2008 Performance Report

Oregon University System

Report to the Oregon State Board of Higher Education

May 2008
Oregon University System

2008 Performance Report

May 2008
Uninterpreted truth is as useless as buried gold.

Lytton Strachey, English biographer
# Table of Contents

**Executive Summary** ................................................................................................................. 2

**OUS Performance Measurement** ................................................................................................. 4

**Performance-Based Funding for Student Success** ........................................................................ 10

**Learning Outcomes & Assessment** ............................................................................................... 16

**New Directions & Next Steps** ...................................................................................................... 24

**OUS Performance: System-Level Results** .................................................................................... 27

- Access & Participation .................................................................................................................. 28
- Student Progress & Completion .................................................................................................... 32
- Academic Quality & Student Success .......................................................................................... 36
- Educated Citizenry & Workforce Development .......................................................................... 40
- Knowledge Creation & Resources ............................................................................................... 42

**Institutional Performance: Campus-Level Results** ................................................................. 45

- Eastern Oregon University ........................................................................................................ 47
- Oregon Institute of Technology .................................................................................................... 59
- Oregon State University .............................................................................................................. 71
- Portland State University ............................................................................................................ 83
- Southern Oregon University ....................................................................................................... 95
- University of Oregon .................................................................................................................. 107
- Western Oregon University ........................................................................................................ 125

**Data Dictionary** ........................................................................................................................... 136

**Sources & References** ............................................................................................................... 142

**Acknowledgements** .................................................................................................................... 144
Executive Summary

In 2006, the State Board of Higher Education outlined a vision for the Oregon University System:

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.

Supporting that vision, a systemwide performance measurement program monitors activity for policy development, system and institution self-evaluation, and effective management. For ten years, the State Board of Higher Education has received regular reports on system and campus performance framed – since 2001 – around a set of thirteen performance indicators.

This report discusses OUS performance in the context of Board-approved goals and system priorities with respect to student, access, progress, and success; workforce development; and knowledge creation. Data and analyses are provided for each university and the system as a whole. Separate sections provide the Board an update on current OUS activities related to the Performance Measurement and Outcomes function.

Access and Participation

Total credit enrollment reached a high of 82,249 students in the fall of 2007, though the growth rate has slowed in recent years. New undergraduate enrollment accounted for the overall increase, as enrollment at the graduate level declined. To promote a college-going culture in the state, a Board committee was formed to investigate and address barriers to participation, with a particular focus on underserved populations. High school graduates from rural Oregon, as well as members of several communities of color are less likely to enroll in college and, when they do, are more likely to choose a community college. The challenges faced by first-generation students and those from families with lower incomes are well documented. As word of the Shared Responsibility Model and increased funding for the Oregon Opportunity Grant is disseminated, it is hoped that affordability will become a less formidable obstacle.

Student Progress and Completion

Systemwide, the retention rate for first-time freshmen reached a high of 80.5%. While rates on many of the individual campuses have fluctuated, the overall rate within the system has remained relatively steady throughout this decade, with the lowest point in 2006 at 79.5% and the highest point of 80.5% following in 2007. Six-year graduation rates also reached a new high – 59.7% – following several years of slow, but steady, improvement. Though six-year rates are reported, in keeping with federal standards, the average time to degree for these students is 4.6 years. In general, populations that are underserved in terms of access are also at a disadvantage in terms of completion. OUS institutions have undertaken a broad array of initiatives and programs to enhance student engagement and success, and numerous activities are underway to facilitate academic preparation and alignment among Oregon’s education sectors.
Academic Quality and Student Success

Among graduates of the Class of 2005, over 84% gave high ratings to the quality of their educational experience, the highest assessment yet obtained. An indirect indicator of the learning environment, the ratio of students to full-time faculty made progress toward the OUS goal of 20.0 by moving to 25.1 in 2007, down from a high of 27.9 in 2003. During that time, institutions’ dependence on part-time faculty also declined modestly. Engagement in experiential learning strengthens not only students’ intellectual development, but builds a connection between academics and the workforce or civic community. Approximately 84% of 2005 graduates participated in at least one applied-learning opportunity, with almost three-quarters completing more than one. In an indicator of student success, over 97% of 2005 graduates were employed, continuing their education, or engaged in another activity of their choice one year later. Data on student satisfaction and success, as well as applied-learning, are collected through a biennial survey of OUS bachelor’s graduates; the study of 2007 graduates is currently underway and results will be reported in the fall.

Educated Citizenry and Workforce Development

In 2006-07, OUS institutions awarded 17,116 degrees, approximately three-quarters of those at the baccalaureate level. The number of awards increased by less than 1% over the previous year, the third year of slowed growth following several years of significant increases. In future years, degree production will be affected by the more moderate recent trends in enrollment growth, though improved graduation rates should serve to offset the effect to some extent. As an indicator of a desire on the part of Oregon’s public universities to address workforce needs in the state, each institution reports annually on degree production in a designated shortage area. Currently, the measures focus on fields in engineering and computer science or teacher preparation.

Knowledge Creation and Resources

As an indicator, sponsored research activity reflects the faculties’ entrepreneurial spirit and, because of the competitive grant process, provides a good indication of national reputation. Over the last five years, research expenditures increased 33%, reaching a new high of $318 million in 2006-07. Following years of dramatic increases, the 2006-07 figure represents growth of less than 1% over the previous year, and awards from federal sources actually fell, confirming concerns about declining federal support for academic research. As OUS institutions seek external funding to replace diminishing and unstable state support, philanthropic gifts – reflected in a measure of foundation net assets – have soared. In 2006-07, the net worth of all OUS foundations reached $1.2 billion, an increase of 15.2% over the previous year.
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.

In addition, each OUS university identified two measures reflective of 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.

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 Plans

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.
Vision Statement
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.

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.

Aligning Goals, Student Pathway, and Metrics

OUS Performance Measures

- Retention rate
- Graduation rate
- Total credit enrollment
- New undergraduate enrollment
- Student-faculty ratio

- Graduate satisfaction
- Internships
- Sponsored research

- Graduates employed, enrolled, or pursuing activity of their choice
- Total degrees awarded
- Degrees in shortage areas
- Faculty salaries
- Philanthropy

Access for All Oregonians
Multiple Pathways to College
Timely Student Progress
Student Learning Opportunities
Student Success
Educated Citizenry
Graduate Success
Graduate Contribution
Economic, Civic, and Cultural Benefits to Oregon

2008 Performance Report 5
About This Report

This report discusses OUS performance in the context of these general goal areas, commenting on strategic initiatives underway and using the adopted metrics to paint a comprehensive picture of each mission-related aspiration. Information is provided, as well, to fill in the gaps that existing OUS performance metrics do not address. For example, the Board heard presentations by each campus during 2007 describing changing student enrollment patterns. However, the current array of OUS measures reported to the Board does not reflect the growing proportion of transfer, co-enrolled, and non-traditional students within the system.

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 truly understanding what the data mean, framing OUS performance measures – as presented at both the system- and campus-level – around critical goal areas. Finally, the report provides an update on several other projects and activities underway in support of performance measurement and accountability.

The OUS summary component of this report is organized by the five goal areas displayed in the table below, with the institutional mission elements reported with the campus-level results in a separate section.

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

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

In 2006, the State Board of Higher Education adopted as a strategic priority the improvement of educational attainment, including a commitment to raise educational aspirations of Oregonians and to make postsecondary education affordable, increasing access and participation for underserved populations throughout the state. In order to position the state to participate in a 21st century economy, it is imperative to make opportunities available for Oregonians from every income level, region, gender, age group, and racial/ethnic background. Furthermore, the Oregon University System must accommodate students who come to OUS as recent high school graduates, community college transfers, working adults and parents, and individuals piecing together their own multi-faceted college plans.

Student Progress & Completion

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

Access to postsecondary education is a hollow promise if students are unable to succeed in a college environment. In addition to providing academic, personal, and financial supports on each campus, the system seeks to facilitate student success through an effective and efficient alignment of PK-20 learning processes to enhance academic preparation. As efforts to extend the full benefits of participation to Oregon’s underserved populations are broadened, similar attention must be paid to ensuring their success in college, recognizing the challenges faced, especially, by low-income and first-generation students.
Academic Quality & Student Success

*Performance Goal:* Ensure a commitment to high-quality student learning, leading to subsequent graduate success.

Quality instruction is dependent on a number of factors: the development and maintenance of high-quality academic programs; multiple and varied opportunities for student engagement in research, with faculty, and through applied learning experiences; and a curriculum embedded in expectations for explicit student learning outcomes that serve not only to get a student to graduation but prepare that student to meet his or her post-graduate goals. In addition, student success and learning rely on an array of student support services; access to suitable library, laboratory, classroom, and other facilities; and a learning environment that fosters student engagement and advancement. Direct measures of academic quality pose a significant challenge. Several established performance measures address different dimensions of quality, from students’ satisfaction with their university education and experience to their post-graduate accomplishments, and from enriching academic opportunities offered through applied-learning activities to the learning environment as represented by the ratio of students to full-time faculty.

Educated Citizenry & Workforce Development

*Performance Goal:* Further improvements in 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.

The benefits of postsecondary education for individuals and for the society in which they reside and work are well-documented. Ultimately, this goal represents the culmination of access, student progress, and academic quality. While the choices and personal goals of students themselves, as well as external and economic factors, will affect degree production, the system and its institutions have a role to play in providing reputable and desirable programs at all degree levels and across the spectrum, building capacity in areas of particular need.
Knowledge Creation & Resources

Performance Goal: Ensure the strength of knowledge creation and dissemination throughout the system and leverage both the reputation and resources of its institutions in support of the academic, economic, civic, and cultural missions of higher education.

Sponsored research dollars, philanthropic contributions, and faculty salaries mark the point at which faculty work and resources intersect. They are both the result of and contributors to the academic and fiscal health of the Oregon University System and its institutions. Clearly, faculty are the backbone of the student learning process, as well as research and innovation. In truth, funding for research, generous donations from alumni and other supporters, and recruitment of the highest quality faculty are dependent upon a solid academic reputation and assurance of good fiscal stewardship, which are in turn bolstered by such support.

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 campus reports section, each OUS institution speaks with its own “voice.” No attempt has been made to enforce an artificial uniformity of language or content. Each 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.
Performance-Based Funding for Student Success

Background

On September 7, 2007, the Board directed that $7.5 million, drawn from the funding provided for enrollment growth ($4.0 million) and regional campuses ($3.5 million), be used toward improvement of student retention, completion, and time to degree. The enrollment growth portion was allotted to all campuses; the regional funding was earmarked for EOU, OIT, OSU–Cascades, SOU, and WOU. During 2007-08, the foundation is being laid for this performance-based funding, with funding allocations in future biennia to reflect achievement of stated campus targets.

Guiding Principles

- Every OUS institution should demonstrate gains in student retention in the near term.
- Targets will be developed in the context of each institution’s mission and student characteristics.
- The process for target-setting, performance evaluation, and funding distribution will be equitable across institutions, developed in consultation with the Provosts’ and Administrative Councils.
- Longer-term measures – graduation rate and time to degree – will not be tied to funding until the 2013-2015 funding cycle, the first budget period in which students entering in fall 2007 would be expected to affect the six-year graduation rates.
- Performance funding for each biennium will be awarded in the fall of odd-numbered years based on performance data from the preceding fall (e.g., 2009-2011 funding will be disbursed fall 2009 based on fall 2008 retention rates for the fall 2007 cohort).

Metrics and Methodology

Recognizing that transfer students comprise an important and, on many campuses, growing portion of the student body – and in acknowledgement of efforts in recent years to improve the alignment of Oregon community colleges and OUS universities – the model for addressing student success was designed to include a transfer student component. To traditional measures of retention rate and graduation rate for first-time freshmen were added retention and graduation rates for students transferring into an OUS institution with 90-134 credits – the equivalent of junior standing. A four-year graduation rate was calculated for these students to correspond to the standard measurement period for first-time freshman who have reached this credit level. Additionally, time to degree measures for both first-time freshmen and transfer students are included. The proposed distribution model (see below) applies a weighting for first-time freshmen and transfer student metrics that is consistent with the current proportions of those student populations on each campus.

In addition to measures of retention, completion, and time to degree, each OUS institution has identified one institution-specific metric. While these measures must all be related to the goal of improving student success, each campus has selected an indicator that addresses a dimension of its student body, curriculum, institution mission, or strategic plan not covered in the array of shared measures. By agreement of the Provosts’ Council, these metrics will be implemented with the short-term measures in the upcoming biennium.
### Performance Measures and Data Definitions

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Measure</th>
<th>Data Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-term</td>
<td>1. Freshmen retained to the second year (%)</td>
<td>First-time full-time freshmen entering fall term and returning to any OUS institution the following fall</td>
</tr>
<tr>
<td></td>
<td>2. Transfers retained to the second year (%)</td>
<td>Students transferring from any college or university with junior standing (90-134 credits), enrolled full-time fall term and returning to any OUS institution the following fall</td>
</tr>
<tr>
<td></td>
<td>3. Freshmen completing a bachelor’s degree within 6 years (%)</td>
<td>First-time freshmen entering full-time fall term and completing a bachelor’s degree at any OUS institution within six years</td>
</tr>
<tr>
<td></td>
<td>4. Transfers completing a bachelor’s degree within 4 years (%)</td>
<td>Students transferring from any college or university with junior standing (90-134 credits), enrolled full-time fall term and completing a bachelor’s degree at any OUS institution within four years</td>
</tr>
<tr>
<td>Long-term</td>
<td>5. Time to bachelor’s degree – entering as freshmen (years)</td>
<td>Average years to completion of a bachelor’s degree for the cohort of first-time full-time freshmen reported in the six-year graduation rate</td>
</tr>
<tr>
<td></td>
<td>6. Time to bachelor’s degree – entering as transfer students (years)</td>
<td>Average years to completion of a bachelor’s degree for the cohort of full-time transfer students reported in the four-year graduation rate</td>
</tr>
<tr>
<td>Short-term</td>
<td>7. Institution-specific measure (if implemented)</td>
<td>To meet the following criteria:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Related to the goal of improving student progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clear and measurable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Historical data provided (unless reflective of a new campus initiative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Approved by the Chancellor’s Office</td>
</tr>
</tbody>
</table>

The distribution model also recognizes that the time between the allocation of funding in 2007-08 and the beginning of the next funding cycle is insufficient for efforts directed at improving longer-term completion rates and time to degree to be fully realized. Graduation rate data for completions during the 2008-09 academic year (the completion cycle most recently accomplished prior to the 2009-11 budget) would reflect the progress of students who enrolled as freshmen in fall 2003, long before the implementation of this initiative; the four-year graduation rate for transfer students would reflect the 2005 cohort. As a result, short-term measures of retention will be the basis of performance evaluation and funding during the first two biennia, with longer-term measures entering into the model beginning in 2013-2015.
Current Status and Next Steps

Following developmental work with the Provosts’ and Administrative Councils during the fall of 2007, guidelines were distributed to each institution in late January along with historical data on each of the shared measures. A supplemental data report was distributed in mid-March to provide institutions with the most recent graduation rates and minor adjustments to some of the historical data. In early April, OUS institutions returned to the Chancellor’s Office a report containing data and definitions for their institution-specific metrics, targets through 2013 for all measures, and a description of the rationale underlying those targets.

<table>
<thead>
<tr>
<th>Timeframe &amp; Funding Weighting</th>
<th>Measures (Student Population)</th>
<th>Education Source Weighting</th>
<th>Institution</th>
</tr>
</thead>
</table>
| Short-term 80%                | • Freshman retention rate (FTF)  
• Transfer retention rate (transfer) | 100% transfer / 0% FTF  
50% transfer / 50% FTF  
33% transfer / 67% FTF  
25% transfer / 75% FTF | Cascades  
EOU, PSU  
OIT, SOU, WOU  
OSU, UO |
| 20%                           | Institution-specific measure   |                             |             |

<table>
<thead>
<tr>
<th>Timeframe &amp; Funding Weighting</th>
<th>Measures (Student Population)</th>
<th>Education Source Weighting</th>
<th>Institution</th>
</tr>
</thead>
</table>
| Short-term 50%                | • Freshman retention rate (FTF)  
• Transfer retention rate (transfer) | 100% transfer / 0% FTF  
50% transfer / 50% FTF  
33% transfer / 67% FTF  
25% transfer / 75% FTF | Cascades  
EOU, PSU  
OIT, SOU, WOU  
OSU, UO |
| Long-term 30%                 | • 6-yr graduation rate (FTF)  
• Freshman time to degree (FTF)  
• Transfer student 4-yr graduation rate (transfer)  
• Transfer student time to degree (transfer) | 100% transfer / 0% FTF  
50% transfer / 50% FTF  
33% transfer / 67% FTF  
25% transfer / 75% FTF | Cascades  
EOU, PSU  
OIT, SOU, WOU  
OSU, UO |
| 20%                           | Institution-specific measure   |                             |             |
Additionally, each institution was asked to provide a synopsis of student success initiatives either underway or under development. In addition to student retention and timely progress, these reports are reflective of campus priorities in their descriptions of activities and programs addressing access (particularly for underserved populations), academic quality, and long-term student and graduate success. Reflected in these reports are distinctions in student populations and programs, undergraduate curricular design, existing staff and infrastructure, and institutional culture and philosophy.

Currently, Chancellor’s Office staff are reviewing campus targets, institution-specific metrics, and campus initiatives, and will continue to consult with institutions. It is expected that these efforts will be further informed by the new Assistant Vice Chancellor for Student Success Initiatives when that position is filled. During the coming months, staff will continue to work with campuses on these, as well as other areas. Among those are the refinement of performance measures and development of performance data for OUS-Cascades, the establishment of guidelines for evaluating campus performance toward targets, and the formulation of the funding component of the distribution model. A progress report on campus performance, targets, and initiatives is proposed for presentation to this Board in fall 2008.

