflected in the graduation rate. Percentage represents students who entered and graduated from the same institution.
Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports.

Graduation Rate within OUS: Fall term first-time, full-time freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending the summer of the 7th year. Data are reported at the six-year mark—150% of "normal" time (e.g., graduation rates reported for 2009-10 represent the fall 2004 cohort completing by or before 2009-10). Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. A very small number (0.001) of the degrees contributing to this measure are associate degrees awarded at EOU, OIT, and WOU. Students earning an associate's degree within three years (150% of "normal" time) and not continuing on to obtain a bachelor's degree are reflected in the graduation rate. Percentage includes students who entered at one OUS institution but graduated from another OUS institution.
Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports.

Academic Quality and Student Success

Recent Graduate Satisfaction: Bachelor degree recipients awarded a degree in any term of a given academic year (summer through the following spring) are surveyed nine to twelve months following graduation. Surveys are conducted every other academic year beginning with the graduates of the 1994-95 academic year. Graduates are asked to rate the overall quality on a scale of 1 to 5 (5 is "excellent" and 1 is "poor"). Data reflect the percentage of survey respondents rating the overall quality of the experience a 4 or 5. Data reported for 2006-07 represent the 2007 graduating class, surveyed in 2008.
Source: OUS Office of Performance Measurement and Outcomes, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

Recent Graduate Success: Bachelor's degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed nine to twelve months following graduation. Surveys are conducted every other academic year beginning with the graduates of the 1994-95 academic year. Percentages reflect survey respondents who say they are employed, continuing their studies, volunteering, or working at home. Percentages exclude survey respondents who say they "are not working but looking for work," which is consistent with the Bureau of Labor Statistics (BLS) definition of "unemployed." Data reported for 2006-07 represent the 2007 graduating class, surveyed in 2008.
Source: OUS Office of Performance Measurement and Outcomes, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

Internships: The percent of bachelor's degree recipients who participated in at lease one type of internship or experiential learning opportunity, based on survey data collected biennially.
Source: OUS Office of Performance Measurement and Outcomes, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

Students per Full-time Faculty: The ratio of fall FTE student enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time instructional faculty headcount.
Source: Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment and Faculty Salaries Surveys.

Educated Citizenry and Workforce Development

Total Degrees Awarded: Bachelor's, master's, doctoral, and first professional degrees awarded annually. Associate's degrees are not counted in this measure. Degrees counted for an academic year are those awarded summer through the following spring, which approximates the fiscal year (e.g., Summer 2009, Fall 2009, Winter 2010, and Spring 2010). Students who earn a single degree with more than one major are counted only once.
Source: OUS Institutional Research Services, Integrated Postsecondary Education Data System (IPEDS) Completions Survey reports.

Data Dictionary

Educated Citizenry and Workforce Development, Continued

Degrees Awarded in Shortage Areas: Campuses selected one of two Oregon shortages areas identified in 2001: high technology disciplines and selected teacher licensure areas. The high technology measure reports bachelor's, master's, and doctoral degrees awarded (excluding certificates) in engineering (CIP14), engineering-related technologies (CIP15), and computer science (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 2009, Fall 2009, Winter 2010, and Spring 2010). The teacher education shortage areas include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media.
Source: OUS Institutional Research Services, Integrated Postsecondary Education Data System (IPEDS) Completions Survey reports, campus data files.

Knowledge Creation and Resources

Sponsored Research Expenditures: Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. In the 2011 board reports this measure changed to exclude gift aid and include indirect cost recovery to more accurately reflect expenditures. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included in the system total.
Source: OUS Controller's Division, Annual Financial Reports.

Philanthropic Support: The net assets of each foundation plus the value of obligation to the individual university (if included as a liability) as reported in the audited financial statements of each institution.
Source: OUS Controller's Division, Annual Financial Reports.

Average Faculty Compensation to Peer Average: Data display the average faculty compensation (salary plus benefits) for the OUS institutions as a percentage of the average compensation among peer universities. Peer universities are grouped as research universities for OSU, PSU, and UO, comprehensive universities for EOU, SOU, and WOU, and specialized institutions for OIT. In addition, data are provided for each of the three individual peer groups for OSU, PSU, and UO. To compare all ranks, the faculty distribution is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors. Source data are reported by universities on November 30th of each academic year. Increases awarded after October 31 are not included in the OUS salary figures.
Source: OUS, Office of Institutional Research Services, using data from the American Association of University Professors (AAUP) as published in ACADEME: *The Annual Report on the Economic Status of the Profession* in March/April in a given year.

