



The 1997 Oregon Legislative Assembly enacted into Oregon law four broad goals adopted by the State Board of Higher Education: enhancing existing quality, expanding access, maintaining reasonable cost-effectiveness, and ensuring employability. Senate Bill 919 requires the State Board of Higher Education to develop performance measures related to these four goals and to provide a progress report to the Legislative Assembly each biennium.

The Oregon University System made its first report to the legislature in 1999. This report presented performance data for the key indicators adopted by the Board. These indicators are among the measures included in the “Links to Oregon Benchmarks,” required annually by the Oregon Department of Administrative Services. For a more detailed report, please visit the OUS website ([http://www.ous.edu/mp\\_agency.htm](http://www.ous.edu/mp_agency.htm)).

We are pleased to report that OUS continues to improve in all but two of the key indicators. The increasing ratio of students to full-time faculty and below-average faculty compensation represent the greatest challenge to maintaining a quality education at our public universities. Taken together, the trends for these two measures are early warning signals that both access and quality are at risk.

## Results Overview

### Performance Indicators

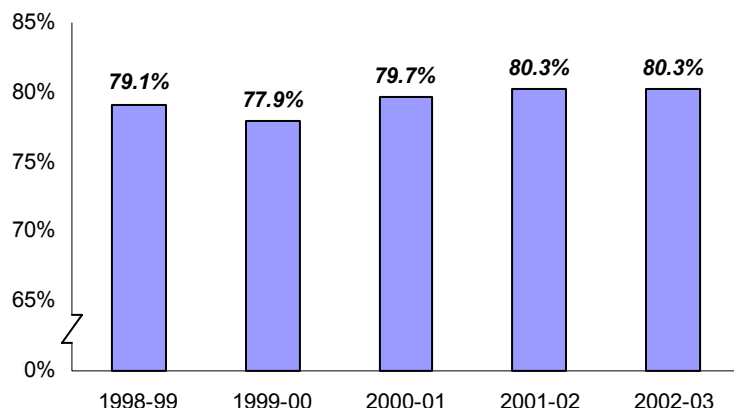
|                                                                            |  |       |
|----------------------------------------------------------------------------|--|-------|
| Freshman persistence to the second year (1998-99 through 2002-03)          |  | 1.5%  |
| Freshmen completing a bachelor’s degree (1998-99 through 2002-03)          |  | 5.7%  |
| Quality ratings by recent graduates (1994-95 through 2002-03)              |  | 13.8% |
| R&D support from grants and contracts (FY 1999 – FY 2003)                  |  | 31.9% |
| Philanthropy—foundation net assets (FY 1999 – FY 2003)                     |  | 15.9% |
| Student diversity (Fall 1998 – Fall 2003)                                  |  | 32.4% |
| Fall credit enrollment (Fall 1998 – Fall 2003)                             |  | 22.4% |
| Total degree production (1998-99 through 2002-03)                          |  | 17.7% |
| Engineering and computer science degrees awarded (1998-99 through 2002-03) |  | 23.2% |

### Early Warning Signals

|                                                                   |  |                              |
|-------------------------------------------------------------------|--|------------------------------|
| Students to full-time faculty ratio (Fall 1998 through Fall 2003) |  | 15.8%                        |
| Average faculty compensation (2003-04)                            |  | 2.7% to 12.6%<br>Below peers |

# Quality Indicators

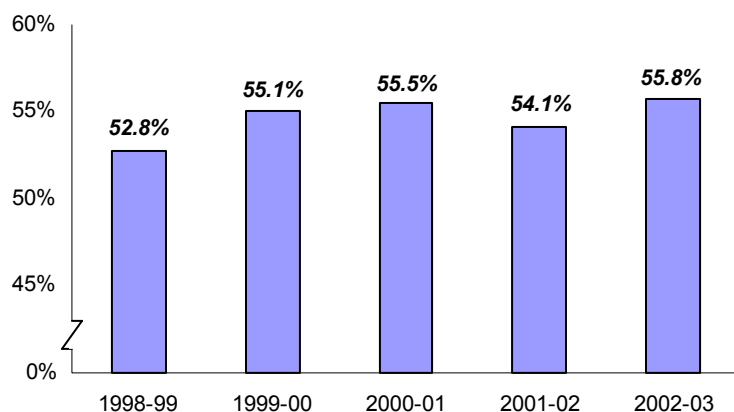
## Freshman persistence to second year



**Freshman persistence** remains one of the best predictors of degree completion.

OUS has held steady at 80.3% for the past two years, a significant improvement from the 1999-00 academic year.