Guidelines for Campus-Level Targets

- Near-term targets should seek, at the least, to return to the highest level of performance in the past five years. If this is unattainable by fall 2008, ending targets for fall 2010 should meet this goal.
- Each campus should establish long-term benchmarks for each measure reflective of the institution’s strategic plans and initiatives, student population, and performance of peer or comparison institutions. The proposed benchmark year is 2018, ten years following the initial set of targets.
- Annual targets should demonstrate the achievements necessary to reach 2018 benchmarks.
- Targets for later years should be more ambitious and tied to expected retention gains in the earlier years.
- Targets should take into account factors that may have a negative impact on retention, completion, and student progress, such as outreach and access initiatives aimed at first-generation students, enhanced academic program features (such as study abroad) that would add time to degree completion, and institutional capacity. Each institution should provide a written description of these influences.
- Targets may assume that the future level of funding dedicated to performance on these student progress measures will be equal to, or higher than, the $7.5 million allocated for 2007-2009.
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Phases of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ September 2007</td>
<td>Clarify expectations</td>
</tr>
<tr>
<td>✔ September 2007</td>
<td>Outline project framework, issues, and stages of work</td>
</tr>
<tr>
<td>✔ Sept – Oct 2007</td>
<td>Develop proposal to include general approach, metrics, and target-setting guidelines</td>
</tr>
<tr>
<td>✔ Oct – Dec 2007</td>
<td>Solicit input from campuses and Chancellor’s Office</td>
</tr>
<tr>
<td>✔ Oct 2007 – Jan 2008</td>
<td>Refine process, metrics, and guidelines</td>
</tr>
<tr>
<td>✔ January 2008</td>
<td>Develop and distribute data with preliminary analyses</td>
</tr>
<tr>
<td>✔ January 2008</td>
<td>Develop and distribute process and templates for collecting campus targets and institution-specific metrics</td>
</tr>
<tr>
<td>✔ March 31, 2008</td>
<td>Collect campus responses</td>
</tr>
<tr>
<td>April – June 2008</td>
<td>Review campus targets, institution-specific metrics, and initiatives</td>
</tr>
<tr>
<td>May – August 2008</td>
<td>Continue dialogue with campuses on their responses, as well as the process as a whole</td>
</tr>
<tr>
<td>May – August 2008</td>
<td>Develop additional data as needed, including metrics and data for OSU-Cascades</td>
</tr>
<tr>
<td>May – August 2008</td>
<td>Establish protocols for evaluating campus performance toward targets</td>
</tr>
<tr>
<td>May – August 2008</td>
<td>Develop the funding distribution model</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Progress report to the Board</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Solicit input from campuses and Chancellor’s Office on evaluation protocols and funding model</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Refine process and timeline</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Obtain new data on freshman retention</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>Obtain new data on transfer retention and all completion metrics</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>Assess performance trends and assumptions to validate process</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>Progress report to the Board</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Evaluation of campus performance against targets and proposed 2009-2011 funding allocation</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>Review and evaluation of performance-based funding program, including methodologies, process, and timeline</td>
</tr>
</tbody>
</table>
Planning for Student Success

While the particular combination of initiatives and supports varies from campus to campus, they are collectively represented in a few key areas.

**Engagement of students in the university community, particularly during their first year of college.** Through freshman interest groups and freshman seminars, integrated core curriculum design, learning communities, and interaction with faculty and other students, new freshmen or transfer students have greater opportunities to feel a part of their campus and connect to their college experience.

**Academic student support services.** A multitude of services support student academic success and advancement through advising, tutoring, workshops and short courses in “mastering college,” academic and career planning, and early identification of at-risk students.

**Enhancing the learning experience.** By expanding undergraduate research opportunities, community-based learning, and contact with faculty, academic enrichment programs provide an intellectual challenge and engage students in their own learning. Similarly, articulated and integrated student learning outcomes and sophisticated assessment ensure that students enjoy the full benefits of their college education.

**Strengthening college preparation, both academic and practical.** Summer bridge programs, outreach to area high schools, partnerships with community colleges, and assistance with college planning all foster the skills, knowledge, and confidence which prepare students to be successful when they arrive on campus.

**Building supportive processes and infrastructure.** Streamlined processes and integrated academic success centers combining academic support, teaching improvement, and/or enrollment-related services make it easier for students to know what help is available and reach it. Other refinements bring information, engagement, and services to students where they are.
Learning Outcomes & Assessment

Background

In today’s knowledge-driven economy and complex, interconnected world community, the value of higher education has never been more apparent. Individuals need – and employers demand – a broad and adaptable collection of skills, capabilities, and knowledge. Our democracy and society need citizens who possess knowledge, understandings, and dispositions conducive to freedom and healthy, prosperous, sustainable communities and nations. With these mandates in mind, faculties of colleges and universities are in various stages and processes of reforming their curricula for undergraduate students, introducing new teaching and learning practices, and developing means to better assess the outcomes of student learning on those goals considered most vital for their success and their capacity to contributed to society’s daunting challenges.

While universities have traditionally emphasized and assessed student learning within individual courses and programs, there are increasing calls to raise the standards of the overall quality of learning across a student’s college experience; to more effectively communicate expectations for student learning to students, educators and the public; to develop assessment methodologies that give students and program faculty better measures of student learning of complex intellectual skills and knowledge; and to communicate and report meaningful and clear evidence of student learning to governing boards and stakeholders. Each OUS university has addressed these developments within the context of its own campus mission and culture. A systemwide effort, coordinated by the Provosts’ Council, seeks to reinforce the progress underway at each institution, while building at the same time greater systemwide capacity and coherence.

In the fall of 2007, the Oregon University System undertook the task of advancing the complex issue of student learning outcomes and meaningful assessment. Chancellor Pernsteiner articulated the challenge in the form of three expectations for the effort:

1. Engage faculty in defining student learning outcomes that really matter, teaching practices most effective in achieving them, and valid/reliable methods of assessing them, and aligning this work in collaboration with K-12 schools and community colleges.
2. Connect this work in meaningful ways to the State Board’s long-term plan and system portfolio, specifically to mission-driven standards and performance benchmarks for campus achievement evidenced by measurable and timely results.
3. Use language and numbers that make sense to legislators, build understanding and trust, and compel state investment of resources in postsecondary education, while having genuine meaning for students and their learning.

Under the guidance of the OUS Provosts’ Council, the campuses have joined in inter-institutional discussions about advancing the work of student learning assessment. The goal is a statewide project that will help each participating campus and the system as a whole develop, interpret, and wisely use direct evidence of cumulative student learning—with fundamental responsibility and authority resting with faculty. The emphasis is on student success and program/institutional effectiveness, while also considering best practices in the use of valid, authentic, and clear evidence to meet rising expectations for accountability and transparency.
In February 2008, the Provosts’ Council formed an official inter-institutional task group to continue the collaboration in student learning outcomes and assessment. This group is composed of an officer from each campus who provides leadership support with faculty and others in undergraduate student learning, curriculum, pedagogy and assessment, as well as a member of the Inter-institutional Faculty Senate (IFS). The charge is to identify fundamental learning outcomes and assessment methodologies in current use and guide further development; devise effective strategies for faculty involvement, collaboration and information sharing; link this work with accreditation; and help articulate campus and system positions concerning approaches to accountability and transparency proposed in the national conversation. Specifically, the task group was asked to create a framework for this effort and prepare a plan for the work of student learning outcomes statewide. The plan will outline a step-by-step process with milestones to implementing the plan by fall 2010.

<table>
<thead>
<tr>
<th>Elements of Learning Outcomes Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How key players and stakeholders will be involved, including faculty, students, administrators, and inter-sector connections</td>
</tr>
<tr>
<td>• Connection to and compatibility with accreditation requirements (institutional and professional)</td>
</tr>
<tr>
<td>• How the plan addresses General Education</td>
</tr>
<tr>
<td>• How the plan addresses specific disciplines and professional programs</td>
</tr>
<tr>
<td>• Elements of a framework that are institution specific</td>
</tr>
<tr>
<td>• Elements of a framework that are shared across OUS institutions (some or all)</td>
</tr>
<tr>
<td>• Spellings Commission issues</td>
</tr>
<tr>
<td>• Role of Voluntary System of Accountability (VSA)</td>
</tr>
<tr>
<td>• Potential and appropriate use of standardized tests</td>
</tr>
<tr>
<td>• How assessments will be reported to the campus (faculty, provost, and president), Board, Legislature/DAS, and the public</td>
</tr>
<tr>
<td>• How Oregon can contribute to broader knowledge development in this area</td>
</tr>
</tbody>
</table>

In establishing a conceptual framework, guidelines were defined to address the interlocking principles upon which this systemwide effort is to be built. Reflective of the Chancellor’s expectations, the overarching standard set by the Learning Outcomes & Assessment Task Group is “the pursuit of excellence in a culture of evidence.” It must further be acknowledged that this work – as is the case with continual improvement in any field – is by its nature iterative and fluid, applying findings in one dimension to the quest for solutions in another. Of particular importance in the learning environment is the genuine engagement of faculty who hold the core responsibility for curriculum. Faculty engagement is critical to the successful integration of standards and practices that help students, programs, and institutions critique and improve performance, attain high expectations and demonstrate achievements at the heart of our collective purpose—student learning for life and work in a complex world economy.
The Challenge of Assessment

The clarification of student learning outcomes and the assessment of those outcomes serve, at the most basic level, to improve the quality of a student’s educational experience, providing students with a compass to guide their own educational progress and linking learning goals across the curriculum. Additionally, both the assessment results and the process inform the practice of teaching, the development of curriculum, and institutional program review and improvement. The clear articulation of learning expectations and assessment practices responds to accreditation standards, both regional and professional; provides evidence for accountability reporting; and can assist students and their families in selecting the right college or university.

While the value of stated outcomes and adopted assessment models is easy to assert, it is in practice more difficult to implement. Students, faculty, parents, and employers alike may agree that “critical thinking” is an important skill with which students should graduate. What, exactly, is “critical thinking?” How can it be recognized in a student’s work? And how is it represented and fostered in programs as diverse as accounting, biology, and fine arts? Beyond the complexity of defining essential outcomes, a comprehensive outcomes and assessment concept must take into account not only the broad array of general education and discipline-specific curricula, but a spectrum of co-curricular programs designed to enhance and support the academic endeavor.
As a result, valid assessment requires sophisticated and reliable instruments, capable of assessing not just content knowledge, but complex cognitive, judgment, and conceptual skills. Many of the tools commonly used today provide only indirect measures of learning, gauging perceptions rather than direct evidence. In the current higher education environment, the nature of assessment is shifting to address cumulative, comprehensive learning, rather than disparate, individual courses; to integrate qualitative and quantitative evidence; and to represent real-world circumstances in which problems are complex and unscripted and solutions may be multiple or incomplete.

To complete the cycle and realize the full value of assessment, the results should be used for multiple purposes, starting with feedback to the student to facilitate further learning. They should be used to evaluate curriculum and pedagogy, and to review program effectiveness. Findings may be used to identify alignments, opportunity and intervention points, and needed support, further reinforcing the matrix of academic excellence.

A critical dimension in the development of a learning outcomes and assessment plan is the recognition of the multiple and nuanced component elements and an acknowledgement of the need to meaningfully engage many diverse constituencies, with a particular focus on faculty. The following diagram outlines the connections inherent to this work within the Oregon University System.
Work Underway

Task Group Assignments for Spring 2008. The Learning Outcomes & Assessment Task Group set for itself a series of activities to be addressed in the near-term. Among these are:

- Further efforts to understand current practices, identify commonalities and differences across programs and campuses, and relate articulated learning outcomes to an established rubric;
- Identify initiatives and resources nationally and in other leading states, and pursue opportunities to engage the system more deeply in the national dialogue;
- Consider ways to align levels of learning outcomes with those of the community colleges;
- Define a process for engaging faculty via university administrative structures and faculty governance structures;
- Determine intersections between the work of this task group and other state- and system-level efforts addressing student learning; and
- Identify funding and resources needed to enable this work.

Understanding Current Practices

As a preliminary step, a summary scan was conducted in fall 2007 to ascertain the general approaches being pursued and to lay groundwork for the identification of common practices and rubrics. Each institution responded to a set of ten questions regarding the context, process, structures, and lessons learned in their work to define and assess essential learning outcomes.

The work of the universities to improve their practices for student learning and its assessment differs in process, structure and focus. Some universities are working in a highly decentralized way, with enabling central consultation, encouragement and support. Others provide guidance and support through formal structures and/or initiatives across departments or programs. Some focus at the program level initially, whereas others have identified university-wide learning outcomes.

Following a review of these responses from each institution, the Learning Outcomes and Assessment Task Group designed a subsequent “institutional audit,” to be conducted through one-on-one interviews. These conversations will pursue the following topics in more depth in order to provide a more focused picture of formal and informal practices in place for articulating and aligning learning outcomes, measuring student achievement, applying results to improve teaching and learning, communicating within the campus community, and connecting with outside accreditation organizations.
**Learning Outcomes & Assessment**

**Current Practices Audit**

1. **Articulation and Alignment of Student Learning Outcomes** (how transparent on syllabus, websites, etc.)

2. **High Impact Teaching-Learning Practices** (how you enhance student success in achieving learning outcomes, i.e. first-year programs, learning communities, undergraduate research, service/community-based learning, internships, integrative capstones, etc.)

3. **Measurement** (process for collecting and monitoring student achievement data at entrance, mid-point, and exit of institution—what data is collected, how, and to whom it is communicated)

4. **Results, Conclusions, Decisions** (summary of findings, contextual information, conclusions drawn, decisions to use in planning & implementation, modifications, impact on teaching and learning practices)

5. **Particular Challenges** (support, faculty development, software, and specific resource needs, etc.)

6. **Outside Accreditation Organizations** (name organizations requiring specific assessments)

7. **Model for Communication on Campus** (organizational structure, reporting, faculty senate, councils, etc.)
OUS Involvement in the National Conversation

Acting on behalf of the Board and Chancellor, the Provosts’ Council approved Oregon’s participation as a LEAP State through the Association of American Colleges and Universities (AAC&U). LEAP – Liberal Education and America’s Promise – is AAC&U’s widely hailed initiative to nurture the highest standards in undergraduate academic education. On January 22nd, representatives from several OUS institutions participated in AAC&U’s meeting of LEAP States with AAC&U President Carol Schneider and colleagues, during the Annual Meeting of AAC&U in Washington D.C. Other systems include Wisconsin, Virginia, California State University, and potentially one or two others. The Oregon campus representatives at the meeting convened informally to discuss opportunities for Oregon through the LEAP initiative and to sketch activities in the near term that would accelerate and enhance our work in Oregon. Joining that discussion as a resource was AAC&U Vice President Terry Rhodes.

As a LEAP State, Oregon – through the Oregon University System – will participate in two national programs during spring 2008.

**Oregon “Sounding”:** On May 16, the University of Oregon and the Oregon University System are co-hosting one of four regional AAC&U “soundings,” bringing together faculty and academic officers from public and private universities and community colleges. During a full-day session, funded in part through a grant from the Teagle Foundation, participants will identify challenges and gather approaches to increase the sophistication, scope, and scale of assessment efforts on campus. In addition to building collaboration among Oregon’s education sectors, the discussions will be used by AAC&U to inform the development of a prototype training institute.

**Institute on General Education:** In order to develop the next stage of Oregon’s statewide work through discussions with other state teams and experts, the Oregon University System is sending a team of 10 faculty and assessment professionals, including a student affairs officer, to the AAC&U Institute on General Education to be held in Minneapolis, Minnesota from May 30 to June 4. The purpose of this intensive session is to infuse our work with in-depth exploration of essential learning through contemporary practices in general education/liberal education – curriculum and co-curriculum – and examine ways to make progress in this work through effective inter-institutional collaboration and wise system-level policy and support in harmony with differences among campuses in mission and culture.
<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes & Assessment Phases of Work - Draft Work in Progress 4.08**

- Ongoing
- Implementing the plan
- Developing outline for plan
- Developing metrics and tools
- Finalizing the plan with OSBHE
- Finalizing the plan
- Ongoing
New Directions & Next Steps

Reviewing Campus Mission-Specific Indicators

Mission-specific measures were selected by the institutions to highlight strategic initiatives, program strengths, student characteristics, and the different missions of each campus. In September 2008, the Board will review institution missions in the context of the OUS portfolio. Campus mission-specific indicators, as well as the guidelines for their selection, will be incorporated into this review with an eye to ensuring that ongoing campus metrics harmonize with the mission and role of each institution within the system.

Developing Measures for OSU-Cascades Campus

The Cascades Campus of Oregon State University, situated in Bend, emerged as a branch campus within the Oregon University System after performance measures for the system had already been adopted. The nature of the student population, educational delivery, and degree awards on the Cascades Campus is unique within the system, creating challenges for collecting performance data on the established array of measures. During spring and summer of 2008, the Chancellor’s Office will work with Oregon State University staff to develop a preliminary set of metrics, focusing first on the funding-related measures related to student success.

Reporting to the State: Performance Measures for State Government

Currently, OUS has two distinct, but parallel, performance reporting programs – legislatively approved measures reported to the state and the more focused set of measures approved by and reported to the State Board of Higher Education. OUS, along with other state agencies, participates in a formal reporting process for a collection of legislatively approved key performance measures. OUS agency measures reflect statewide “Oregon Benchmarks,” which support the state’s strategic vision articulated in Oregon Shines, developed in 1989 and updated in 1997. The Oregon University System provides links to Oregon Benchmarks in the form of 29 different indicators, reported annually to the Department of Administrative Services (DAS) and biennially to the Oregon Legislature. Current and upcoming activities in state-level performance measurement include the following:

- The development of data for a mandated performance measure for agency boards and commissions to assess adherence to best practices.
- A request for modifications to the approved set of metrics to reduce the total number of measures, refine definitions to comport with measures as reported to the Board, and focus the measures on high-level outcomes.
- Compile and submit the 2008 Annual Performance Progress Report, with targets to 2009-2011, on the full set of key performance measures.
- Develop and refine performance measures and projected targets for OUS policy option packages.
Addressing Key Questions

As the OUS performance measurement function continues to evolve, much of the planning for continual improvement revolves around means to make this a useful, reliable, and meaningful tool, albeit one of many, for policy development, system and institution self-evaluation, and effective management. There are a number of challenges, as well as opportunities, inherent in this exercise. One starting point is the development of a conceptual framework, adopted with the OUS Long-Range Plan, which stratifies measures to ensure that the level of detail is commensurate with the locus of monitoring. This allows the Board and members of the Legislature to view a limited set of high-level outcomes, with confidence that additional and more granular metrics are being monitored at the system, campus, or program level, as appropriate. Reflecting on how best to operationalize this framework, a number of issues arise.

• How can performance metrics and reporting provide the validity and accountability that comes with longitudinal data on a stable set of measures, yet be adaptable to inevitable changes both internal to the system and institutions (such as student demographics, enrollment patterns, and strategic priorities) and resulting from external influences, including workforce needs?

• What, in fact, are the key measures which, taken as a whole, are reflective of the full spectrum, appropriately balanced, of the Oregon University System’s mission and priorities, as well as those of the individual institutions?

• What are the proper guidelines for the use of indirect – or proxy – measures for important outcomes, and how should they be reported in a fashion that is not misleading to the user?

• How should performance targets be perceived and assessed, at both the system and institution level, to account for expected variability and uncertainty, and to encourage ambitious goals for excellence within the bounds of realistic expectation?

• Similarly, how can performance measures and targets reflect institutional and system trade-offs in the establishment of strategic priorities and the allocation of resources?

• How does the performance measurement and reporting function intersect with other avenues of communication and monitoring to create a broader umbrella for accountability?

• How can the Oregon University System appropriately balance the need to be responsive to Board and Legislative requirements for accountability with the imperative to be mindful of the demands on limited resources, at both the system and campus level, in pursuit of performance measurement and reporting?
OUS Performance
System-Level Results
Access and Participation

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

Total Credit and New Undergraduate Enrollment

Total credit enrollment is reported as the total unduplicated headcount of all students enrolled in an OUS institution during fall term, regardless of course load. New undergraduate enrollment includes the headcount enrollment of newly admitted undergraduates, including both full-and part-time students and regular and extended studies enrollment.

- **Total credit enrollment** reached a high of 82,249 students in fall 2007, a 1.5% increase over the previous fall. Although enrollment is increasing, the growth rate has slowed in recent years.
- **Undergraduate enrollment** accounts for roughly 82% of total OUS enrollment. Increases among this group – 2.7% in 2007 – account for the overall growth in enrollment.
- **Graduate enrollment** declined 3.5%, in part due to a 50% drop in students who are taking classes but are not admitted, and an economy in which individuals are less willing to leave jobs for advanced education.
- **New undergraduate enrollment** in 2007 increased 4% over 2006. Among this group, 61% were first-time freshmen and the remainder transfer students. Approximately 73% of new first-time freshman are Oregon residents. This proportion has decreased steadily from 81% in 2003.

