

Portland State University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	19,029	20,185	21,841	23,117	23,486	24,015	24,284	24,999	26,587

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

New Undergraduate Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	3,210	3,389	3,778	3,916	4,045	4,175	3,909	4,202	4,674

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

Explanation of Performance Trend

PSU's credit enrollment increases reflect population increases in the metro area, as well as efforts to recruit and retain students at all levels. Outreach to prospective freshmen and transfer students from community colleges in the area and other 4-year institutions has resulted in substantial increases in the undergraduate enrollment since 2000-2001. Total enrollment increased by 6% between 2007-2008 and 2008-2009; new undergraduate enrollment increased by 11%. This upward trend is expected to continue in the near future.

Campus Initiatives & Significant Accomplishments

Portland State increasingly is an institution of first choice for students across the region and abroad. Its growing populations of residents of the Portland metro area and the state, as well as international and other non-Oregon residents, provide a diverse and vibrant campus environment and support OUS and statewide goals for higher education in the 21st century. Recruitment efforts have focused on traditional freshmen and international students, while co-enrollment/co-admissions and other articulation agreements with metro-area community colleges have increased transfer student enrollment and success. New and expanded graduate programs have attracted greater numbers of both resident and non-resident students. Portland State's focus on engagement, sustainability, student success, global excellence, expanding educational opportunities, and the creation of knowledge and solutions for the 21st century make it attractive to students from a variety of backgrounds and experiences.

Portland State University

Student Progress & Completion

Freshman Retention

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	68.5%	67.9%	66.8%	66.0%	67.1%	67.5%	67.0%	68.5%					
Targets				68.6%	70.0%	72.0%	74.0%	67.5%	68.1%	68.6%	69.2%	69.7%	70.3%
				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 (for years through 2008-09)

Explanation of Performance Trend

Performance increased over last year, after remaining flat for the three previous years.

Campus Initiatives & Significant Accomplishments

Student success is an institutional priority and improvement of retention and completion rates for freshmen and transfer students is a focus of numerous initiatives across campus. Each school and college has undertaken retention initiatives, and a campus-wide committee, formed in 2007-2008, has begun implementation of best practices to improve undergraduate retention. The University Studies Program, PSU's undergraduate general education curriculum, has appointed a retention coordinator to work directly with students and faculty on ways to improve freshman retention. PSU's 2008-09 accomplishments include four specific efforts: creation of new, on-campus Living and Learning Communities; ongoing expansion of the on-campus First-year Experience residence program; more intentional, focused outreach to first-year students in Freshman Inquiry; and development of a "University Success" program for students, which expands tutoring, advising, and workshop offerings to evening hours.

Rationale for Targets to 2013

The campus focus on retention through "Student Success" has resulted in the implementation of best practices within schools and colleges and the general education program to improve the retention of freshmen. PSU's goal is to meet or exceed the OUS goal of increasing freshman retention by 2.3% across the system; the target for 2012 represents a 3.3 percentage point increase over 2006-2007.

Freshman Retention within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	72.0%	71.3%	71.1%	69.5%	71.1%	70.3%	70.3%	71.3%

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

Graduation Rate

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	30.5%	33.2%	33.2%	34.0%	34.6%	37.2%	35.0%	33.7%

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

Graduation Rate within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	37.1%	39.3%	40.4%	41.4%	39.3%	41.9%	39.1%	39.3%

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

Explanation of Performance Trend

Performance in retention remained flat over the past two years and increased in the last year. After reaching its highest rate in seven years in 2005-06, the graduation rate for freshmen completing their degrees at PSU returned to the 2002-03 level. This trend may be a related, lagged effect of the decline in freshman retention within OUS between 2000-01 and 2003-04. As retention rates trend upward, we expect graduation rates will follow, in part due to targeted campus initiatives. The graduation rate for PSU students within OUS has remained relatively stable. These measures do not take into account the larger number of transfer students enrolled by PSU; these students graduate at higher rates and have a shorter time to degree than traditional freshmen.

Campus Initiatives & Significant Accomplishments

The campus focus on “Student Success” has resulted in the implementation of best practices across the campus to improve graduation rates for students entering as freshmen. The expansion of on-campus housing and residence life programs support a campus climate leading to higher freshman retention and graduation. Graduation rates should improve over time due to campus initiatives including establishment of a clear and comprehensive advising model, comprised of centralized and departmental undergraduate advising, that will be fully implemented by 2010. In addition, PSU has expanded its Skills Enhancement and Tutoring Center (SETC) to increase tutoring and supplemental instruction for students.