## Completion of bachelor's degree



In addition to *institution* variables, such as course availability, **degree completion** is influenced by any number of *student* variables, such as:

- Financial ability to pay
- Personal preparation
- Motivation & commitment
- Family obligations

Many students choose full-time continuous enrollment after high school. Others choose part-time enrollment and a slower track to graduation.

College affordability relative to cost affects attendance patterns, and depends on:

- Family income
- College savings
- Financial aid
- Life circumstances

Note: All U.S. universities report six-year graduation rates to the National Center for Educational Statistics. OUS rates shown above reflect the percentage of freshman graduating from any OUS institution within six-years.

## Quality ratings by recent graduates

|                               | 1994-95 | 1996-97 | 1999-00 | 2000-01 | 2002-03 |
|-------------------------------|---------|---------|---------|---------|---------|
| <b>Percent saying</b>         |         |         |         |         |         |
| <i>Excellent or Very Good</i> | 72.0%   | 62.2%   | 79.9%   | 79.8%   | 81.9%   |
| <b>Mean rating</b>            |         |         |         |         |         |
| <i>5-pt. scale</i>            | 3.8     | 3.7     | 4.0     | 4.0     | 4.0     |

Note: In a survey of randomly selected bachelor's degree recipients, administered within 12 months of degree completion, respondents are asked to rate the quality of overall educational experience on a 5-point scale, with 5 rated as "excellent" and 1 as "poor."

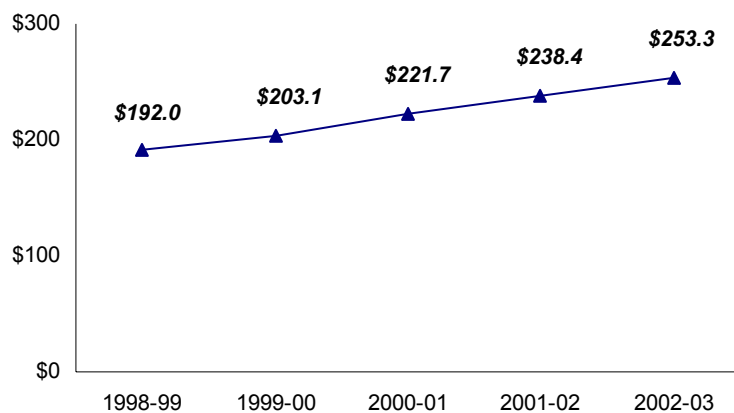
Data on recent graduate **satisfaction and success** are obtained through a biennial survey of bachelor's recipients, administered 6 to 12 months following graduation.

Graduate success (the percentage of degree recipients who report they are employed, continuing their studies, volunteering, or working at home) for the class of 2003 dropped from 96% in 2001 to 93.8%. A weak economy and tough job market are likely contributors to this decrease.

# Quality and Cost-Effectiveness Indicators

## Sponsored research and development

Total gift, grant, and contract expenditures (\$ in millions)



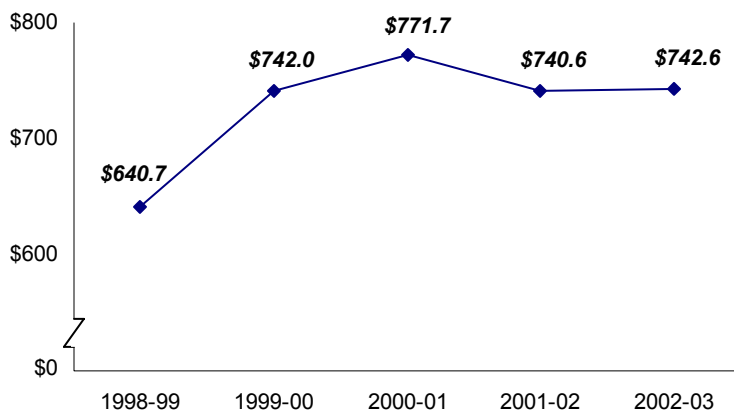
**R&D expenditures** increased by over \$61 million, or 32%, between 1998-99 and 2002-03. Adjusted for inflation, the increase is \$43 million or 22%.

**Philanthropy** is defined here as the net worth of the institution's affiliated foundation.

Although factors such as the specific nature of gifts, investment returns, and current projects affect a foundation's net assets at any given time, OUS' increase over time is a good indicator of external support.