- The **freshman participation rate** (percentage of Oregon high school graduates who enroll in OUS) was 20.5% in 2006, lower than rates of roughly 24% in 2001 and 2002.
- The number of **transfer students** from Oregon community colleges increased 2.3%; however, decreasing enrollment at these institutions has slowed the rate of transfer activity.
- **Distance education enrollment** has increased substantially since 1995-96, almost doubling between 2001-02 and 2006-07.
Student Participation & Completion Committee

The Board’s Committee on Student Participation and Completion has embarked on a statewide effort to improve access, participation, retention, and success, of under served Oregon populations. During 2007, committee members heard public and practitioner comment about particular challenges faced by rural Oregonians, racial and ethnic minorities, students with disabilities, and low-income and first-generation college students. Efforts are underway to develop initiatives in support of these populations.

Data from biennial surveys of Oregon high school and OUS graduates highlight the need to effectively address participation issues. High school graduates from rural Oregon are more often choosing not to attend college, and fewer than one-third enroll at four-year universities.
Affordability

Freshmen are particularly sensitive to cost, which includes tuition and fees, and how well those costs are mitigated by financial aid. When tuition increases are large and unaccompanied by off-setting aid, freshman participation rates decline. Over the past 30 years, the threshold for tuition increases in OUS has been around 6% to 8%, above which there were declines in participation. With the adoption of the Shared Responsibility Model, participation should not be subject to the fluctuations that arose from sharp tuition increases and unmet financial need in the past.

Enrollment among students of color is increasing; however, OUS freshman participation among African Americans, Hispanic/Latinos, and American Indians is lower than average. Nationally, the college-going rate among the growing Hispanic/Latino population remains low.

OUS graduates who are federal Pell Grant recipients (an indication of lower-income) are more likely to be the first in their family to complete a bachelor’s degree, and more often arrive at OUS as transfers from an Oregon community college. This group of students are also more likely to work during college, incur student loan debt, and accumulate debt on personal credit cards. Additional information can be found in the One Year Later report.

While not yet addressed by this committee, trends in the U.S. and Oregon indicate that males are less likely to attend college than females.
In response to the crisis regarding the affordability of postsecondary education in Oregon, a joint effort was undertaken by the Board of Higher Education and other education communities, as well as government and business leaders, to implement options for making postsecondary education more affordable. As a result, a commitment was made by Oregon’s public universities to keep tuition increases comparable to the increase in medium family income (or lower), and by the Legislature to increase the availability of state grant aid, funding that has traditionally been low in Oregon.

Among Oregon high school graduates opting not to attend college, money-related issues (such as an inability to afford college or working to save money for college) have consistently been the primary reasons for their decision.

Where Have Oregon’s Graduates Gone?
OUS surveys of Oregon high school graduates

Shared Responsibility Model

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), co-funded by the U.S. Department of Education and local and national partners, is designed to support greater enrollment and success of low-income students in postsecondary education. Beginning in middle school and continuing through high school, GEAR UP supports effective and sustainable early intervention activities that focus on increased academic achievement, professional development for school staff, community and parental involvement, and early outreach and college awareness.

GEAR UP currently has partnerships with all OUS campuses, and several Oregon community colleges. For more information, please visit http://gearup.ous.edu/

The Shared Responsibility Model and Oregon Opportunity Grant promise to enhance opportunities for Oregonians to enroll in colleges and universities. This program should:

- Increase the number of Oregon students eligible for the Oregon Opportunity Grant, while continuing to assist students already benefiting from these funds (it is estimated that 33,000 Oregon students will qualify);
- Extend grant aid to middle income Oregon families;
- Assist students attending college half-time; and
- Enable students to work their way through college.
Freshman retention within OUS (including intra-OUS transfers) reached a high of 80.5% in 2007, an increase of one full percentage point (or almost 100 students systemwide) from 2006. Freshman retention at the original university increased 1.5%.

Data available through the National Student Clearinghouse allows us to glean additional information on students who leave OUS. Among students who did not return, 46% remain in college somewhere, raising the overall retention rate of OUS students at any college to almost 90%. However, Oregon residents were more likely to stop attending college. Among students who transferred, Oregonians more often enrolled in Oregon community colleges, while non-Oregon residents attended out-of-state four-year colleges, presumably returning to a school near home.

In the 1990’s, during a time of new student support services and low student-faculty ratios, freshman retention grew steadily. After 2001, budget cuts impacted both support programs and full-time faculty. The retention growth rate slowed, and at some smaller campuses decreased, resulting in a decline in 2006. Detailed information on these trends can be found in the campus performance reports.
Graduation Rates

Freshman graduation rate measures the percent of first-time, full-time freshmen who enter an OUS institution and graduate from any OUS institution within six years (150% of normal time). This conforms to the formula for reporting graduation rates to the federal government.

OUS campuses also report a graduation rate that includes only the first-time, full-time freshmen who enter and graduate from the same institution. Campus-level data are available in the institutional performance section of this report.

In 2007, OUS graduation rates reached a high of 59.7%, an increase of one full percentage point (or almost 100 additional graduates) over two years ago. However, it is important to bear in mind that the six-year graduation rate is a long-term measure, and some of the softening of the progress in retention between 2004 and 2006 could have a detrimental effect that is not yet apparent.

Nevertheless, it should be noted that OUS institutions have made great strides in raising graduation rates over the past 14 years. In that time, systemwide graduation rates have risen approximately 11 percentage points.

Overall, Oregon residents show slightly higher rates, with 60.6% graduating in 2007.

Populations that are underserved in terms of access are also at a disadvantage in terms of completion. For African-American and American Indian students, in particular, graduation rates are well below the average. While less likely than other groups to enroll, Hispanic/Latino students, once in OUS, graduate at rates only slightly lower than the average.
Adequate academic preparation for college, combined with essential support services for students who enroll (freshman orientation and engagement programs, tutoring, academic advising, early warning programs, faculty mentors), are key components to enhancing retention and graduation rates. Campuses develop student support programs tailored to their unique student populations.

Nationally, just over half of students (51%) complete their degrees in four years, consistent with – and slightly lower than – the proportion of OUS students who complete in that time.

Adequate academic preparation for college, combined with essential support services for students who enroll (freshman orientation and engagement programs, tutoring, academic advising, early warning programs, faculty mentors), are key components to enhancing retention and graduation rates. Campuses develop student support programs tailored to their unique student populations.

First- to-second year retention remains a strong predictor of completion. Among first-time freshmen who persist to the second year, over 71% finished their OUS degree within 6 years, compared to 59.7% of all first-time freshmen.
Statewide Alignment & Academic Preparation Efforts

OUS has engaged with education agencies and other partners throughout the state in numerous cross-sector initiatives to support academic preparation and ease of transition for students moving between and among Oregon’s educational sectors.

- OUS supports the new Oregon public high school diploma requirements, which enhance academic preparation for college, employment, and citizenship.
- In 2007, OUS institutions and Oregon community colleges agreed on exam scores and corresponding college credit for all 33 Advanced Placement (AP) high school courses.
- Dual Credit Programs – The Dual Credit Task Group recently examined the performance of students in subsequent post-secondary coursework.
- GEAR-UP reaches out to high-poverty Oregon communities to help increase the number of student who successfully enroll in college.
- To maximize effectiveness, system leaders are re-examining the purpose and structure of the Associate of Arts/Oregon Transfer Degree (AA/OT).
- The Oregon Transfer Module enables students to complete first-year general education courses at any public college or university and transfer without loss of credit.
- In fall 2008, an agreement on the course criteria and outcomes for an Outcome-based general education will be proposed for adoption by the Joint Boards of Education and the Board of Higher Education.
- ATLAS (Articulated Transfer Linked Audit System) allows students to monitor academic progress toward their undergraduate degree.
- Degree Partnership Programs between OUS institutions and Oregon community colleges allow for simultaneous enrollment, flexibility, and vital student support (including tutors, financial aid, and library services).

Among transfer students entering OUS in 2000-01, approximately 30% completed an AA/OT; an additional 60% transferred without an associate’s degree.

Among those entering OUS with an AA/OT, 79% graduated within 4 years, compared to 59% who entered without a two-year degree.
Graduate Satisfaction

Graduate satisfaction is defined as the percentage of OUS graduates rating their educational experience as a 4 or 5 on a 5-point scale in which 5 is excellent and 1 is poor.

Over 84% of graduates in the class of 2004-05 felt the quality of their education was “excellent” or “very good,” with a mean rating of 4.1. Approximately 30% reported their overall educational experience as “excellent,” with only 3% assigning a rating of 1 or 2.

Academic Support Ratings

Graduates also report high levels of satisfaction with a variety of educational supports which contribute to educational quality. Close to 90% of graduates (88%) are pleased with the overall quality of instruction and access to faculty. An equal proportion are satisfied with access to computing services, and 93% with library resources.

Lower levels of satisfaction with academic support services may reflect reductions in student support services over the years in order to preserve instruction as budgets were cut.

Graduates’ satisfaction with their universities’ contribution to key skills and competencies, such as writing and speaking clearly and effectively, is also collected through a biennial survey and can be found in the One Year Later report.
Students per Full-Time Faculty

With a goal of attaining a student-faculty ratio of 20 by 2025, OUS has made progress since reaching a high of 27.9 in 2003-04. While the current ratio (25.1) is commensurate with those reported six years ago, it is considerably higher than ratios reported in the early 1990’s (22 or 23). Recent reductions in the ratio can be partially attributed to slower enrollment growth and strides made in the recovery of full-time faculty numbers.

Accompanying the decline in the ratio of students to full-time faculty, the percentage of part-time faculty (31.3%) decreased from a high of 33% in 2004, and now approaches percentages reported 5 years ago. In recent years, while enrollment on campuses grew and budget constraints deepened, campuses drew on greater numbers of part-time faculty to meet instructional demands.

Funding designated to reduce this ratio and bolster faculty salaries should help continue the decrease seen here. These monies, though limited, may also help recruit and retain top-notch faculty who are a vital component of academic quality and student success.

![Graph showing Ratio of Students to Full-Time Faculty Compared with Part-Time Faculty Percentages]

- **2000**: 24.3, 24.8%
- **2001**: 25.3, 29.6%
- **2002**: 25.9, 29.4%
- **2003**: 27.9, 32.1%
- **2004**: 27.0, 33.2%
- **2005**: 25.7, 32.3%
- **2006**: 25.3, 33.0%
- **2007**: 25.1, 31.3%

Legend:
- **Student to Full-Time Faculty Ratio**
- **Part-time Faculty**
Internships

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. Experiential learning opportunities encompass a spectrum activities including: internships, externships, clinical internships, community service learning, student teaching, fieldwork, practicum, and research with faculty members.

Historical data regarding internships is inconsistent because of the evolving definitions used to identify the multitude of pathways OUS students use to complete experiential activities. The Chancellor’s Office and OUS campuses worked to develop a list of common activities, and will continue to refine data collection efforts.

Approximately 84% of 2004-05 graduates reported participating in at least one experiential learning opportunity, and almost three-quarters completed more than one. Students also experience hands-on learning through participation in study abroad (14% of graduates) and the National Student Exchange (completed by 2% of graduates).

Among those completing an experiential learning activity, 26% indicated that one of their experiences led directly to their current employment.
Graduate Success

Graduate Success is defined as the percentage of graduates who are employed, continuing their studies, or engaged in another activity of their choice, such as volunteering or caring for a family.

Over 97% of 2004-05 graduates reported being so engaged—marking the highest level of success yet reported, with 93% employed or seeking advanced educational opportunities. Approximately 27% were enrolled in an educational program after completing their degree; of those attending a four-year college or university, 62% enrolled at an OUS institution.

Since 2001, regardless of the strength of Oregon’s economy, the unemployment rate among OUS graduates has been lower than the state unemployment rate, demonstrating the added benefit of a bachelor’s degree in securing employment. Among 2004-05 graduates, 3% indicated they were actively but unsuccessfully looking for work, compared to a 5.5% unemployment rate among all Oregonians.

Approximately 78% of employed graduates in 2005 were working in Oregon, a slight decrease from 80% among the classes of 2003 and 2001.

Predictably, the majority of graduates are employed in the most populous areas of the state (Portland, Eugene, and Salem).

It is worth noting, however, that OUS graduates originally from an area with an OUS regional university are slightly more likely to return to their home region for employment compared to graduates from other rural regions.
Educated Citizenry & Workforce Development

Performance Goal: Further improvements in 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.

Total Degrees Awarded

One of the most obvious contributions that OUS makes to Oregon’s economy is its graduates. This indicator measures the total number of bachelor’s, master’s, doctoral, and first professional degrees awarded annually. It does not count associate’s degrees or certificates awarded.

The total number of OUS degrees awarded in 2006-07 increased only slightly, in contrast to the sharp increases of the early part of the decade. Overall degree production increased just 0.8% in the past year. Baccalaureate degrees, which account for nearly three-quarters of all degrees produced, grew by only 137 awards, or 0.3% in 2007. Despite higher graduation rates, slow enrollment growth is affecting degree production.

The number of advanced degree awards increased 2.3% this year, gaining ground against a sharp 3.6% decline in 2006. Overall, advanced degree production remains stable following significant increases in 2002-03 and 2003-04. Slowed growth in graduate enrollment may have a negative impact on this indicator in the future.

Master’s degrees account for 85% of all the advanced degrees produced in 2007. Although master’s awards increased 2.7% this year, the increase follows a significant decline of 5.9% in 2006. Master’s degree awards have increased 22% since 2002.
Total **doctoral and first professional awards** remained flat this year but have increased steadily over time. Despite gains in recent years, doctoral degree production has declined by 1% over the past ten years.

First professional awards increased 43.7% in the past five years, largely as a result of the addition of the professional pharmacy degree in 1999.

### Priority Workforce Areas

OUS reports the number of **engineering and computer science degrees** awarded each year in the state-level *OUS Annual Performance Progress Report*. OUS campuses report the number of “shortage area” degrees awarded in either high technology fields such as engineering and computer science or in specific **education** fields in their campus-level performance and target-setting reports.

<table>
<thead>
<tr>
<th>Degrees Awarded in Workforce Shortage Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2002-03</strong></td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Health Sciences</td>
</tr>
<tr>
<td>Education</td>
</tr>
</tbody>
</table>

*Notes: Data reflects first majors only. Health Sciences totals include first professional awards.*

In addition to high tech and education fields, Oregon faces workforce shortages in other areas - most notably - **healthcare**. Current state- and campus-level indicators do not include healthcare degrees produced.

Oregon’s **healthcare industry** is growing faster than any other area of the economy. According to the Oregon Employment Department, health care occupations are expected to increase 27.7% between 2006 and 2016. In response to projected demand, OUS is working closely with community colleges and Oregon Health & Science University (OHSU) to streamline the healthcare training pipeline and expand capacity across the state. The efforts are paying off. OUS health sciences degree awards have increased 23% in the past year and 94% since 2002.

OUS education degrees increased at both the bachelor’s and master’s levels in 2007, following a decline the previous year. Currently, master’s degrees in education account for nearly 40% of all the master’s degrees awarded in any discipline.
Knowledge Creation & Resources

Performance Goal: Ensure the strength of knowledge creation and dissemination throughout the system and leverage both the reputation and resources of its institutions in support of the academic, economic, civic, and cultural missions of higher education.

Sponsored Research Expenditures

This indicator measures total expenditures for sponsored research and other activities using grant funds from external sources. It reflects the faculties’ entrepreneurial spirit and because of the competitive grant process, provides a good indication of national reputation.

Research expenditures increased slightly in FY07, reaching a new high of $318 million. In the last five years, OUS research expenditures increased 33.4%. Over 97% of all OUS research expenditures in FY07 were funded by sources other than the state of Oregon.

The federal government, through agencies like the National Science Foundation and the Department of Defense, funded 65% of OUS research activities in FY07. OUS faculty are very successful in competing for federal research grants. According to the National Science Foundation, Survey of Research and Development Expenditures at Universities and Colleges, FY 2005, Oregon (including OHSU) ranks 6th among the 50 states in federal R&D expenditures per faculty at public universities. On a per capita basis, Oregon ranks 9th in federal R&D expenditures at public universities.

Federally funded research expenditures dropped slightly this year for the first time on record. This drop comes amidst national concerns of declining federal support for academic research. Although federal funds remain OUS’ largest source of research expenditures, increases in other funding sources show a positive trend toward a more diversified portfolio that will help Oregon remain competitive in the future. In FY07, state funding for research increased by 19%, from $6.8 million in FY06 to $8.0 million in FY07. Private funding and foundation funding both increased 10%.
Philanthropy

Philanthropy is defined as the net worth of each institution’s foundation. Although factors such as the nature of gifts, investment returns, and current projects affect net assets at any given time, an increase over time is a good indicator of external support.

OUS foundations increased their net assets by 15.2% in the past year. Since FY02, foundation net assets have increased over 65% and have reached a record high of $1.2 billion dollars. Foundations support their affiliated university in a variety of ways:

• Capital construction & maintenance;
• Faculty support;
• Student scholarships;
• Public, student, and auxiliary services; and
• Research funding and equipment.

As noted earlier, foundation supported research increased $5.8 million - or 10% - in 2007. Foundations are playing a new, important role in the OUS research enterprise.

University venture development funds (UVDF), created by the Oregon Legislature in 2005 (SB853) and modified in 2007 (SB582), are often managed by an institution’s foundation. The UVDF authorizes institutions - or their affiliated foundation - to issue Oregon tax credits for donors who support university technology transfer. This funding provides much needed capital for commercializing university research and helping to bridge the “valley of death.”
Institutional Performance
Campus-Level Results
Eastern Oregon University
Access and Participation

Total Credit Enrollment

|--------|---------|---------|---------|---------|---------|---------|---------|---------|

Total unduplicated headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>744</td>
<td>810</td>
<td>918</td>
<td>769</td>
<td>862</td>
<td>823</td>
<td>794</td>
<td>799</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Total unduplicated and newly admitted undergraduate headcounts have sharply increased twice since 2000-2001. These increases may be attributed to heightened emphasis on new campus-specific performance indicator targets in those years (GPA 3.5 in 2002, and High School Outreach in 2005). Other years evidence normative patterns of increase and decrease. Even with an exceptionally large graduation class in June 2007, headcounts remain steady.