Portland State University

Academic Quality and Student Success

Graduate Satisfaction

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	66.5%		79.1%		79.8%		81.7%						
Targets					67.3%		74.4%		81.5%		82.0%		84.0%
					64.3%		68.6%		72.9%				

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

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

Explanation of Performance Trend

The percentage of graduates expressing a high level of satisfaction with PSU has increased steadily since 2000-2001.

Campus Initiatives & 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.

Rationale for Targets to 2013

The steady increase in satisfaction is expected to continue to 2012, reflecting the university's focus on priorities relevant to the needs of the metro region and abroad: sustainability, community engagement, global excellence, innovative research and scholarship, and student success.

Graduate Success

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	95.9%		93.6%		96.6%		95.1%	

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual					96.2%		96.3%	

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

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	24.8	24.4	26.1	31.3	29.8	28.9	27.4	27.2	27.6

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

Explanation of Performance Trend

Performance on graduate success and internships is expected to remain high as a result of the institution's focus on partnerships and its array of educational offerings relevant to the needs of employers in the city, the region, and abroad. The student/faculty ratio has decreased and remained flat over the past three years, reflecting the university's efforts to address the educational needs of its growing student population.

Campus Initiatives & Significant Accomplishments

The student/faculty ratio is expected to decrease as a result of the addition of new tenure-track faculty lines in academic units across the campus, as well as new positions hired with state funds dedicated to reducing the student/faculty ratio.

Portland State University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	3,432	3,488	3,928	4,390	4,496	4,528	4,819	4,840					
Targets				3,387	4,150	4,275	4,400	5,000	5,160	5,320	5,480	5,640	5,800
				3,267	3,850	3,975	4,100						

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

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

Degrees in Designated Shortage Areas

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	231	268	323	409	456	371	406	364					
Targets				310	322	334	346	420	440	460	480	418	432
				284	290	296	302						

Total number of degrees awarded in engineering and computer science fields

Notes: (1) Data have been corrected following a definition review to ensure consistent reporting (2) Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

The total degrees awarded have increased overall since 2000-2001, but growth has slowed in the past year. Degrees in shortage areas have fluctuated, trending downward along with national trends in enrollment and graduation for engineering and computer science.

Campus Initiatives & Significant Accomplishments

Expanded degree offerings, increased retention efforts, co-admission/co-enrollment programs with metro area community colleges, and increased recruitment of freshmen are expected to contribute to degree production. New degree programs and expanded course offerings in engineering have been developed in response to national trends. Portland State's growing research program is increasing the opportunities for undergraduates to participate in research. This year, Dr. Jim Pankow joined the faculty (joint appointment in Civil and Environmental Engineering Department and Chemistry Department) and was elected to the National Academy of Engineers, which is a first for PSU.

Rationale for Targets to 2013

The target for a 20.4% increase in 2012 has been set to meet or exceed the OUS systemwide goal of 19.8% in that year. Degree production targets may be adjusted downward, based on student behavior under the current economic conditions, which may result in students staying in school longer.

Targets for shortage areas have been adjusted downward for 2011-12 and 2012-13, based on projections from ETIC review in March 2009. Based on this review, PSU projects a growth rate in engineering graduates of 3.5% per year. Although the table reflects adjustments to targets only for 2011-12 and 2012-13, PSU considers the 2008-09 through 2010-11 targets no longer valid. Projected growth is more likely to follow this trend: 377 for 2008-09; 390 for 2009-10; 404 for 2010-11; 418 for 2011-12; and 432 for 2012-13. Given current enrollments (strong this year) and the high historic variability in engineering graduation rates, these numbers are uncertain and possibly conservative; however, they are consistent with ETIC review and represent the most accurate source of information currently available.

Portland State University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	\$26.4	\$25.9	\$28.5	\$30.5	\$33.6	\$36.2	\$34.4	\$36.4					
Targets				\$26.9	\$33.5	\$36.1	\$38.6	\$41.2	\$44.0	\$46.0	\$48.0	\$49.0	\$50.0
				\$23.6	\$32.0	\$34.0	\$36.1	\$38.1	\$40.3				

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

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

Explanation of Performance Trend

Expenditures have increased with fluctuation since 2005-06. Despite this growth, PSU has not met its targets for the last two years as a result of budget reductions for many federal agencies. The effect was noticeable, as some award amounts were decreased because of agency rescission. The cuts to federal agencies also resulted in lower award levels and likelihood of funding.