## Philanthropy

Foundation net worth (\$ in millions)



## Average faculty compensation

100% = average at peer universities

### Research/Doctoral Universities

|     |       |
|-----|-------|
| OSU | 92.7% |
| PSU | 91.2% |
| UO  | 88.0% |

### Comprehensive Universities

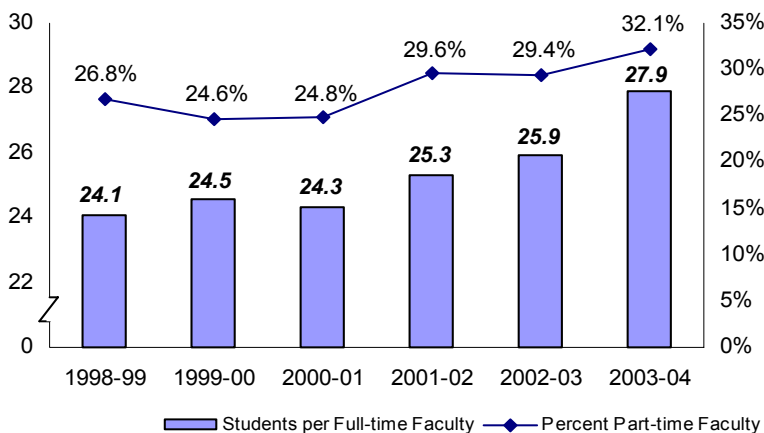
|     |       |
|-----|-------|
| EOU | 87.4% |
| SOU | 94.0% |
| WOU | 96.2% |

### Technical Institute

|     |       |
|-----|-------|
| OIT | 97.3% |
|-----|-------|

## Ratio of students to full-time faculty

Compared with part-time faculty percentage



Funding declines, combined with growing enrollments, have contributed to significant increases in **student to full-time faculty ratios**.

A byproduct of this dynamic is that OUS institutions are being forced to rely on more temporary, part-time faculty. Between 1998-99 and 2003-04, the percentage of part-time faculty grew from 26.8% to 32.1%.

# Access and Employability Indicators

## Student diversity

|                                 | 98-99        | 99-00        | 00-01        | 01-02        | 02-03         | 03-04         |
|---------------------------------|--------------|--------------|--------------|--------------|---------------|---------------|
| African American                | 987          | 1,093        | 1,132        | 1,230        | 1,310         | 1,447         |
| American Indian / Alaska Native | 887          | 910          | 868          | 939          | 984           | 988           |
| Asian/Pacific American          | 4,036        | 4,288        | 4,559        | 4,840        | 5,130         | 5,306         |
| Hispanic/Latino                 | 2,053        | 2,150        | 2,259        | 2,437        | 2,644         | 2,802         |
| <b>Total</b>                    | <b>7,963</b> | <b>8,441</b> | <b>8,818</b> | <b>9,446</b> | <b>10,068</b> | <b>10,543</b> |
| Percent of total student body   | 12.3%        | 12.5%        | 12.7%        | 12.8%        | 12.9%         | 13.3%         |

A **diverse student body** enriches the educational experience of all students as well as their preparation for the workforce.

OUS institutions actively seek to provide opportunities that facilitate ongoing progress towards enhanced representation, inclusion, engagement, and success of people of diverse backgrounds.

**Total credit enrollment** has increased significantly since 1998-99, reflecting the high priority placed on ensuring access, even during periods of constrained resources.

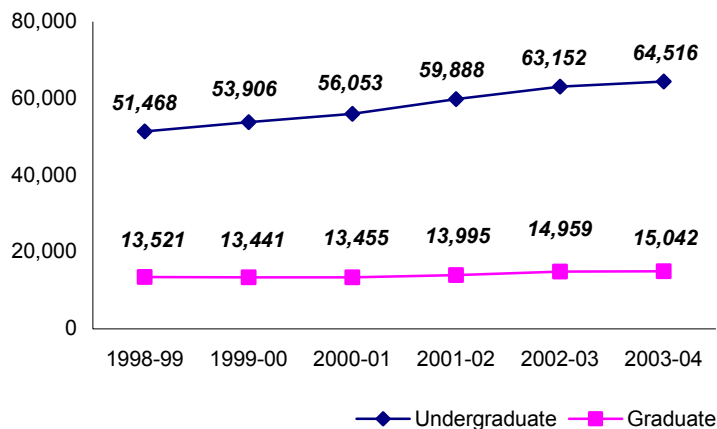
Undergraduate enrollment has grown 25% during that time – twice the national rate of increase – while graduate enrollment grew 11%.

After several years in the 13,000 range, **total degree production** jumped to over 15,000 in 2002-03. This dramatic increase may reflect the infusion of state resources in 1999-00 that permitted greater access and enrollment than had been possible before.

Other strategic investments of state resources are also paying off. **Engineering and computer science degree production** has increased 23% since 1998-99.

“Post-secondary education is increasingly central to the lives of Oregonians and the Oregon economy.” Oregon Business Plan, 2003

## Fall enrollment



## Degree production