Campus Initiatives & Significant Accomplishments

Winter 2008 headcounts are up 3.1% from OUS projected targets of -5.8% for 2007-08; to date, EOU has exceeded the target by 7.9%. As of February 15, 2008, applications are up 64.5% and admits are up 20% compared to February 2007. Increased headcounts in 2007-08 may be attributed to the following campus initiatives:

• New Integrated Marketing Plan  • New Enrollment Management Plan  • New Division of Enrollment Services, including enhanced Admissions recruitment and repeated high school visits  • Incentive-based Financial Aid Packaging  • Strategic Student Communication Plan  • Rural Access Initiatives in Admissions  • Increased and repeated high school visits.
Eastern Oregon University
Student Progress & Completion

Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>64.9%</td>
<td>65.4%</td>
<td>65.6%</td>
<td>66.2%</td>
<td>68.5%</td>
<td>65.4%</td>
<td>64.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>70.4%</td>
<td>72.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>70.0%</td>
<td>66.0%</td>
<td>66.0%</td>
<td>67.0%</td>
<td>67.0%</td>
<td>67.0%</td>
<td>67.0%</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

Percent of first-time full-time freshmen who return for a second year at the same campus

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

Explanation of Performance Trend

Decreases in Freshman Retention rates 2005-2007 are attributable to EOU’s recruitment strategy which included more “high risk” students. During the past biennium, EOU admitted more students who were not college-ready while piloting a CORE 101 integrated writing and college skills seminar program designed to address the needs of these provisionally admitted students. This program experienced modest increases in retaining these students to the Sophomore year. At the same time, a decentralized advising structure proved ineffective in addressing the needs of students at Warning and Probationary thresholds. In addition, recent athletic recruitment yields from urban areas have created retention challenges with direct correlation to our rural environment.

Campus Initiatives & Significant Accomplishments

EOU’s regional mission is to recruit and serve students in the region. A high percentage of students from the rural counties of eastern Oregon are first generation college students with financial and remedial challenges that affect their ability to remain in college in consecutive terms. Serving this growing base in the student population requires attention to academic and financial variables within the institution’s control. A three-pronged approach has been adopted by the new Division of Enrollment Services: 1) incentive-based Financial Aid packaging for students on campus, on site, and online - already positive results are evident; 2) an aggressive CORE 102 program piloted during Winter 2008 that takes an academic affairs-student affairs team approach to acclimating entering freshmen to the university environment; and 3) restructured Advising and Career Services and mandatory advising that provide more one-on-one attention to students. Intentional milestones are in place to encourage degree declaration and admittance to program at pre-set credit-hour thresholds. Underway is development of an OnCourse opportunity for Warning and Probationary students to get back on track.

Rationale for Targets to 2013

EOU’s commitment to provide access and opportunity to growing Hispanic and provisional student populations in the region as well as steady growth in the non-traditional online sector predictably level EOU’s retention targets for the next several years. It is expected that the demographic audience EOU serves will stop in and out of their higher education programs based on any of the following variables: shifting life priorities, financial constraints, lack of preparedness, transfer to community college or to partnership institutions (OSU, OIT/ODS, OHSU) to complete degrees begun at EOU.
Freshman Retention within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>68.4%</td>
<td>68.0%</td>
<td>67.5%</td>
<td>69.2%</td>
<td>70.0%</td>
<td>68.7%</td>
<td>68.9%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>30.1%</td>
<td>24.6%</td>
<td>27.6%</td>
<td>32.8%</td>
<td>30.2%</td>
<td>33.3%</td>
<td>28.5%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>46.8%</td>
<td>37.4%</td>
<td>42.9%</td>
<td>45.1%</td>
<td>41.8%</td>
<td>40.2%</td>
<td>37.5%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

EOU has fluctuated between 1.5% and 4% of the OUS average for Freshman Retention and has positively narrowed the band - from 15% to 7% - for full-time freshman graduating from the same institution within six years. However, the decline in Graduation Rates concerns the institution. Regional demographics and recruitment strategies account for some fluctuations in the Freshman Retention targets; cooperative programs with partner institutions who deliver programs not offered at EOU account for a percentage of students who come to EOU intending to transfer; and the dynamics of inter-state recruitment and competitive inter-state tuition rates on student matriculation and persistence have eroded EOU’s student-base and cost-competitive edge in recent years. The University has responded with an aggressive marketing campaign, multiple recruitment strategies within the region’s high schools, cost-competitive tuition increases, restoration of a tuition plateau, and more advising oversight.

Campus Initiatives & Significant Accomplishments

Increasingly, students who begin at EOU graduate from EOU. Affordable tuition and low fees keep university education accessible for most students, while flexible course and program modalities together with enhanced marketing of programs at EOU (or in partnership with other OUS institutions) provide multiple access points for students seeking degree-completion options that fit their learning styles and lifestyles. EOU is currently working on multi-modal scheduling to maximize students’ options to pace their degree completion pathways. EOU and OIT are also working on program exchanges that will bring market-driven programs to both regional universities and complement existing retention initiatives.
Graduate Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>88.3%</td>
<td>84.8%</td>
<td>92.5%</td>
<td>Fall 2008</td>
<td>90.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>88.0%</td>
<td>89.5%</td>
<td>90.0%</td>
<td>83.0%</td>
<td>84.5%</td>
<td>85.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Graduate satisfaction is excellent, increasing 7.7% in a two-year period between 2002-03 and 2004-05 and exceeding EOU’s high target by 4.5%. Recent survey results from the Integrated Marketing Team indicate that 92% of students continue to recommend EOU to family and friends. The private-school model of low student/faculty ratios, one-on-one mandatory advising, personal attention, customized and flexible programming, faculty-led research opportunities at the undergraduate level, internship and leadership opportunities, and co-curricular activities that engage students in university life all contribute to an environment of engaged learning that prepares students for exceptional success in graduate school and in the workplace.

Campus Initiatives & Significant Accomplishments

EOU has integrated the research and internship/practica cornerstones into the curriculum, thus ensuring that all students receiving a degree from EOU have opportunities to work with faculty and external agencies in applied learning situations. A diversity requirement will soon be added to the curriculum, and as service learning and co-curricular opportunities continue to integrate with curricular learning outcomes, we expect our students to be increasingly prepared for competitive success in work and in the world.

Rationale for Targets to 2013

EOU is currently exceeding its high target of excellence; projections are to continue targets in a steady state and to invest resources in areas that increase access and retention.
Graduate Success

Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>99.2%</td>
<td>97.8%</td>
<td>99.2%</td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td>93.2%</td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>27.3</td>
<td>28.7</td>
<td>28.6</td>
<td>28.0</td>
<td>26.7</td>
<td>26.0</td>
<td>23.9</td>
<td>23.5</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

EOU’s extremely high percentage of excellence in Graduate Satisfaction correlates with Graduate Success, Internships, and Student/Faculty Ratio indicators. Planned reinstatement of the tuition plateau and a modest tuition increase will restore a competitive edge with universities in contiguous states and is expected to augment student satisfaction.

Campus Initiatives & Significant Accomplishments

The 2006-2008 decline in enrollment explains the decreasing Student/Faculty Ratio. However, the inter-relationship between personal attention, experiential learning, and graduate success through continued emphasis on career services available to juniors and seniors at EOU is evident. Examples include senior meetings, graduate school brown bag discussions, job fairs, mock interviews, and business etiquette skills development opportunities.
Eastern Oregon University
Educated Citizenry and Workforce Development

Total Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>448</td>
<td>458</td>
<td>580</td>
<td>660</td>
<td>607</td>
<td>611</td>
<td>673</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td>432</td>
<td>470</td>
<td>720</td>
<td>740</td>
<td>760</td>
<td>760</td>
<td>670</td>
<td>670</td>
<td>690</td>
<td>690</td>
</tr>
</tbody>
</table>

The number of bachelor's and master's degrees awarded in a given academic year.

Degrees in Designated Shortage Areas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>15</td>
<td>33</td>
<td>27</td>
<td>17</td>
<td>23</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Total number of teaching endorsements in mathematics and science awarded in a given year.

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

Explanation of Performance Trend

Though the number of degrees awarded remains high, EOU recognizes that the high and low targets set for 2005 through 2008 are quite optimistic given the smaller size of freshman classes and the leveling of transfer students in recent years. Future projections have been modified to attainable yet aspirational levels.

Actual data and targets for degrees in shortage areas have been corrected from earlier campus performance reports and reflect current data-collection practices. The actual data that had been gathered 2003-04 to 2006-07 – and thus the targets projected – reflected total number of undergraduate degrees in math and science rather than teaching endorsements in math and science. Actual data for teaching endorsements has been reconstructed for those years up to 2006-07. Because previous targets had been skewed accordingly, targets have been deleted prior to and including 2008-09.

In some years, students come prepared in two content areas and can qualify for more than one endorsement because of this preparation and because they can pass more than one of the PRAXIS exams. Other years such as 2006-07, EOU had both fewer candidates for endorsement and the students were prepared in a single subject only. The drop to 17 in 2004-05 can be attributed to ending the program in Bend. The rise to 23 in 2005-06 can be attributed to the transitional license teachers who completed the program that year.
Campus Initiatives & Significant Accomplishments

EOU is implementing aggressive Freshman Retention strategies in 2008-09 to increase Freshman Retention rates, to positively affect the campus culture, and to professionally prepare faculty for a team approach to student learning. In addition, competitive financial aid packages for incoming Freshmen and Transfer students will yield increased enrollments and thus increased total degrees awarded in years to come.

EOU is currently reconfiguring its Math Studies degree to meet regional needs for teaching endorsements in mathematics.

Rationale for Targets to 2013

Targets for 2009-2013 reflect reasonable yet aspirational goals given small Freshman classes beginning with Fall 2006.

Targets correlate to total number of teaching endorsements (not degrees) awarded in math and science in any given year. Since EOU does not have the capacity to award more than 20-30 teaching endorsements in math and science in any given year, targets reflect the constant of capacity and the probability that 25% of the students in a designated year will seek math/science endorsements in two areas.
Eastern Oregon University
Knowledge Creation and Resources

Sponsored Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$2.1</td>
<td>$3.3</td>
<td>$2.6</td>
<td>$3.4</td>
<td>$3.2</td>
<td>$3.6</td>
<td>$2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$2.5</td>
<td>$3.5</td>
<td>$4.0</td>
<td>$4.5</td>
<td>$5.5</td>
<td>$6.0</td>
<td></td>
<td>$3.0</td>
<td>$3.5</td>
<td>$3.5</td>
<td>$3.5</td>
<td>$3.5</td>
<td></td>
</tr>
</tbody>
</table>

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

After a three-year period of increased research funding from 2003 - 2006, sponsored research and grant funds from external sources have returned to 2002-03 levels. Fulfillment of a federal Economic Development Administration (EDA) equipment grant has nearly concluded, which accounts for a return to former expenditures. EOU is a teaching institution rather than a research institution and fluctuations are expected to follow grant and related contract cycles.

Campus Initiatives & Significant Accomplishments

EOU students resonate with co-curricular activities and applied learning environments complementary to classroom instruction. Faculty research is generally focused on smaller sponsored awards and undergraduate research incentive grants in the sciences and teacher education, which our faculty regularly compete for and receive.

Rationale for Targets to 2013

From 2005-2007, EOU had a full-time Director position dedicated to increasing grant productivity and it didn’t work. In the 2008 EOU Repositioning Plan, the strategy is to better serve the region with more focus on grants that involve students. Additionally, there is little or no reassigned time for faculty to pursue grant writing during the regular academic year at a student-centered teaching institution, and negotiated faculty scholar funds available for 2007-09 intended to seed grant applications is currently more modest than in 2003-2007. Consequently, targets for 2009-2013 have been recalibrated to what is attainable, allowing for the occasional large gift or research grant.
Philanthropy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$1.8</td>
<td>$2.1</td>
<td>$2.7</td>
<td>$2.4</td>
<td>$2.7</td>
<td>$3.0</td>
<td>$3.7</td>
<td></td>
</tr>
</tbody>
</table>

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

Faculty Compensation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>87.2%</td>
<td>82.8%</td>
<td>84.0%</td>
<td>87.4%</td>
<td>86.0%</td>
<td>96.0%</td>
<td>93.7%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Philanthropic trends are increasing, signifying a more active EOU Foundation Board as well as alumni who are interested in raising scholarship funds and securing the long-term financial health of the institution through estate gifting. Performance trends in faculty compensation are consistent with negotiated salary raises in 2005 and 2006, with trends projected to increase due to a competitive negotiated salary package for 2007-2009.

Campus Initiatives & Significant Accomplishments

A re-engaged EOU Foundation Board together with strong leadership and promising new hires in Marketing, Development and Public Affairs (MDPA) in recent years have contributed to heightened alumni engagement in the success of EOU’s students and EOU generally. The current President is better accepted by the community and thus alumni and community/regional members are more willing to give. The MDPA has begun to garner estate gifts that promise a more secure footprint in the region for years to come. Faculty compensation is projected to remain quite competitive, ensuring future quality faculty can be recruited and retained.
Eastern Oregon University
Mission-Specific Indicators

Transfer Students Attending EOU

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td>108.3%</td>
<td>97.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>108.0%</td>
<td>110.0%</td>
<td>112.0%</td>
<td>112.0%</td>
</tr>
</tbody>
</table>

Number of transfer students who attend EOU, represented by the percent of the base number (2004-05) of transfer students from eight designated Community Colleges.

Notes: the eight partner Oregon Community Colleges are Blue Mountain, Chemeketa, Columbia Gorge, Mt. Hood, Rogue, Southwestern, Treasure Valley, and Umpqua. 2004-05 is the baseline for % increase.

High School Graduate Yield

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.9%</td>
<td>6.2%</td>
<td>5.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.0%</td>
<td>8.0%</td>
<td>8.0%</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

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.

Note: 12 eastern Oregon counties include: Baker, Gilliam, Grant, Harney, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler.

Explanation of Performance Trend

Previous Campus Specific Indicators, adopted in 2006 – “Proportion of Eastern Oregonians who Attend College” and “High School Outreach” – proved problematic to monitor and held questionable value as a campus-specific measurement. Therefore, EOU seeks here to replace those indicators with two new Campus Mission-Specific measures reflective of institutional and regional priorities.
EOU - Mission-Specific Indicators

Campus Initiatives & Significant Accomplishments

EOU is aggressively targeting high school graduates and Native American students in the twelve-county region for increased yields. Incentive-based financial aid packaging, reinstatement of a half-price tuition plateau at 16 credit hours, modest tuition increases, and aggressive marketing of EOU’s competitive value will combine for increased yield as early as 2008-09 among high school and transfer students.

Rationale for Targets to 2013

High school graduates in the region who attend EOU have been trending downward from 5.9% (2004-05) and 6.2% (2005-06) to 5.4% (2006-07). Transfer students at partner Community Colleges have been fluctuating. With heightened emphasis by Admissions staff on high school recruitment in the region, targeted recruitment of Native American students in the region, transfer scholarships, and more faculty and administrative attention to program pathways with Community College partners, EOU expects these strategies to yield a greater percentage by 2009-10.
Oregon Institute of Technology
Access and Participation

Total Credit Enrollment
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>2,842</td>
<td>3,088</td>
<td>3,139</td>
<td>3,236</td>
<td>3,373</td>
<td>3,351</td>
<td>3,157</td>
<td>3,318</td>
</tr>
</tbody>
</table>

Total unduplicated headcount of all students enrolled during fall term, regardless of course load.

New Undergraduate Enrollment
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>629</td>
<td>709</td>
<td>700</td>
<td>672</td>
<td>725</td>
<td>670</td>
<td>694</td>
<td>755</td>
</tr>
</tbody>
</table>

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 is on an upward rebound from a low experienced in 2006-07. In general, carrying load behavior shifted at OIT during the phase out-period of the tuition plateau occurring between fall 2002 and fall 2005. In fall 2002, roughly one quarter of our students took more than 15 credits per term. By fall 2005, only 18% took more than 15 credit hours. Fall 2007 new undergraduate enrollment is signaling an upward trend. Fall 2007 headcount at fall 4th week had increased by 161 students from fall 2006, or 5.1%.

Campus Initiatives & Significant Accomplishments

New undergraduate health programs continue to grow in students and diversity of programs offered. For the School of Health, Arts and Sciences, new course offerings in Polysomnography and in Biology and increased enrollment in Dental Hygiene and Echocardiography have added to the fall 2007 increase. The School of Engineering, Technology, and Management has also experienced substantial increases with the addition of new programs in Embedded Systems Engineering Technology, Electrical Engineering, and Health Informatics majors. Electrical Engineering and Renewable Energy Systems have shown the largest enrollment increases from fall 2006 to fall 2007. The Electrical Engineering degree is offered in Klamath Falls and the Renewable Energy Systems degree enrolls students in both Klamath Falls and Portland.
Oregon Institute of Technology
Student Progress & Completion

Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>73.3%</td>
<td>68.9%</td>
<td>71.2%</td>
<td>72.1%</td>
<td>68.8%</td>
<td>66.9%</td>
<td>75.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>72.2%</td>
<td>73.0%</td>
<td>73.7%</td>
<td>74.3%</td>
<td>75.0%</td>
<td>75.5%</td>
<td>75.8%</td>
<td>75.8%</td>
<td>76.0%</td>
<td>76.0%</td>
<td>76.0%</td>
<td>76.5%</td>
<td></td>
</tr>
</tbody>
</table>

Percent of first-time full-time freshmen who return for a second year at the same campus

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

Explanation of Performance Trend

The programs OIT has in place today are due to the vision of OIT leadership. These programs seem to have worked together in a synergistic fashion over time. For the first time in many years, we are experiencing the direct result of these efforts in our retention rates. This year, we have surpassed all previously reported rates. This is good news and the result of on-going campus wide collaboration.

Campus Initiatives & Significant Accomplishments

OIT has been engaged in retention activities for many years; some date back to the early-mid 1990’s under a US DOE Title III grant. Since then, OIT has gradually been increasing activities aimed at students who are in danger of stopping out or who need extra academic help to succeed. Over time, we have added 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 (TOP) program for students meeting very specific financial and academic need-related criteria. Student Success teams were formed that have now evolved to include Strategic Enrollment Management.

Rationale for Targets to 2013

Benefits of retention initiatives usually occur in a longer term planning horizon. OIT rates are more volatile than the rates for the larger institution as a small number of students make a large impact on the rate. OIT recognizes that the magnitude of the 2006-07 retention rate will be a challenge to maintain, but the institution will strive to replicate it in the future through the implementation of student learning communities for newly admitted students in pre-health, computer engineering, and undeclared majors.
Freshman Retention within OUS  Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>77.2%</td>
<td>73.7%</td>
<td>76.5%</td>
<td>75.4%</td>
<td>73.1%</td>
<td>70.6%</td>
<td>78.3%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate  Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>36.2%</td>
<td>41.1%</td>
<td>42.1%</td>
<td>41.8%</td>
<td>38.8%</td>
<td>41.9%</td>
<td>41.9%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate within OUS  Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>40.8%</td>
<td>47.0%</td>
<td>48.2%</td>
<td>48.0%</td>
<td>46.4%</td>
<td>46.1%</td>
<td>50.2%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Similar trends occur with freshman retention rates including inter-institutional transfers. See explanation above for trend information on retention measure.

Graduation rates are consistent over time and are between four and eight percentage points higher when inter-institutional transfers are counted.