Campus Initiatives & Significant Accomplishments

Under an initiative to increase research activities at PSU, the Office of Research and Sponsored Projects has increased staffing, improved processes, increased resources for faculty, and formed an active research council to promote research activities across the campus. New faculty hires have included start-up packages, and investments in physical facilities and equipment have provided additional support for research.

Rationale for Targets to 2013

PSU has articulated a priority to increase investments and support for research across the curriculum; however, targets for 2011-12 and 2012-13 have been adjusted downward, while still exceeding the system goal to increase 20% over 2006-07.

Philanthropy

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	\$25.7	\$28.4	\$33.1	\$36.8	\$34.8	\$38.8	\$42.7	\$48.7

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

Faculty Compensation

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Individual	90.0%	89.2%	88.8%	91.2%	90.4%	90.3%	94.3%	90.7%
Shared	85.9%	84.8%	85.2%	87.5%	86.4%	86.9%	90.1%	84.9%

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

Explanation of Performance Trend

Portland State University completed a seven-year “Building Our Future” comprehensive campaign on June 30, 2006, raising almost \$114 million, far exceeding our campaign goal of \$90 million. Building Our Future, PSU’s first comprehensive campaign, benefited every aspect of the University, including scholarships, research, facilities, innovative education and community programs, and support for outstanding faculty. This campaign’s success has provided a platform for continued growth in private charitable gifts over the past two years.

For both individual and shared comparators, PSU’s compensation had remained flat, but fluctuated between 2005-06 and 2007-08. Salary increases for the biennium 2005-2007 were significantly higher than in the past, which may account for the increase in 2006-07.

Campus Initiatives & Significant Accomplishments

Since 2000, PSU has added 14 new \$1,000,000+ individuals and organizations to our Life-time Giving Honor Roll. In 2008, PSU received the largest gift in the University’s history: a \$25 million, ten-year pledge by the James F. and Marion L. Miller Foundation. In 2007-08, PSU increased private charitable giving by over 20% and received gifts from over 9,000 individuals. To spur this growth, PSU has invested significantly over the past eight years in leveraging philanthropic investment and in positioning the University for greater private support in the future. Investments have included adding staff and infrastructure support in our development operation, completing a successful university-wide re-branding initiative, and increased marketing targeted at key business and community leaders.

The faculty contract for 2007-08 was settled during 2008-09, so no raises were awarded in the contract year. Increases, including retroactive compensation awarded in 2008-09, are expected to have a substantial impact on the average compensation compared to peers for 2009-10.

Portland State University

Mission-Specific Indicators

R&D in Science and Engineering

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	\$7.4	\$7.7	\$9.9	\$11.0	\$14.0	\$17.2	\$14.2	\$15.9					
Targets				\$7.0	\$9.5	\$10.0	\$10.5	\$15.4	\$16.5	\$17.7	\$18.9	\$20.0	\$21.2
				\$6.9	\$8.9	\$9.2	\$9.4						

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

Community-Service Learning

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	7,518	6,918	7,432	7,789	8,020	8,296	9,437	10,189					
Targets				7,256	8,194	8,603	9,034	9,675	9,780	9,925	10,125	10,200	10,250
				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

R&D expenditures have fluctuated with the completion or addition of sponsored research projects. Expenditures exceeded targets for the past five years.

PSU's priority for community engagement is reflected in community-based learning (CBL) experiences for its students. Students report that community-based learning is a major reason they choose to attend PSU.

Campus Initiatives & Significant Accomplishments

R&D in science and engineering has nearly doubled in the past six years. PSU has recruited faculty with strong research capabilities and has invested heavily in the research support function on campus.

PSU is a nationally and internationally recognized leader in community engagement and community-based learning (CBL). The community focus provided by the undergraduate general education program leads to enrollment in CBL experiences offered through upper-division courses; both professional and disciplinary graduate programs provide community-based learning experiences for masters and doctoral students.

Rationale for Targets to 2013

The target for R&D expenditure reflects the university's priority for expanding research and scholarship and the increased investments in faculty recruitment and support.

The CBL target reflects PSU's commitment to increase community learning experiences to match its enrollment growth and to ensure that a greater number of students can take advantage of the unique urban experience provided by the university.