Campus Mission-Specific Indicators

Eastern Oregon University

Transfer Students Attending EOU: The percentage of transfer students from the following seven designated community colleges: Blue Mountain, Chemeketa, Mt. Hood, Rogue, Southwestern, Treasure Valley, and Umpqua, who attend EOU. Data are represented by the percentage change from the baseline year 2005-06. Transfer students are defined as any student that transfers courses from the listed community colleges, regardless of credits.
Source: Eastern Oregon University, special report.

High School Graduate Yield: The percentage of high school graduates from the twelve easternmost Oregon counties: Baker, Gilliam, Grant, Harney, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler, who attend EOU. Data exclude GED recipients and graduates of the following Education Centers: Annex Elementary School, BHS Alternative Education, Malheur Education Center, Morrow Education Center, Nixyaawii Community School, Pendleton Education Center, and Pleasant View School.
Source: Eastern Oregon University, special report.

Oregon Institute of Technology

Enrollment of Women in Engineering-Related Fields: Number of women enrolled in engineering and engineering-related degree programs, including technology, as indicated by fall enrollments. At the campus level, graduation rates in these fields are also tracked for women and compared to total graduation rates.
Source: OUS Institutional Research Services, fall fourth-week enrollment reports, special report beginning in Fall 2001.

Retention of new transfer students: The percent of new full-time transfer students who return to Oregon Institute of Technology (OIT) for a second year. New transfers are those students new to OIT fall term of the cohort year who have earned 24 or more college credits prior to enrolling at OIT. Students earning 36 or more college credits while in high school are NOT considered transfer students. Cohorts include students enrolled in nursing programs.
Source: Oregon Institute of Technology, student extracts.

Data Dictionary

Campus Mission-Specific Indicators, Continued

Oregon State University

Percent of Oregon High School Graduates With 3.75+ GPA at Admission: Proportion of Oregon high school graduates who achieved a GPA of 3.75 or higher participating as first-time, full-time freshmen. Includes first-time resident freshmen entering fall term.
Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

Enrollment Rates for Students of Color: Proportion of unduplicated headcount students who self-identify as belonging to a racial/ethnic group forming a minority of the population. Proportion combines American Indian/Alaska Native; Asian/Pacific Islander; Black/African American; and Hispanic/Latino students. Proportion combines full- and part-time students at both the undergraduate and graduate levels.
Source: OUS, Institutional Research Services, fall enrollment reports.

Portland State University

R&D Expenditures in Science and Engineering: This indicator reports all expenditures in the natural and physical sciences programs in the College of Liberal Arts and Sciences and the Maseeh College of Engineering and Computer Science. It also includes expenditures in university-wide centers explicitly designated as engaged in science and technology research—current centers include the Center for Electron-microscopy and Nano-fabrication and the Oregon Transportation Research and Education Consortium.
Source: Portland State University, special report.

Students Completing Community-Based Internships: This measure includes the number of students who enroll in the University Studies Senior Capstone course, courses designated as "Community-Based Learning" in the schedule of classes, internships, and practica that contain a community-based component in graduate and undergraduate programs across the campus.
Source: Portland State University, special report.

Southern Oregon University

Transfer Student Graduation Rate: The six-year graduation rate of transfer students who enter SOU with 36 credit hours or more. Cohorts include both full-time and part-time transfer students who were enrolled at the start of the academic year (fall term) and who receive a degree within six years.
Source: Southern Oregon University, special report.

Foundation Net Worth: The net assets of the SOU Foundation plus the value of obligation to the university (if included as a liability) as reported in the audited financial statement.
Source: OUS Controller's Division, Annual Financial Reports.

University of Oregon

Average UO Faculty Compensation to Peer Average: Total compensation comparisons based on national data collection of fall faculty compensation by AAUP. UO comparisons with peer institutions include the ranks of professor, associate professor, and assistant professor, weighted at 35%, 35%, and 30%, respectively. The rank of instructor is excluded in this measure. The peer average is also weighted by institution.
Source: University of Oregon, special report.

Research and Economic Development Index: This index benchmarks economic development activity at the UO by combining the metrics of industrial support for R&D, income generated through out-licensing of UO inventions, and jobs supported by R&D activity. The resultant index is normalized to the base year of FY95, so that the index reported for each year represents the combined growth in the three metrics since 1995.
Source: University of Oregon, special report.

Western Oregon University

Degree Completion of Community College Transfers: The percentage of entering community college transfers who graduate within four years of matriculation at WOU.
Source: Western Oregon University, special report.

Retention of First Generation College Students: The percentage of full-time freshmen who persist to their second year and are the first in their families to attend postsecondary institutions.
Source: Western Oregon University, special report.

Oregon University System

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