Campus Initiatives & Significant Accomplishments

OIT has implemented an advising task force with both faculty and staff included in its membership. This task force created advising standards as well as overseeing the on-going training of new faculty advisors. OIT faculty contact students who are currently enrolled but have not yet re-registered for the subsequent term. This occurs each term between the 8th and 9th week of classes. The purpose of the contact is that students continue on a path toward timely degree completion and can seek help from the appropriate office should they desire it. Searchable course equivalency tables are also now available to students on-line so that the student and their advisor can better track and plan academic progress.
Graduate Satisfaction

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
<th>Year</th>
<th>Actual</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>93.0%</td>
<td>93.0%</td>
<td>2001-02</td>
<td>86.7%</td>
<td>93.0%</td>
</tr>
<tr>
<td>2002-03</td>
<td>86.9%</td>
<td>86.0%</td>
<td>2003-04</td>
<td>Fall 2008</td>
<td>86.0%</td>
</tr>
<tr>
<td>2004-05</td>
<td></td>
<td></td>
<td>2005-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td></td>
<td>2007-08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td>2009-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
<td>2011-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1-5, with 5 representing “excellent” and 1 signifying “poor”

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

Explanation of Performance Trend

Graduate success and satisfaction are closely linked. Both are shining points in the OIT portfolio. Graduate satisfaction remains very high but has been decreasing slightly since 2000, perhaps due to the rising debt load that graduates must face after degree completion.

Campus Initiatives & Significant Accomplishments

Although average debt load has increased over time, almost all (89%) of OIT graduates tell us that they are finding career related positions with average salaries of $48,000 for the institution and as high as an average of $62,900 for some of the health professions (Source: Class of 2006 OIT Graduate Survey). These relatively high post graduation salaries may be enough to offset the cost of an OIT education at the present; however, the average debt load has also increased. For example, of those who borrowed from federal loan programs in 2004, the average per-borrower cumulative undergraduate indebtedness was $22,797. In only two years time, that average increased to $23,703 (Source: 2006-07 Common Dataset).

Alumni relations will be strengthened through additional contact with graduates. A new Alumni Director has been hired and will focus on fostering the alumni relationship.

Rationale for Targets to 2013

Annual targets are set between previous high and low targets and will continue to increase by a percentage point each biennium.

Graduate Success

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>87.7%</td>
<td></td>
<td>Fall 2008</td>
<td></td>
</tr>
</tbody>
</table>

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

Student to Full-Time Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>19.0</td>
<td>19.3</td>
<td>19.6</td>
<td>21.4</td>
<td>20.6</td>
<td>18.8</td>
<td>17.0</td>
<td>18.8</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

An OIT education provides very consistent graduate success which is stated as a key objective in the OIT Mission Statement. Graduate success rates - and partnerships with industry - have both increased over time. Graduate success rates will continue to be high for those who pursue an education with OIT.

Campus Initiatives & Significant Accomplishments

Graduate success has continued to be in the 94% range. Almost half (45%) of students in the OIT 05-06 graduate survey reported finding their job through an on-campus recruiter and 89% of all bachelor’s degree graduates were employed in career related positions (Source: OIT Alumni Survey).

Internship opportunities are expanding. For example, The Multiple Engineering Cooperative Program (MECOP) at OIT demonstrates the power of an effective business/education partnership. This program supports a voluntary annual assessment on member companies; a high order of industry interaction with the higher education systems and its students; and continual improvement as the educational institution adjusts its curriculum on recommendations made by the industry partners. This program is growing from including mechanical and manufacturing engineering to also include civil and electrical engineering as well as Geomatics. Furthermore, almost all programs in health require internships, externships, and/or clinical experience.

Historically the student faculty ratio has ranged between 19:1 to 21:1, partially due to limitations in classroom capacity for labs and instruction, particularly in the health related fields. This ratio is expected to increase since increased capacity through the completion of the Martha Anne Dow Center for Health Professions will allow enrollment growth and additional programs to be added.
Oregon Institute of Technology
Educated Citizenry and Workforce Development

Total Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>328</td>
<td>360</td>
<td>369</td>
<td>410</td>
<td>496</td>
<td>461</td>
<td>492</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>319</td>
<td>375</td>
<td>380</td>
<td>385</td>
<td>390</td>
<td>395</td>
<td>475</td>
<td>500</td>
<td>525</td>
<td>550</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of bachelor’s and master’s degrees awarded in a given academic year

Degrees in Designated Shortage Areas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>163</td>
<td>178</td>
<td>154</td>
<td>182</td>
<td>181</td>
<td>185</td>
<td>181</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>171</td>
<td>225</td>
<td>225</td>
<td>225</td>
<td>225</td>
<td>225</td>
<td>225</td>
<td>200</td>
<td>205</td>
<td>210</td>
<td>215</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of degrees awarded in engineering, engineering-related technologies, and computer science
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

The total number of degrees granted at OIT has improved over time due to an increased number of degree offerings as well as increased enrollment in degree completion programs, especially in allied health majors. The number of degrees in designated shortage areas has not changed substantially during the last several years.
Campus Initiatives & Significant Accomplishments

Partnerships and new degree areas will enable both of these indicators to continue improving. OIT has already seen an increase in the numbers of majors in the engineering pipeline as a result of offering a new degree in electrical engineering and by coupling it with applications and coursework in renewable energy. These students will be in the pipeline to graduate within Oregon’s stated degree shortage areas. Information technology and allied health are also components of a new degree in health informatics.

A new honors scholarship in the amount of $1,000 for students majoring in engineering has also been implemented with a goal of increased retention and graduation rates of those majors.

Rationale for Targets to 2013

OIT exceeded previously set high targets in total degrees awarded, thus, targets have been set to exceed the previous high target. Retention improvements and new students this year, especially in the electrical engineering and renewable energy – should help increase the numbers of degrees within the shortage areas for the targeted years. The target for 2009-10 attempts to smooth the annual variability in degree production, with continual growth in subsequent years.
Oregon Institute of Technology
Knowledge Creation and Resources

Sponsored Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$2.6</td>
<td>$1.9</td>
<td>$2.4</td>
<td>$3.1</td>
<td>$3.7</td>
<td>$4.8</td>
<td>$4.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$2.3</td>
<td>$3.0</td>
<td>$3.1</td>
<td>$3.3</td>
<td>$3.5</td>
<td>$3.5</td>
<td>$4.8</td>
<td>$4.8</td>
<td>$5.0</td>
<td>$5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Sponsored research expenditures have nearly doubled since 2000-2001. This trend is expected to continue.

Campus Initiatives & Significant Accomplishments

Wing I of the Martha Anne Dow Center for Health Professions opened in the fall of 2007 and Wing II is scheduled to open in 2009. When completed, the new 93,000 square foot facility will enable OIT’s allied health professions to double the student body through expanding current programs and adding new health programs. It will help OIT continue to set the standard for excellence in health care education. A Director of Faculty Support position has been added that will work in collaboration with faculty on grant development and research related projects. The Oregon Tech Foundation also added one full-time grant writer position to help the institution secure grants from public and private sources.

Rationale for Targets to 2013

Increasing the number of graduate programs will encourage growth in applied research activity on campus. For example, the Oregon Renewable Energy Center has increased visibility on campus and has increased connection with industry and other state partners this year through hosting conferences on renewable energy topics. Most recently, the Klamath Regional Biofuels Conference, sponsored by OREC, OSU Extension Service, the South Central Oregon Economic Development District and the Klamath County Biofuels Task Force was held to address the opportunities and issues in alternative energy production and use. OIT faculty are also participating in OUS-wide major research initiatives, including Oregon Transportation Research and Education Consortium (OTREC) and Oregon Bio-Economy & Sustainable Technology (BEST). OIT is also participating in additional manufacturing initiatives of the Manufacturing 21 Coalition.
Philanthropy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$13.1</td>
<td>$13.1</td>
<td>$13.1</td>
<td>$14.5</td>
<td>$15.7</td>
<td>$22.1</td>
<td>$24.5</td>
<td></td>
</tr>
</tbody>
</table>

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

Faculty Compensation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>99.5%</td>
<td>96.3%</td>
<td>96.8%</td>
<td>97.3%</td>
<td>93.8%</td>
<td>99.9%</td>
<td>98.6%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Philanthropy at OIT has nearly doubled since 2000-01. Faculty compensation has remained at favorable levels when compared to the currently used peer group. (The peer group composition is currently under revision.)

Campus Initiatives & Significant Accomplishments

Along with many caring individuals, all of the major Oregon foundations have contributed to the construction of the Martha Anne Dow Center for Health Professions. The two most recent grants, received in the fall of 2007, were from the Murdock Charitable Trust, which provided more than half a million dollars for echocardiography equipment, and from the Ford Family Foundation, which gave $2 million - $500,000 more than the original request. The most recent boost to the project came from The Oregon Legislature, which recently approved the $3.5 million Article XI-G bond.

Those funds bring the capital campaign close to completion, but there is still more work to be done. With several million still to be raised, the campaign committee is looking to the health care community, our local friends, OIT’s generous alumni, and small private foundations throughout the state to bring the project to its successful culmination.
Women Enrolled in Engineering-Related Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>129</td>
<td>136</td>
</tr>
<tr>
<td>2001-02</td>
<td>101</td>
<td>117</td>
</tr>
<tr>
<td>2002-03</td>
<td>86</td>
<td>117</td>
</tr>
<tr>
<td>2003-04</td>
<td>93</td>
<td>106</td>
</tr>
<tr>
<td>2004-05</td>
<td>92</td>
<td>106</td>
</tr>
<tr>
<td>2005-06</td>
<td>89</td>
<td>106</td>
</tr>
<tr>
<td>2006-07</td>
<td>92</td>
<td>106</td>
</tr>
<tr>
<td>2007-08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>2010-11</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td>2011-12</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>2012-13</td>
<td>125</td>
<td>125</td>
</tr>
</tbody>
</table>

New Transfer Student Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>73.2%</td>
<td>76.5%</td>
</tr>
<tr>
<td>2001-02</td>
<td>77.0%</td>
<td>77.0%</td>
</tr>
<tr>
<td>2002-03</td>
<td>74.8%</td>
<td>77.5%</td>
</tr>
<tr>
<td>2003-04</td>
<td>72.7%</td>
<td>77.5%</td>
</tr>
<tr>
<td>2004-05</td>
<td>72.4%</td>
<td>78.0%</td>
</tr>
<tr>
<td>2005-06</td>
<td>80.7%</td>
<td>79.0%</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td>81.0%</td>
</tr>
<tr>
<td>2007-08</td>
<td></td>
<td>81.5%</td>
</tr>
<tr>
<td>2008-09</td>
<td></td>
<td>82.0%</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>82.5%</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Explanation of Performance Trend

Nationally, men earned the majority of bachelor’s degrees awarded in the year 2005 in the fields of engineering (80%) and computer sciences (78%). The share of females earning degrees in computer science fields has been eroding over time on a national basis. According to the National Science Foundation, the female share of bachelor’s degrees in computer sciences dropped nationally between 1985 and 2004 from 37 to 25 percent, and the total number of such degrees awarded to women was about the same in 2004 as in 1985. OIT has experienced similar trends.

The increase in transfer retention is primarily being driven by increases in engineering and health programs. For example, 73% of the 2002 transfer cohort majoring in engineering fields retained to the second year while 81% of the 2005 cohort retained to 2006. This is an increase of 8 percentage points in transfer retention rates in these programs over three years. During the same time periods, transfer retention rose from 74% to 79% in health.

(See www.oit.edu/ir for more detail by major.)
**Campus Initiatives & Significant Accomplishments**

The OIT Women’s Resource Center was created this year in order to provide a physical location for resource and referral information; to facilitate programming and interpersonal support; and to promote the academic and personal success of our female students. The OIT Chapter of the Society of Women Engineers is among the Center’s many partners.

OIT currently participates in transfer articulation agreements for 19 different academic programs. This number continues to increase. Furthermore, a greater proportion of newly admitted students are not first time freshmen. For example, in 2001, roughly 46% of newly admitted students were from other colleges and universities. By 2006, the proportion has increased to 61%. Retention of all students – first time freshmen and transfer – is a major component of the Strategic Enrollment Management plan. New student orientation programs will address the unique needs of transfer students beginning summer 2008.

**Rationale for Targets to 2013**

Targets for women in engineering related fields were set between the previous targets, to increase by 5 students every year.

Retention of new transfer students exceeded previously set high targets in 2006-07. The trend is expected to continue, starting at 81% in 2009-10 and increasing by half a percentage point each year thereafter.
Oregon State University
Access and Participation

Total Credit Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>16,777</td>
<td>18,032</td>
<td>18,774</td>
<td>18,974</td>
<td>19,159</td>
<td>19,236</td>
<td>19,362</td>
<td>19,753</td>
</tr>
</tbody>
</table>

Total unduplicated headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>3,932</td>
<td>4,426</td>
<td>4,119</td>
<td>4,128</td>
<td>4,018</td>
<td>3,998</td>
<td>4,158</td>
<td>4,236</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

We have experienced a steady increase in enrollment and will continue to see our numbers grow.

Campus Initiatives & Significant Accomplishments

As a land grant institution we are committed to providing the students in our state with access to higher education. We do, however, want to ensure high quality programs and learning experiences for students. For this reason, our commitment to access to new resident students will be impacted by state funding and tuition growth revenues available for the teaching enterprise.
Oregon State University
Student Progress & Completion

Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>79.5%</td>
<td>79.6%</td>
<td>80.9%</td>
<td>81.1%</td>
<td>80.3%</td>
<td>80.9%</td>
<td>81.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>81.0%</td>
<td>82.0%</td>
<td>83.0%</td>
<td>84.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>83.1%</td>
<td>83.5%</td>
<td>83.8%</td>
<td>84.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of first-time full-time freshmen who return for a second year at the same campus

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

Explanation of Performance Trend

OSU’s efforts for a First Year Experience focus on a three tiered orientation: START (summer orientation, advising, and registration), CONNECT (week long activities prior to the start of classes to integrate students into university life), and Odyssey (first year seminar). The Academic Success Center offers academic coaching, supplemental instruction in high risk cases, and advising for students undeclared in a major. The Academic Success Center works closely with Academics for Student Athletes and with individual colleges on their retention efforts.

Campus Initiatives & Significant Accomplishments

Continued use of the admissions Insight Resume has provided referrals for early intervention to academic support and social support services. The Registrar’s Office has instituted early warning letters to alert students who are scheduled to graduate regarding outstanding degree requirements in time to add the courses to their final terms of enrollment. OSU has established a University Council for Student Engagement and Experience focused on developing a framework for a broad and deep institutional focus on student engagement and success.

Rationale for Targets to 2013

As our new plan for student engagement is implemented over the next several years, we expect to see an enlivening of classroom pedagogy and student learning and an increased involvement in enriching activities. Our focus is to build on existing successes in colleges and centralized programs and to turn the campus culture toward a collective effort for student success inclusive of student affairs, college efforts, centralized academic support and faculty involvement. This programming will start in the next academic year and it may be a few more years before the impact is felt.
Freshman Retention within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>82.5%</td>
<td>82.5%</td>
<td>83.8%</td>
<td>83.9%</td>
<td>83.5%</td>
<td>83.3%</td>
<td>84.1%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>58.5%</td>
<td>58.8%</td>
<td>60.6%</td>
<td>59.8%</td>
<td>61.1%</td>
<td>59.8%</td>
<td>60.8%</td>
<td></td>
</tr>
</tbody>
</table>

Proportion of first-time, full-time freshmen entering and graduating from the same campus within six years.

Graduation Rate within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>63.7%</td>
<td>63.7%</td>
<td>65.1%</td>
<td>64.8%</td>
<td>65.1%</td>
<td>65.0%</td>
<td>65.6%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Freshman retention has shown a fairly steady increase and the graduation rates have remained relatively stable.

Campus Initiatives & Significant Accomplishments

We are committed to providing a quality learning environment; when students have a good experience they are more likely to continue toward degree completion. The student engagement programming that we have initiated in pilot settings that we are now planning to scale to a larger student population will have a positive, long-term impact on student retention and student graduation rates.
Oregon State University

Academic Quality and Student Success

Graduate Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>82.6%</td>
<td>82.2%</td>
<td>84.8%</td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>82.0%</td>
<td>84.0%</td>
<td>85.0%</td>
<td>85.5%</td>
<td>86.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>72.0%</td>
<td>79.0%</td>
<td>80.0%</td>
<td>85.5%</td>
<td>86.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1-5, with 5 representing “excellent” and 1 signifying “poor”

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

Explanation of Performance Trend

The increase in graduate satisfaction speaks well of the strong college experience that OSU students have in their majors. Faculty interactions and connections increase in the junior and senior years. In addition, OSU features a newly redesigned Division of Student Affairs focused on student success. We have strong existing academic support programs in the Academic Success Center and Academics for Student Athletes.

Campus Initiatives & Significant Accomplishments

OSU has established a University Council for Student Engagement and Experience focused on developing a framework for a broad and deep institutional focus on student engagement and success.

Rationale for Targets to 2013

As our new plan is implemented over the next five years, we expect to see an enlivening of classroom pedagogy and student learning at the first year and sophomore level. Our focus is to build on existing successes in colleges and centralized programs and to turn the campus culture toward a collective effort for student engagement and success inclusive of Student Affairs, college efforts, centralized academic support and faculty involvement. This programming will start in the next academic year and it is expected to have a positive, long-term impact on measures of student satisfaction.
Graduate Success

Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>95.2%</td>
<td>94.3%</td>
<td>97.8%</td>
<td></td>
<td></td>
<td></td>
<td>Fall 2008</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>79.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fall 2008</td>
<td></td>
</tr>
</tbody>
</table>

Percent 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>25.3</td>
<td>26.0</td>
<td>26.9</td>
<td>29.3</td>
<td>27.2</td>
<td>25.4</td>
<td>25.2</td>
<td>25.4</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Our graduate success increases are reflective of our ability to produce students who become successful contributors to society upon graduation, and our professional programs prepare students to step immediately into jobs in their field. Reduced state funding and limits on increasing tuition have resulted in reduction in student services and reduction in faculty. Coupled with steady increases in student population over the past 3 biennia, the result has been an increase in student/faculty ratio and consequent impact on the quality of student experience.

Campus Initiatives & Significant Accomplishments

Our new plan for enhancing the student experience, with specific focus on student engagement, will include internships so we anticipate an increase in this area. It will take significant investment in the core education enterprise for us to be able to reduce the student/faculty ratio, particularly as student demand for higher education is projected to grow.
Oregon State University

Educated Citizenry and Workforce Development

Total Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>3,304</td>
<td>3,459</td>
<td>3,894</td>
<td>4,113</td>
<td>4,213</td>
<td>4,294</td>
<td>4,222</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>4,000</td>
<td>4,200</td>
<td>4,250</td>
<td>4,325</td>
<td>4,400</td>
<td>4,450</td>
<td></td>
<td>4,320</td>
<td>4,376</td>
<td>4,350</td>
<td>4,320</td>
<td>3,800</td>
<td>3,900</td>
</tr>
</tbody>
</table>

The number of bachelor’s, master’s doctoral, and first professional degrees awarded in a given academic year.

Degrees in Designated Shortage Areas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>576</td>
<td>599</td>
<td>680</td>
<td>773</td>
<td>751</td>
<td>769</td>
<td>750</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>650</td>
<td>700</td>
<td>750</td>
<td>775</td>
<td>800</td>
<td>800</td>
<td>805</td>
<td>815</td>
<td>835</td>
<td>865</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of degrees awarded in engineering and computer science fields.

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

Explanation of Performance Trend

OSU experienced steady growth in the number of engineering and computer science degrees awarded from 1999-00 to 2003-04 followed by a plateau from 2004-05 through 2006-07. Bachelor’s and Doctoral degree growth has continued in this period, but the growth has been offset by a decline in awarded Master’s degrees. Projected total degrees awarded reflects an increase in non-resident, undergraduate enrollment through 2010-2011, which is mitigated by smaller cohorts moving toward graduation and a slight decline in graduate enrollment. Oregon high school graduate participation in college is in decline. However, the impact on participation in response to the increase in state financial aid could increase the total degrees awarded projections as early as 2012-13.
Campus Initiatives & Significant Accomplishments

Engineering and Technology Industry Council (ETIC) continues to support engineering and computer science investment. Legislative support resulted in a near doubling of these targeted investments in the current biennium over the previous biennium. OSU has managed availability of class sections throughout priority registration to promote timely degree attainment.

Rationale for Targets to 2013

The targets for 2009-10 and beyond are based on ETIC and legislative support of Engineering’s proposal for the 2009-2011 biennium. That proposal includes an approximate forty percent increase in faculty. This growth will allow increases in both undergraduate and graduate degrees to the levels shown.

Please note: OUS goals for the system call for 19.8% more degrees by 2012-2013. Many of the students who will graduate in 3 to 4 years are already attending Oregon State; to reach the OUS target, we would need to graduate between 650-750 additional students that year. With existing budget limitations, the 20% desired increase may not be possible.
Oregon State University
Knowledge Creation and Resources

Sponsored Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$113.3</td>
<td>$123.2</td>
<td>$134.4</td>
<td>$131.0</td>
<td>$141.5</td>
<td>$157.2</td>
<td>$157.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$140.0</td>
<td>$150.0</td>
<td>$160.0</td>
<td>$170.0</td>
<td>$180.0</td>
<td>$185.0</td>
<td>$175.0</td>
<td>$184.0</td>
<td>$193.0</td>
<td>$203.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The University has seen strong research growth in the first half of this decade. During this time, the university has more than doubled its NIH funding base, and we have seen strong and continued growth in most of our signature program areas. Much of this growth has been sparked through partnerships with National Laboratories and other institutions within the state. During the latter half of the decade, we anticipate that these trends will flatten significantly since Federal funding represents more than 62% of our externally funded sponsored projects. NIH funding will be flat over the next several years, and NIH leadership is focusing more on disease remediation and less on prevention (our strength). The research budgets for other federal agencies are similarly expected to see only slow growth over the next four to five years.

Campus Initiatives & Significant Accomplishments

The University’s internal investments in selected cross-cutting, multi-disciplinary areas of about $10 million over five years, are creating a significant return on that investment. New faculty and newly energized faculty have grown the extramural investments in each of the six focus areas. The university is also continuing to build its programs in the biomedical area, with a recently awarded $6 million investment in comparative and alternative medicine, and our evolving investment in OTRADI (drug discovery). The university continues to invest in the signature research areas identified by the Oregon Innovation Council. With strongly evolving programs in ONAMI, OSUMI, BEST, OTRADI, OWET and OTREC, OSU is not only building a stronger research portfolio, but also laying the groundwork for significant economic expansion within the state.

Rationale for Targets to 2013

The projections assume a significant flattening of federal and state research investments over the next 2-3 years. The current nationwide economic slow-down, in conjunction with the current federal spending priorities, suggests that nationally little new money will be available for research growth. For this reason, we project that for fiscal years 2007-2008 and 2008-2009, growth in OSU research expenditures will be limited to a net of 3% (based on ’07 actuals). However, because the economy is cyclical, we also anticipate expanded growth for the period beyond FY2009. Thus, for fiscal year 2009-2010 through the end of the projection period, we project a more vigorous growth in the range of 4.5% to 5.5% per annum.
### Philanthropy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$375.8</td>
<td>$375.7</td>
<td>$371.1</td>
<td>$427.0</td>
<td>$455.5</td>
<td>$480.7</td>
<td>$550.0</td>
<td></td>
</tr>
</tbody>
</table>

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

### Faculty Compensation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>94.4%</td>
<td>90.4%</td>
<td>90.3%</td>
<td>92.7%</td>
<td>91.2%</td>
<td>92.5%</td>
<td>92.6%</td>
<td></td>
</tr>
<tr>
<td>Shared</td>
<td>94.5%</td>
<td>90.6%</td>
<td>90.9%</td>
<td>93.2%</td>
<td>91.3%</td>
<td>93.3%</td>
<td>93.2%</td>
<td></td>
</tr>
</tbody>
</table>

### Explanation of Performance Trend

OSU has seen a significant growth in philanthropy over the last several years. The primary reason for this has been the initiation of the university’s first capital campaign, which was “kicked off” publicly last October. The team hired by the OSU Foundation has shown great leadership and their experience in developing capital campaigns has yielded great rewards for OSU and the state. We have made a conscious effort over the past three years to award faculty salary increases, even when self-funded. Faculty compensation continues to be a priority; our challenge in raising this percentage is in giving increases higher than our peers - to do this we would need additional resources.

### Campus Initiatives & Significant Accomplishments

The capital campaign will continue its build out through 2011. Currently, the campaign is tracking ahead of the fund raising plan, and all indications are that the university will exceed the current targeted campaign goals. In conjunction with the campaign, the university is actively engaging industry to build partnerships that better connect OSU with key corporate sectors. The goals of this initiative are to build these relationships in ways that will better enable us to place technologies in the market place, and through this to expand our research and philanthropic bases with the private sector. In addition, our colleges have placed priority on endowed professorships and program development funds— both catalysts for academic and research excellence.
Oregon State University
Mission-Specific Indicators

High-Achieving Oregon High School Graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>28.9%</td>
<td>28.3%</td>
<td>30.5%</td>
<td>30.9%</td>
<td>31.6%</td>
<td>33.7%</td>
<td>32.8%</td>
<td>32.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>30.5%</td>
<td>32.0%</td>
<td>32.5%</td>
<td>33.0%</td>
<td>33.5%</td>
<td>34.0%</td>
<td>32.8%</td>
<td>33.4%</td>
<td>34.0%</td>
<td>34.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Student Diversity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>12.8%</td>
<td>12.8%</td>
<td>13.0%</td>
<td>13.6%</td>
<td>13.6%</td>
<td>14.0%</td>
<td>14.3%</td>
<td>15.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>13.5%</td>
<td>14.0%</td>
<td>14.3%</td>
<td>14.6%</td>
<td>15.0%</td>
<td>15.3%</td>
<td>15.5%</td>
<td>16.0%</td>
<td>16.5%</td>
<td>17.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

In general, our trend shows a steady increase over time. Budget reductions in admissions, financial aid and outreach have made this target especially challenging. Reinvestment occurred for FY08 and we anticipate gradual increases beginning in 09-10.
Campus Initiatives & Significant Accomplishments

The capital campaign is planning a mini-campaign for 2009 focused on raising money for presidential scholarships which will help attract a number of high-achieving students to OSU. We made a funding commitment to increase the enrollment in the Honors College by 5% per year since 2003. We have made a strong effort to improve the campus climate and cultural diversity, and our efforts over the course of the capital campaign to enhance our cultural centers demonstrates our commitment to making OSU a more inviting place for students from all communities.

Rationale for Targets to 2013

In addition to reinvestment in high achiever recruitment, the University Scholars Program will be expanded in 2008-09 to enhance the community of scholars. Student of color initiatives have been implemented to enrich community outreach, recruitment, retention and student experience. OSU has increased partnerships with academic units and student service offices to increase recruitment and retention of high achievers and students from diverse backgrounds. We are dedicated to diversity and to providing access to a diverse population of students, attracting the best from every group.
Portland State University

Access and Participation

Total Credit Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>19,029</td>
<td>20,185</td>
<td>21,841</td>
<td>23,117</td>
<td>23,486</td>
<td>24,015</td>
<td>24,284</td>
<td>24,999</td>
</tr>
</tbody>
</table>

Total unduplicated headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>3,210</td>
<td>3,389</td>
<td>3,778</td>
<td>3,916</td>
<td>4,045</td>
<td>4,175</td>
<td>3,909</td>
<td>4,202</td>
</tr>
</tbody>
</table>

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 area community colleges and other 4-year institutions has resulted in substantial increases in the undergraduate enrollment since 2000-2001.

Campus Initiatives & Significant Accomplishments

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. PSU is viewed increasingly as an institution of first choice for students from the state, the nation, and across the globe. Its focus on engagement, sustainability, diversity, internationalization, 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>68.5%</td>
<td>67.9%</td>
<td>66.8%</td>
<td>66.0%</td>
<td>67.1%</td>
<td>67.5%</td>
<td>67.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>68.6%</td>
<td>70.0%</td>
<td>72.0%</td>
<td>74.0%</td>
<td>67.5%</td>
<td>68.1%</td>
<td>68.6%</td>
<td>69.2%</td>
<td>69.7%</td>
<td>70.3%</td>
<td>65.4%</td>
<td>66.1%</td>
<td>67.9%</td>
</tr>
</tbody>
</table>

Percent of first-time full-time freshmen who return for a second year at the same campus

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

Explanation of Performance Trend

Performance remained flat over the past three years, exceeding low targets in 2003 and 2004.

Campus Initiatives & Significant Accomplishments

A renewed focus on retention and completion rates for freshmen and transfer students is a central piece of the university’s strategic planning initiative. A campus-wide committee has been appointed to identify best practices to improve undergraduate retention. The University Studies Program, PSU’s undergraduate general education curriculum, is appointing a retention coordinator to work directly with students and faculty on ways to improve freshman retention. The university has articulated a planning priority around student success and each school and college is including retention initiatives among their ongoing planning efforts. Investments have been made in campus housing and residential life programs to support traditionally-aged students.

Rationale for Targets to 2013

The campus focus on retention through the strategic planning priority of “Student Success” is expected to result 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 3.25% increase over 2006-2007.
Freshman Retention within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>72.0%</td>
<td>71.3%</td>
<td>71.1%</td>
<td>69.5%</td>
<td>71.1%</td>
<td>70.3%</td>
<td>70.3%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>30.5%</td>
<td>33.2%</td>
<td>33.2%</td>
<td>34.0%</td>
<td>34.6%</td>
<td>37.2%</td>
<td>35.0%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>37.1%</td>
<td>39.3%</td>
<td>40.4%</td>
<td>41.4%</td>
<td>39.3%</td>
<td>41.9%</td>
<td>39.1%</td>
<td></td>
</tr>
</tbody>
</table>

Proportion 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 four years, but the graduation rate for freshmen completing their degrees at PSU has trended upward, with 2006-07 showing the second highest rate in the last seven years. The graduation rate within OUS has remained relatively stable.

Campus Initiatives & Significant Accomplishments

The campus focus on retention through the strategic planning priority of “Student Success” is expected to result in the implementation of best practices across the campus and within schools and colleges and the general education program 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. In 2004, the entering GPA required for freshman admissions was increased to 3.0; it is expected that cohorts entering after this date will graduate at higher rates than prior cohorts. This measure does 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.
Graduate Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>66.5%</td>
<td>79.1%</td>
<td>79.8%</td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>67.3%</td>
<td>74.4%</td>
<td>81.5%</td>
<td>82.0%</td>
<td>84.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1-5, with 5 representing “excellent” and 1 signifying “poor”

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 been increasing steadily since 2004-2005.

Campus Initiatives & Significant Accomplishments

The university is increasingly the institution of first choice for students from the city, region, nation, and across 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 and degree completion.

Rationale for Targets to 2013

The steady increase in satisfaction is expected to continue to 2012.
Graduate Success

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>96.6%</td>
<td></td>
<td></td>
<td>Fall 2008</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>96.2%</td>
<td></td>
<td></td>
<td>Fall 2008</td>
</tr>
</tbody>
</table>

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

Student to Full-Time Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>24.8</td>
<td>24.4</td>
<td>26.1</td>
<td>31.3</td>
<td>29.8</td>
<td>28.9</td>
<td>27.4</td>
<td>27.2</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Performance on graduate success and internships has remained high and is expected to remain so.

The student/faculty ratio increased along with dramatic increases in enrollment experienced since 2003-2004 and has remained flat over the past two years.

Campus Initiatives & Significant Accomplishments

The student/faculty ratio is expected to decrease substantially as a result of the addition of new tenure-track faculty lines to be shared by the University Studies general education program and 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>3,432</td>
<td>3,488</td>
<td>3,928</td>
<td>4,390</td>
<td>4,496</td>
<td>4,528</td>
<td>4,819</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>3,387</td>
<td>4,150</td>
<td>4,275</td>
<td>4,400</td>
<td>5,000</td>
<td>5,160</td>
<td>5,320</td>
<td>5,480</td>
<td>5,640</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of bachelor’s, master’s and doctoral degrees awarded in a given academic year

Degrees in Designated Shortage Areas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>231</td>
<td>269</td>
<td>326</td>
<td>410</td>
<td>462</td>
<td>373</td>
<td>417</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>310</td>
<td>322</td>
<td>334</td>
<td>346</td>
<td>420</td>
<td>440</td>
<td>460</td>
<td>480</td>
<td>510</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of degrees awarded in engineering and computer science fields
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

The total degrees awarded has increased substantially from 2000-2001. Degrees in shortage areas have fluctuated 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 result in continued increases in degree production. New degree programs and expanded course offerings in engineering have been developed in response to national trends. Funding from Oregon ETIC has provided support for faculty positions.

Rationale for Targets to 2013

PSU’s goal is to meet or exceed the OUS goal of 19.8%, projecting a 20.4% increase in degree production in 2012. Degree production targets for engineering-related fields were submitted in PSU’s proposal to ETIC for the 2009-2011 biennium, and may be adjusted downward, based on available funding. Given the strength of performance on these measures, PSU targets for 2007-08 and 2008-09 were revised upward.
Portland State University
Knowledge Creation and Resources

Sponsored Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$26.4</td>
<td>$25.9</td>
<td>$28.5</td>
<td>$30.5</td>
<td>$33.6</td>
<td>$36.2</td>
<td>$34.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$26.9</td>
<td>$33.5</td>
<td>$36.1</td>
<td>$38.6</td>
<td>$41.2</td>
<td>$44.0</td>
<td></td>
<td></td>
<td></td>
<td>$46.0</td>
<td>$48.0</td>
<td>$50.0</td>
<td>$55.0</td>
</tr>
<tr>
<td></td>
<td>$23.6</td>
<td>$32.0</td>
<td>$34.0</td>
<td>$36.1</td>
<td>$38.1</td>
<td>$40.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Investments in research and new faculty hires have resulted in increased sponsored research activities.

Campus Initiatives & Significant Accomplishments

Following the recommendations of a report on advancing research 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 planning priority to increase investments and support for research across the curriculum.

Philanthropy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$25.7</td>
<td>$28.4</td>
<td>$33.1</td>
<td>$36.8</td>
<td>$34.8</td>
<td>$38.8</td>
<td>$42.7</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>90.0%</td>
<td>89.2%</td>
<td>88.8%</td>
<td>91.2%</td>
<td>90.4%</td>
<td>90.3%</td>
<td>94.3%</td>
<td></td>
</tr>
<tr>
<td>Shared</td>
<td>85.9%</td>
<td>84.8%</td>
<td>85.2%</td>
<td>87.5%</td>
<td>86.4%</td>
<td>86.9%</td>
<td>90.1%</td>
<td></td>
</tr>
</tbody>
</table>

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 original campaign goal of $90 through 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.

For both individual and shared comparators, PSU’s compensation has stayed fairly consistent until the 2006-2007 fiscal year. Salary increases for the biennium 2005-2007 were significantly higher than in the past, which may account for the increase in percentage. Previous years, in fact, included salary freezes that were lifted around that time period.

Campus Initiatives & Significant Accomplishments

Since 2000, PSU has added 11 new $1,000,000+ individuals and organizations to our Lifetime Giving Honor Roll. In 2005, PSU received the largest gift in the University’s history: $8 million from alumnus Dr. Fariborz Maseeh. In 2006-07, PSU surpassed the $1 million mark in our annual giving program (annual gifts up to $24,999 per year), increased online contributions by 228%, and received gifts from over 9,000 individuals. To spur this growth, PSU has invested significantly over the past seven 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 business and community leaders.

Our 2007-2009 salary proposal to AAUP includes a “Targeted Market Increase” that is above a cost of living raise. Those farthest from their peers in total compensation will receive a higher salary increase than those closer to the median of their peers by rank and discipline. While we are still in mediation, we are hopeful that this concept will be accepted by the union.
Portland State University
Mission-Specific Indicators

R&D in Science and Engineering

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$7.4</td>
<td>$7.7</td>
<td>$9.9</td>
<td>$11.0</td>
<td>$14.0</td>
<td>$17.2</td>
<td>$14.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$7.0</td>
<td>$9.5</td>
<td>$10.0</td>
<td>$10.5</td>
<td>$9.4</td>
<td>$15.4</td>
<td>$16.5</td>
<td>$17.7</td>
<td>$18.9</td>
<td>$20.0</td>
<td>$21.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Community-Service Learning

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>7,518</td>
<td>6,918</td>
<td>7,432</td>
<td>7,789</td>
<td>8,020</td>
<td>8,296</td>
<td>9,437</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>7,256</td>
<td>8,194</td>
<td>8,603</td>
<td>9,034</td>
<td>9,675</td>
<td>9,780</td>
<td>9,925</td>
<td>10,125</td>
<td>10,200</td>
<td>10,250</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 four years.

PSU’s leadership stake in engagement is reflected in community-based learning 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 doubled in the past 7 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. 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 planning priority for research 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.
Southern Oregon University
Access and Participation

Total Credit Enrollment
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>5,502</td>
<td>5,469</td>
<td>5,478</td>
<td>5,505</td>
<td>5,161</td>
<td>4,989</td>
<td>5,002</td>
<td>4,836</td>
</tr>
</tbody>
</table>

Total unduplicated headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>1,168</td>
<td>1,330</td>
<td>1,359</td>
<td>1,444</td>
<td>1,287</td>
<td>1,236</td>
<td>1,253</td>
<td>1,268</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

After significant increases in tuition and reductions, SOU saw a sharp drop in enrollment which has persisted through our retrenchment. New undergraduate enrollment has stabilized and is expected to increase.

Campus Initiatives & Significant Accomplishments

Beginning in 2006, we initiated a multi-year plan to strengthen enrollment reorganizing academic programs, strengthening recruitment and retention and expanding services in Medford and other areas in our region.
Southern Oregon University
Student Progress & Completion

Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>68.4%</td>
<td>68.8%</td>
<td>69.2%</td>
<td>62.8%</td>
<td>65.2%</td>
<td>64.8%</td>
<td>65.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>66.4%</td>
<td>70.8%</td>
<td>71.0%</td>
<td>72.0%</td>
<td>73.8%</td>
<td>74.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65.6%</td>
<td>69.0%</td>
<td>68.0%</td>
<td>69.0%</td>
<td>69.3%</td>
<td>69.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Percent of first-time full-time freshmen who return for a second year at the same campus
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

After significant increases in tuition in 2002-2003, SOU saw a sharp drop in freshman persistence. Beginning in 2006, SOU began a concerted recruitment and retention effort designed to create long-term enrollment stability. One of the targets established within this effort is a freshman-sophomore retention rate of 75% within 7-8 years. The projected retention rates in this table are consistent with these efforts coming to fruition.

Campus Initiatives & Significant Accomplishments

SOU has developed a comprehensive recruitment and retention plan submitted to the Chancellor’s Office.

Rationale for Targets to 2013

We anticipate a freshman retention rate of 66.5% for 2007-08 and 67.5% for 2008-09, slightly below set targets, followed by slightly greater increases through 2013 as the effect of retention and recruitment efforts accrue.
Freshman Retention within OUS  
Non-Targeted Measure

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>74.1%</td>
</tr>
<tr>
<td>2001-02</td>
<td>74.1%</td>
</tr>
<tr>
<td>2002-03</td>
<td>74.9%</td>
</tr>
<tr>
<td>2003-04</td>
<td>71.2%</td>
</tr>
<tr>
<td>2004-05</td>
<td>73.8%</td>
</tr>
<tr>
<td>2005-06</td>
<td>71.7%</td>
</tr>
<tr>
<td>2006-07</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

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

Graduation Rate  
Non-Targeted Measure

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>32.7%</td>
</tr>
<tr>
<td>2001-02</td>
<td>32.3%</td>
</tr>
<tr>
<td>2002-03</td>
<td>34.6%</td>
</tr>
<tr>
<td>2003-04</td>
<td>36.0%</td>
</tr>
<tr>
<td>2004-05</td>
<td>39.9%</td>
</tr>
<tr>
<td>2005-06</td>
<td>37.7%</td>
</tr>
<tr>
<td>2006-07</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

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

Graduation Rate within OUS  
Non-Targeted Measure

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>43.3%</td>
</tr>
<tr>
<td>2001-02</td>
<td>43.1%</td>
</tr>
<tr>
<td>2002-03</td>
<td>45.3%</td>
</tr>
<tr>
<td>2003-04</td>
<td>45.1%</td>
</tr>
<tr>
<td>2004-05</td>
<td>49.6%</td>
</tr>
<tr>
<td>2005-06</td>
<td>49.0%</td>
</tr>
<tr>
<td>2006-07</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Graduation rates have reflected price sensitivity for our population of first-generation students, which has also impacted retention.

Campus Initiatives & Significant Accomplishments

SOU has developed a comprehensive recruitment and retention plan driven by National Survey of Student Engagement (NSSE) data benchmarks and data. Additionally, NSSE’s Project DEEP (documenting effective educational practice) best-practices and action items serve as the plan’s framework. Details of this plan have been provided to the Chancellor’s Office in the form of “Taking Charge of Our Enrollment: Initiatives to Promote Enrollment Growth, Increased Retention, Increased Graduation Rates, and Improved Relationships with Regional Partners,” September 2007.
Southern Oregon University
Academic Quality and Student Success

Graduate Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>79.7%</td>
<td>75.9%</td>
<td>79.5%</td>
<td>Fall 2008</td>
<td>82.0%</td>
<td>83.0%</td>
<td>84.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>80.0%</td>
<td>81.0%</td>
<td>78.3%</td>
<td>79.0%</td>
<td>80.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

After significant increases in tuition, SOU saw a sharp drop in student satisfaction (2002-2003). Beginning in 2006, SOU began a concerted recruitment and retention effort designed to create long-term enrollment stability and student satisfaction. The projected satisfaction rates in this table are consistent with these efforts coming to fruition.

Campus Initiatives & Significant Accomplishments

SOU’s comprehensive recruitment and retention plan includes stronger orientation and advising components together with greater feedback to the campus on the drivers of student satisfaction.

Rationale for Targets to 2013

Targets are based on implementation of initiatives designed to improve NSSE performance in related indicators. Specifically, “How would you rate your overall satisfaction with your college experience” and “Given the opportunity, would you select SOU again?” We anticipate reaching the 81% and 82% target for 2006-07 and 2008-09, respectively.
Graduate Success

Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>95.1%</td>
<td>96.8%</td>
<td>95.6%</td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td>99.0%</td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>22.7</td>
<td>23.2</td>
<td>23.2</td>
<td>24.7</td>
<td>23.0</td>
<td>21.3</td>
<td>20.5</td>
<td>21.1</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Student/Faculty ratios reflect effects of retrenchment together with adoption of new professional instructor faculty rank.

Campus Initiatives & Significant Accomplishments

Retrenchment process reassigned a number of experienced faculty across the institution to build stronger programs and to enable first-year students to have more contact with more senior faculty.
Southern Oregon University
Educated Citizenry and Workforce Development

Total Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>1,008</td>
<td>1,030</td>
<td>985</td>
<td>1,073</td>
<td>1,005</td>
<td>1,037</td>
<td>986</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>923</td>
<td>1,000</td>
<td>1,020</td>
<td>1,020</td>
<td>1,020</td>
<td>1,000</td>
<td>1,010</td>
<td>1,030</td>
<td>1,050</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of bachelor’s and master’s degrees awarded in a given academic year

Degrees in Designated Shortage Areas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>59</td>
<td>56</td>
<td>33</td>
<td>39</td>
<td>29</td>
<td>24</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>57</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>35</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of degrees awarded in computer science fields
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

Looking at our “pipeline” it is clear that we will experience relatively flat performance for the next couple of years followed by more substantive increases, especially as overall enrollment increases and retention initiatives begin to bear results. We anticipate 990 graduates in 2008 and 995 in 2009. 
Campus Initiatives & Significant Accomplishments

SOU has developed a comprehensive recruitment and retention plan, as well as targeted efforts aimed at reinvigorating the Computer Science curriculum as individuals focus on technological careers. A new focus has been added in Digital Media as well.

Rationale for Targets to 2013

We anticipate 25 computer science graduates in 2007-08 and 30 in 2008-09, with an annual increase of 5 graduates through 2013.
Southern Oregon University
Knowledge Creation and Resources

Sponsored Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$3.2</td>
<td>$4.0</td>
<td>$3.8</td>
<td>$4.1</td>
<td>$4.1</td>
<td>$3.9</td>
<td>$4.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$2.5</td>
<td>$3.5</td>
<td>$4.5</td>
<td>$4.5</td>
<td>$4.6</td>
<td>$4.6</td>
<td>$4.2</td>
<td>$4.3</td>
<td>$4.4</td>
<td>$4.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$2.3</td>
<td>$3.0</td>
<td>$3.5</td>
<td>$3.5</td>
<td>$3.6</td>
<td>$3.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

We project $4.9 million for 2007-08 followed by expenditures of $4.3, $4.2, $4.3, $4.4 and $4.5 through 2013. Data demonstrates relatively flat levels of sponsored research expenditures and modest incremental growth is expected. Rates of growth, however, are not fully indicative of current success and future potential. SOU efforts to obtain external funding frequently focus on sources that provide significant amounts of student support due to high levels of need in our serving area. Amounts shown above include restricted funds. FY07-08 includes a one-time $1M grant to Jefferson Public Radio. “Capital” expenses and student aid are excluded.

Campus Initiatives & Significant Accomplishments

Our retrenchment plan has decreased the numbers and percentages of SOU faculty engaged in seeking external funding. We expect to see increases in the next few years as institutional expectations are more clearly articulated.

Rationale for Targets to 2013

Sponsored research is driven by institutional priorities established through strategic planning. SOU is emerging as a leader in creating research opportunities for faculty and students based on community needs and involvement of diverse stakeholders. Contracts with both public and private entities are indices of recognition of faculty as scholars whose knowledge can be applied in real world practice.
Philanthropy
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$14.2</td>
<td>$13.6</td>
<td>$14.4</td>
<td>$17.0</td>
<td>$16.8</td>
<td>$18.7</td>
<td>$23.1</td>
<td></td>
</tr>
</tbody>
</table>

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

Faculty Compensation
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>94.8%</td>
<td>90.6%</td>
<td>91.9%</td>
<td>94.0%</td>
<td>92.0%</td>
<td>94.4%</td>
<td>94.1%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

The 2006-07 high target established for philanthropy as a mission-specific indicator was exceeded primarily due to the Higher Education Center (HEC) project fund raising. Net assets for 2007-08 will drop back to within the target range due to spending of funds raised for the HEC.

Campus Initiatives & Significant Accomplishments

1. The annual fund raising campaign has increased fund raising goals, which will be achieved by increased coordination with the Alumni Association, campus units, and an improved and enlarged constituent database.

2. SOU will commence a fund raising campaign for the enhancement of the theatre complex. Initial pledges and gifts tend to increase net assets on a longer term campaign, though future transfers to the university when construction begins will offset this increase. We anticipate $20 M in net assets for 2007-2008 with increases to $22 M, $24 M, $26 M and $29 M in 2009-2013.
### Mission-Specific Indicators

#### Transfer Student Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53.3%</td>
<td>54.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

#### Philanthropic Support

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$14.2</td>
<td>$13.6</td>
<td>$14.4</td>
<td>$17.0</td>
<td>$16.8</td>
<td>$18.7</td>
<td>$23.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td>$18.4</td>
<td>$14.5</td>
<td>$17.0</td>
<td>$18.0</td>
<td>$19.0</td>
<td>$20.0</td>
<td>$24.0</td>
<td>$26.0</td>
<td>$29.0</td>
<td>$29.0</td>
</tr>
</tbody>
</table>

Net assets of the SOU foundation ($ in millions)

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

#### Explanation of Performance Trend

Transfer graduation has remained relatively flat in recent years. With increased attention being paid to those drivers of student satisfaction and persistence, slow yet steady increases are expected. We anticipate a 55% transfer student graduation rate for 2007-08 and 55.5% for 2008-09.

Philanthropic support is discussed under Knowledge Creation & Resources.
Campus Initiatives & Significant Accomplishments

SOU has developed a comprehensive recruitment and retention plan driven by National Survey of Student Engagement (NSSE) data benchmarks and data. Additionally, NSSE’s Project DEEP (documenting effective educational practice) best-practices and action items serve as the plan’s framework. Details of this plan have been provided to the Chancellor’s Office in the form of “Taking Charge of Our Enrollment: Initiatives to Promote Enrollment Growth, Increased Retention, Increased Graduation Rates, and Improved Relationships with Regional Partners,” September 2007.

Rationale for Targets to 2013

Given demographic and other factors, coupled with our interventions, transfer graduation rates in the 57% range by 2013 are very achievable.

Philanthropic support is discussed under Knowledge Creation & Resources.

Note: There was a slight methodological change in the calculation of Transfer Student Graduation rates starting in 2005-06. The historical data from 2000-01 to 2004-05 were calculated with an older methodology that is nonrecoverable.
University of Oregon
Access and Participation

Total Credit Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>17,843</td>
<td>19,008</td>
<td>20,044</td>
<td>20,034</td>
<td>20,339</td>
<td>20,394</td>
<td>20,388</td>
<td>20,376</td>
</tr>
</tbody>
</table>

Total unduplicated headcount of all students enrolled during fall term, regardless of course load.

New Undergraduate Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>4,172</td>
<td>4,488</td>
<td>4,641</td>
<td>4,292</td>
<td>4,532</td>
<td>4,569</td>
<td>4,659</td>
<td>4,748</td>
</tr>
</tbody>
</table>

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 increased by 2,200 students from Fall 2000 to Fall 2002. The majority of this increase was from undergraduate student enrollment, although graduate enrollment also increased by more than 200 students. The UO implemented new undergraduate admissions standards for the Fall of 2003, resulting in a small decrease in undergraduate enrollment. 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.

New undergraduate enrollment has followed the same pattern seen for total undergraduate credit enrollment. New undergraduate enrollment increased by more than 450 students from Fall 2000 to Fall 2002, decreased by almost 350 students in Fall 2003, and then has shown 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.

Campus Initiatives & Significant Accomplishments

The University of Oregon anticipates that within the next two to three years, total credit enrollment will reach 21,000 and that new undergraduate enrollment will increase to approximately 5,000 with new freshmen accounting for 3,400 of new undergraduate enrollment. It is expected that both total credit enrollment and new freshman enrollment will stabilize, allowing the UO to increase its focus on graduate student recruitment and enrollment. Because the number of high school graduates will begin to steadily decrease at approximately the same time, it is recognized that there will be increased challenges in maintaining a total credit enrollment of 21,000 and a continued new undergraduate enrollment of 5,000.
University of Oregon  
Student Progress & Completion

Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>84.0%</td>
<td>84.0%</td>
<td>84.0%</td>
<td>84.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.2%</td>
<td>85.0%</td>
<td>85.4%</td>
<td>85.6%</td>
</tr>
</tbody>
</table>

Percent of first-time full-time freshmen who return for a second year at the same campus

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

Explanation of Performance Trend

The University of Oregon’s freshman retention rate has varied somewhat over the last seven years, but 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 2005 and 2006 cohorts have fallen slightly below the targets for each year, the UO remains committed to meeting and sustaining retention levels at or above stated targets.

Campus Initiatives & 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 (see graduation rate narrative). 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, ranging from 1) broad-reaching programs such as Freshman Interest Groups (FIGs) to programs developed for specific student groups such as SuperNova, a student-led residential hall program that invites faculty, staff, and graduate students to discuss their research in an intimate and interactive “fireside chat”; and 2) financial programs such as Dean’s Scholarships that recognize the merit of Oregon’s top high school graduates to PathwayOregon, the UO’s newest financial assistance and academic support program that will provide increased access to qualified low-income students.

Additional programs include Dean’s Access Awards, implemented in Fall 2006 to better meet the financial needs of students who have demonstrated significant academic achievement; opportunities to study and participate in research with outstanding faculty 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; increasing opportunities for Participatory Learning Experiences and internship programs; expansion of learning communities for freshmen and transfer students such as Freshman Interest Groups (FIGs), Freshman and Transfer Seminars, and Faculty Perspective Seminars; expanding programs in the residence halls that encourage academic engagement, including residential FIGs,
Community Conversations panel discussions, and Faculty in Residence; living situations such as the Living Learning Center, which promotes community among students by providing integrated spaces for classes, study groups, faculty advising, and arts performances in addition to dining and living spaces; IntroDUCKtion, a comprehensive orientation for new students; promotion of continued interaction with academic advisors for all students; and continued focus on retention by UO leaders.

Rationale for Targets to 2013

The University of Oregon is proud of the progress that has been made in improving the undergraduate experience, thereby increasing freshman retention as well as retention to graduation, and remains committed to exploring and implementing new ways to engage and connect with students. However, the UO’s most broad and pervasive efforts to retain students through graduation have been in place for over a decade, and large overall improvements in retention have already occurred. Moreover, changes in the demographic profile of upcoming high school classes presents the possibility that retention rates could flatten or decrease because the number of students in groups that have historically shown low retention and graduation rates will be growing. Retention targets through 2012-13 reflect the UO’s commitment to improving retention while allowing for circumstances that have the potential to limit increases in freshman retention.
University of Oregon
Student Progress & Completion

Freshman Retention within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>83.7%</td>
<td>85.2%</td>
<td>84.9%</td>
<td>87.5%</td>
<td>86.0%</td>
<td>85.4%</td>
<td>85.5%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>58.8%</td>
<td>58.1%</td>
<td>59.8%</td>
<td>62.2%</td>
<td>63.0%</td>
<td>63.4%</td>
<td>65.3%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>62.2%</td>
<td>61.8%</td>
<td>63.8%</td>
<td>65.8%</td>
<td>66.6%</td>
<td>66.4%</td>
<td>68.7%</td>
<td></td>
</tr>
</tbody>
</table>

Proportion of first-time, full-time freshmen entering and graduating 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, with approximately 2.5% of UO freshmen returning to a different OUS institution. The pattern differs slightly for the 2006-07 freshman cohort, with 1.8% of UO freshmen returning to another OUS institution, and the UO’s retention rate rising 0.8% and the OUS retention rate increasing by only 0.1%. Graduation rates within OUS also follow the same pattern as UO-specific graduation rates, both showing steady increases through 2006-07 and increasing by 2% from 2005-06 rates. The gradual increase in graduation rates suggests that although freshman retention has remained relatively steady, student persistence in subsequent years is improving. The larger increase in graduation rates in 2006-07 is consistent with the increase in freshman retention between 2000-01 and 2001-02, when retention rates moved to a level more consistent with the current trend.
Campus Initiatives & Significant Accomplishments

The programs and initiatives that have been implemented by the University of Oregon are aimed at improving freshman retention as well as persistence to graduation. Because freshman retention rates do not follow the same pattern of increase as graduation rates, it appears 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 at their current levels. Additionally, admission requirements were changed beginning with the Fall 2003 freshman cohort, and 2006-07 was this cohort’s fourth year. This suggests that the admissions changes resulted in a more academically prepared freshman class with an increased number of individuals who were able to complete their degree programs in four years. This is also substantiated by institutional analyses that show an approximate increase of 4% in four-year graduation rates between the Fall 2002 and Fall 2003 freshman cohorts.
University of Oregon
Academic Quality and Student Success

Graduate Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>74.8%</td>
<td>83.6%</td>
<td>87.4%</td>
<td></td>
<td>Fall 2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>83.0%</td>
<td>89.0%</td>
<td>89.0%</td>
<td>90.0%</td>
<td>92.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80.0%</td>
<td>87.0%</td>
<td>87.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1-5, with 5 representing “excellent” and 1 signifying “poor”

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

Explanation of Performance Trend

The data available for this measure has not changed from the previous report prepared in Fall 2006. The University of Oregon had a significant increase in satisfaction between the sampling of 2002-03 bachelor’s degree recipients in 2003-04 and the sampling of 2004-05 bachelor’s degree recipients in 2005-06. The University of Oregon was particularly pleased with this result because the 2005-06 survey process included extensive recommendations from the institutions for improving the survey questions and the services of a new contractor. These changes to the survey instrument and survey contractor, coupled with an over sample that doubled the number of responses from UO graduates, contributed greatly to the validity of the results. Bachelor’s degree recipients in 2006-07 are currently being surveyed, and the UO anticipates that graduate satisfaction will meet or exceed the level of satisfaction reported by 2004-05 bachelor’s degree recipients.

Campus Initiatives & Significant Accomplishments

The fact that student satisfaction at the University of Oregon has continued to rise indicates that students are graduating 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 expand opportunities for students to learn to question critically, think logically, communicate clearly, act creatively, and live ethically. Living and learning situations such as residential Freshman Interest Groups (FIGs) and special-interest residence halls continue to expand, as do opportunities for traditional FIGs and a wide variety of programs within the residential halls.

The Clark Honors College and the Society of College Scholars within the College of Arts and Sciences allow highly motivated students to challenge themselves while interacting with outstanding faculty, both in the classroom and through research opportunities. The Living Learning Center, opened in Fall 2006, is also expected to have a positive impact on students’ satisfaction with their UO experience, but its influence might not be seen until the Fall 2006 freshman and sophomore classes begin to graduate and have the opportunity to participate in the OUS survey of bachelor’s degree recipients.
Rationale for Targets to 2013

There are currently more than 50 programs and initiatives in place to address the needs and interests of undergraduate students, and the UO continues to explore additional ways to enhance the undergraduate experience while continuing to provide opportunities and experiences that prepare graduates for success in both their professional and personal lives. The UO also remains committed to maintaining class sizes at current levels and to providing course offerings that allow students to have small, interactive learning experiences in a wide range of disciplines. Changes to faculty hiring practices (see student-to-faculty ratio discussion below) have been implemented in an effort to reduce the student-to-faculty ratio to assure that faculty are available to interact with undergraduate students both inside and outside of the classroom. In addition, leadership at the University of Oregon has emphasized a renewed commitment to excellence in education and overall operations.

The combination of existing programs and initiatives and potential new programs and initiatives designed to improve the undergraduate experience, the UO’s continued commitment to maintaining small class sizes and reducing the student-to-faculty ratio, and a renewed focus on excellence leads to the expectation that rates of student-reported satisfaction will remain high. However, given the already high rate of satisfaction, increases are anticipated to be smaller than those that have occurred in the past.
Graduate Success

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

Percent of bachelor’s degree recipients who participated in at least one type of internship or experiential learning opportunity.

Student to Full-Time Faculty Ratio

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

Explanation of Performance Trend

Graduate Success: The University of Oregon is proud of the large percentage of its graduates reporting success one year after graduating. Given the high graduate success rates, it seems clear that UO bachelor’s degree recipients graduate with the skills, knowledge, and experiences needed to succeed. The UO’s curricular requirements, as well as opportunities outside the classroom to participate in cutting-edge research, experiential learning programs and internships, and intellectual dialog with faculty in less formal settings provide graduates with the research, writing, and critical thinking skills that are the hallmark of a liberal arts education and the foundation for continued success in an increasingly diverse global marketplace.

Student-to-Faculty Ratio: The modest downward movement in the student-to-faculty ratio in 2007-08 reflects the timing of searches for tenure-related faculty and conversion of some non-tenure related appointments to tenure-related. The ratio is expected to improve more visibly over the next two or three years, notwithstanding any growth in total students served.
Campus Initiatives & Significant Accomplishments

Graduate Success: The UO recognizes that a key aspect for the continued success of its graduates is to prepare them to live and work in an increasingly global and diverse environment. To that end, the UO is increasing emphasis on programs that encourage global engagement and international focus, working to widen its already substantial array of opportunities for students to study and work abroad, and striving to further expand the presence of international students and faculty. This increased international emphasis, combined with the UO’s continued efforts to keep the student-to-faculty ratio low, maintain current class sizes, and increase the number and variety of internship and experiential learning options available to undergraduate students, is expected to result in continued reports of high levels of success by bachelor’s degree recipients.

Internships: The UO has been, and remains, committed to making internships and experiential learning experiences available as part of students’ preparation for success. Although data related to self-reported participation in internships by bachelor’s degree recipients are not available to provide a trend, the UO continues to increase opportunities for participatory learning experiences and internship programs so that students can earn academic credit while exploring career options. Examples include the Career Development Internship Program (CDIP), offering students academic credit for engaging in supervised, pre-professional, career-related learning experiences; OUS IE3 Global Internships, offering more than 120 regular internships in at least 40 countries; and the Service Learning Program, connecting students with the greater Eugene community, including public schools, non-profit organizations, and many more. Students gain real-world experience through the combination of traditional classroom work and structured community service.

Student-to-Faculty Ratio: The UO has begun implementation of new policies and procedures for non-tenure track faculty, or NTTF (mis-categorized in IPEDS as part-time faculty). It is expected that the number of NTTF at the UO, currently about 30% of all faculty FTE, will be reduced as targeted funding for student-to-faculty ratios is invested to augment positions currently held by NTTF to levels necessary to recruit and retain additional tenure-related faculty. The shift from NTTF to tenure-related appointments will further reduce the student-to-faculty ratio but will require 2 to 4 years to effectively implement.
University of Oregon
Educated Citizenry and Workforce Development

Total Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>3,985</td>
<td>4,010</td>
<td>4,534</td>
<td>4,593</td>
<td>4,839</td>
<td>5,036</td>
<td>4,999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>4,000</td>
<td>4,200</td>
<td>4,300</td>
<td>4,400</td>
<td>4,400</td>
<td>4,400</td>
<td>4,600</td>
<td>4,700</td>
<td>4,750</td>
<td>4,750</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of bachelor’s and master’s degrees awarded in a given academic year

Degrees in Designated Shortage Areas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>84</td>
<td>79</td>
<td>73</td>
<td>96</td>
<td>76</td>
<td>82</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>70</td>
<td>80</td>
<td>84</td>
<td>88</td>
<td>90</td>
<td>90</td>
<td>85</td>
<td>85</td>
<td>88</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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, and 2006-07 academic years. Graduate degrees increased by 150 between 2001-02 and 2002-03, but the number of graduate degrees has remained relatively steady every year since 2002-03.

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 2007-08, the IAL program was offered in Central Oregon with enrollment of 30 students. The M.Ed. portion of the program will be offered in 2008-09, and enrollment will be reduced because some students had already earned Master’s degrees before pursuing initial administrator licensure.

Campus Initiatives & Significant Accomplishments

Total Degrees Awarded: The UO continues to have record numbers of degrees awarded each year. This trend is likely to slow somewhat, but the continued increase in first-time freshman graduation rates, a renewed focus on transfer student retention and graduation rates, and slow growth in graduate student enrollment will result in continued annual increases in total degrees awarded after a brief plateau.

Degrees in Designated Shortage Areas: Applications for the on-campus Initial Administrator Licensure (IAL) program have increased, with 40 new applicants currently being screened for 2008-09. Because of
Campus Initiatives & Significant Accomplishments (cont.)

this increased interest in the on-campus IAL program, the College of Education is investigating
the possibility of expanding the program for the next academic year (2008-09). The expanded
 technological capabilities that will be 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.

Rationale for Targets to 2013

Total Degrees Awarded: In an effort to meet the UO’s enrollment management goals, new
undergraduate admission standards were implemented for Fall 2003. Undergraduate enrollment
dropped slightly in that year, particularly for freshmen. The size of the undergraduate
population has grown slowly since then, from approximately 16,000 in Fall 2003 to 16,700 in
Fall 2007. Incoming freshman classes account for the majority of this growth, increasing by
approximately 500 students in the same period. Consequently, undergraduate degree production
is expected to show a small decrease in 2007-08 because of the smaller incoming class in
2003-04, and then slowly increase over the next several years. Graduate degrees are anticipated
to decrease over the next 3 to 4 years because of flat or declining graduate enrollment, but the
UO’s renewed commitment to graduate education is expected to reverse this trend. Although
total degree production has exceeded targets in each of the previous four years, the enrollment
patterns over the last five years suggest that the numbers will begin to be more in line with
stated targets beginning in 2007-08. Anticipated increases in graduate enrollment, continued
growth in undergraduate enrollment, and higher undergraduate graduation rates are expected to
result in slow growth beginning again in 2010-11.

Degrees in Designated Shortage Areas: Increased enrollment could result if the College of
Education opts to expand the on-campus IAL program beginning in 2008-09. The development
of distance education programs to better serve central and rural Oregon could also lead to
small increases in enrollment and initial administrator licensure. When the previous report was
prepared in Fall 2006, the college was engaged in conversations with Portland Public Schools
to develop programs aimed at developing leadership capacity in the district. This initiative was
expected to increase enrollment as well. However, delays in approval for the Portland metro
D.Ed. program will likely result in overall smaller annual enrollments than anticipated when
the 2007-08 and 2008-09 targets were set. This is because the possible increases in enrollment
resulting from an expanded on-campus IAL program and new distance programs will be
smaller than the increase that was expected from the Portland metro D.Ed. program.

Additionally, the possibility of changes in national leadership makes it difficult to anticipate
if there will be changes to the No Child Left Behind Act and what impact any changes could
have on the demand for educational leadership programs. Therefore, the number of IAL
endorsements are expected to remain at the current level through 2010-11 and increase only
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

The University of Oregon has experienced sustained growth in sponsored research expenditures, up 75% from FY00, attaining a record level of $101.0 million in FY07.

Campus Initiatives & Significant Accomplishments

The University’s sponsored research portfolio continues to emphasize major strengths in the life sciences, physical sciences and education. Current interdisciplinary science initiatives focus on aspects of molecular biology, neuroscience, learning and behavior, human physiology, materials science, nanoscience and nanotechnology. Sponsored funding per faculty member compares favorably with leading AAU research universities nationally, especially considering the absence of engineering and medical schools at the UO.

Rationale for Targets to 2013

A wide variety of concerns (e.g. federal budget deficits, constraints on discretionary federal spending, shifts in federal funding priorities, flat or declining federal support of academic R&D in inflation-adjusted dollars, rapidly decreasing success rates nationally for research proposal submissions to NSF and NIH, recurring concerns about Oregon’s investment in higher education and the associated research infrastructure, and faculty recruitment and retention issues) will adversely impact the growth of UO’s sponsored research in the coming years. Consequently, the recent accelerated growth in R&D expenditures is estimated to slow to less than 5% per year through FY13. The UO continues to place emphasis on enhancing grant proposal development, sustaining its competitiveness for federal funding, and elevating private, corporate, and industry support for research. In addition, targeted state and federal investments in UO’s research strengths continue in support of neuroscience and nanoscience programs. Private support for interdisciplinary research initiatives remains a priority for fund raising efforts.
Philanthropy

Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$335.6</td>
<td>$310.5</td>
<td>$303.0</td>
<td>$352.4</td>
<td>$428.5</td>
<td>$497.7</td>
<td>$577.7</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

With about nine months left to go, Campaign Oregon: Transforming Lives has surpassed its $600 million goal by more than $160 million. As of the end of January 2008, the total raised since the campaign began seven years ago was $759.6 million. That total includes $90.2 million for student support, $99.4 million for faculty support, $177.5 million for new equipment and facilities, and $185 million for academic and cultural programs. More than $211 million of this support is endowed, more than doubling our endowment since the beginning of the campaign. The campaign, which began on January 1, 2001, is scheduled to end on December 31, 2008. It is the most successful private fund raising campaign in state history.

Campus Initiatives & Significant Accomplishments

The university continues to leverage record federal and private support from its modest state appropriation. Private gifts raised during Campaign Oregon, combined with federal and state support, have allowed the university to implement the PathwayOregon program that will cover tuition, fees, and academic support for academically qualified Oregonians from needy families. Private gifts have also helped the university complete or begin nearly a half billion dollars worth of capital projects in the last decade, over three-quarters of which were for facilities that support the university’s academic mission and students. The UO Foundation closed the 2006-07 fiscal year having achieved a record level of funds under management, marked by impressive investment returns and the continued strength of Campaign Oregon. Assets exceeded $645 million at the end of the fiscal year, a 16% increase from the previous year and a 34% increase in the last two years. The UO Foundation continues to enjoy stellar investment returns, its performance placing it in the top 16% of colleges and universities for the past decade.
Faculty Compensation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>85.9%</td>
<td>83.3%</td>
<td>86.2%</td>
<td>88.0%</td>
<td>86.1%</td>
<td>91.3%</td>
<td>88.4%</td>
<td></td>
</tr>
<tr>
<td>Shared</td>
<td>91.0%</td>
<td>88.0%</td>
<td>90.3%</td>
<td>92.6%</td>
<td>90.6%</td>
<td>96.1%</td>
<td>92.7%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

The data reflect 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 reflect the salaries and compensation for the stated academic year while the UO data primarily represent salaries from the previous academic year. The UO mission-specific indicator corrects for this by using UO salary averages calculated after the January increase so that the same academic years are compared. The Governor’s two-year salary freeze and the UO’s subsequent implementation of salary increases in July and September of 2005 led to similar averages on both measures through the 2005-06 academic year, but the 7.1% difference seen between the OUS and UO mission-specific measures for the 2006-07 academic year demonstrates the size of the differences that can be caused by the timing of data submission and implementation of salary increases at a different time than one’s peers.
Campus Initiatives & Significant Accomplishments

The UO continues to invest institutional revenue and resources beyond the state appropriated investments in faculty salaries and continues to augment the regular salary increase process with aggressive retention efforts when needed. In addition, the Fund for Faculty Excellence, a program that uses private gifts to enhance compensation for outstanding faculty, and self-funded increases in some academic units allows UO leadership to take proactive, rather than reactive, steps in faculty retention efforts. The UO is also planning to examine productivity-based re-allocations of salary funds to enhance appointments in high demand areas with commensurate reductions in other areas.
**University of Oregon**

**Mission-Specific Indicators**

**Average UO Faculty Compensation to Peer Average**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>85.6%</td>
<td>82.9%</td>
<td>86.0%</td>
<td>87.8%</td>
<td>85.8%</td>
<td>91.0%</td>
<td>95.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>95.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>91.0%</td>
<td>93.0%</td>
<td>95.0%</td>
<td>96.0%</td>
<td>97.0%</td>
<td>98.0%</td>
</tr>
<tr>
<td></td>
<td>93.0%</td>
<td>83.8%</td>
<td>83.8%</td>
<td>87.0%</td>
<td>91.0%</td>
<td>93.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Research and Economic Development Index**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>4.4</td>
<td>4.6</td>
<td>13.1</td>
<td>14.3</td>
<td>24.0</td>
<td>30.3</td>
<td>35.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.2</td>
<td>5.7</td>
<td>16.0</td>
<td>16.8</td>
<td>17.6</td>
<td>18.5</td>
<td>19.4</td>
<td>20.4</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>3.1</td>
<td>5.5</td>
<td>15.0</td>
<td>15.8</td>
<td>16.5</td>
<td>17.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

**Explanation of Performance Trend**

Average UO Faculty Compensation to Peer Average: The data reflect in part the impact of the earlier Governor’s freeze on salaries. Higher salary increases and increased institutional contributions to cover benefit cost increases in January of 2007 continued the upward trend from the 2005-06 academic year. Economic uncertainty could result in smaller increases in 2009, but the upward trend is expected to continue through the 2007-08 academic year, and the UO will continue to use revenue and resources to make every effort to meet the stated targets, which reflect an ambitious commitment to alignment with peers in a reasonable time frame.

Research and Economic Development Index: The University of Oregon has made extraordinary advances in the metric that recognizes the economic impacts of research, including categories involving industry-sponsored research dollars, job creation supported by UO’s research expenditures, and direct revenue produced through 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 metrics. The index has progressively improved to a record value of 35.2 for FY07.
Campus Initiatives & Significant Accomplishments

Average UO Faculty Compensation to Peer Average: The UO continues to invest institutional revenue and resources beyond the state appropriated investments in faculty salaries and continues to augment the regular salary increase process with aggressive retention efforts when needed. In addition, the Fund for Faculty Excellence, a program that uses private gifts to enhance compensation for outstanding faculty, and self-funded increases in some academic units allows UO leadership to take proactive, rather than reactive, steps in faculty retention efforts. The UO is also planning to examine productivity-based re-allocations of salary funds to enhance appointments in high demand areas with commensurate reductions in other areas.

Research and Economic Development Index: The 35-fold increase in the index over the past twelve years reflects the remarkable growth in UO’s research contributions to economic development in Oregon. The UO has become the leader among all Oregon research universities in the rate of start-up company creation as a function of research expenditures, and currently leads all Oregon institutions in annual licensing revenue derived from inventions.

Rationale for Targets to 2013

Average UO Faculty Compensation to Peer Average: The UO has made a long-term commitment to improve both faculty salaries and overall compensation. This commitment, reflected through a 2000 Senate white paper, requires continued and aggressive efforts by the University. While the UO must remain a prudent steward of its resources, the University must also set concrete and attainable goals that permit the UO to remain competitive at the highest levels. This requires both sustained state investment and prudent internal allocations and re-allocations.

Research and Economic Development Index: The dramatic rise in the Research and Economic Development Index has been most heavily influenced by increases in licensing revenues associated with technology transfer. Because continued strength in gross licensing revenues was anticipated, the UO revised its targets upward to a new baseline for FY06 that was approximately a three-fold increase compared to FY05. Although licensing revenues can be very volatile from year to year and thus could have a major negative impact on the index, it is presumed that the index will continue to grow at a rate, on average, of about 5% per year. Results in FY06 and FY07 exceeded even the rescaled target by a factor of more than two, again reflecting major growth in licensing revenues. Because of the potential variability in licensing revenues, the UO does not suggest further rescaling of targets for FY08 and beyond to even higher performance goals. The on-going targets still indicate more than a 15-fold improvement in the index over the period since FY95.
Western Oregon University
Access and Participation

Total Credit Enrollment
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>4,731</td>
<td>4,878</td>
<td>5,030</td>
<td>5,032</td>
<td>4,772</td>
<td>4,879</td>
<td>4,889</td>
<td>5,037</td>
</tr>
</tbody>
</table>

Total unduplicated headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment
Non-Targeted Measure

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>1,377</td>
<td>1,376</td>
<td>1,311</td>
<td>1,412</td>
<td>1,323</td>
<td>1,343</td>
<td>1,278</td>
<td>1,435</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

WOU’s new undergraduate enrollment and total credit enrollment have continued to increase slightly due in part to a number of recruitment and retention efforts put into place in the past two years.

Campus Initiatives & Significant Accomplishments

• Enhanced leadership team overseeing recruitment, administration, retention, and enrollment.
• Strengthening of retention strategies for first-year students.
• Improved advising processes.
• Increased bilingual presence in recruitment team and promotional materials.
• Increased emphasis on shortage areas.
• Enhanced enrollment management measures across both colleges.
• Expanded outreach to underserved communities in Oregon.
• Restructuring of tuition levels.
• Increased services for first generation students and students in need of postsecondary supports.
Western Oregon University
Student Progress & Completion

Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>69.6%</td>
<td>74.9%</td>
<td>71.2%</td>
<td>65.3%</td>
<td>66.5%</td>
<td>65.3%</td>
<td>72.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>74.6%</td>
<td>75.0%</td>
<td>68.0%</td>
<td>70.0%</td>
<td>71.0%</td>
<td>74.0%</td>
<td>74.0%</td>
<td>74.0%</td>
<td>74.5%</td>
<td>74.5%</td>
<td>74.5%</td>
<td>74.5%</td>
<td>74.5%</td>
</tr>
</tbody>
</table>

Percent of first-time full-time freshmen who return for a second year at the same campus

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

Explanation of Performance Trend

Although WOU exceeded the estimated target for the 2006-07 year, we do not anticipate continuing to exceed our estimates at that level. For example, our more realistic estimated target for 2008-09 is 73.57% . However, we are anticipating a steady increase due to concentrated retention efforts.

Campus Initiatives & Significant Accomplishments

WOU has seen a 50% increase in the number of students served in the Student Enrichment Program (SEP) which is composed of first generation, students on financial aid, and/or students with disabilities. For the first time in three years, WOU has a full complement of advising staff and has adopted more stringent checkpoints for students to monitor and advise regarding low performance. WOU has also increased Multicultural Students and Services Program (MSSP) staff by two FTE to better serve minority students.

Rationale for Targets to 2013

The most recent national data on first to second year retention (ACT, National Collegiate Retention and Persistence to Degree Rates, 2007) has found that the average for public universities offering bachelor’s and master’s degrees was between 62.6% and 71.6% depending upon admission selectivity. WOU has set what we believe are achievable targets well above the national average.

Future retention efforts will be influenced by state general education support - and thus will be reflective of economic forecasts. A continued trend of high financial aid (80%) for WOU students creates more potential for intermittent enrollment patterns, causing us to be conservative in our estimates.
Freshman Retention within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>75.4%</td>
<td>79.1%</td>
<td>75.8%</td>
<td>70.7%</td>
<td>71.8%</td>
<td>71.2%</td>
<td>76.7%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>39.5%</td>
<td>41.1%</td>
<td>41.6%</td>
<td>42.9%</td>
<td>44.4%</td>
<td>43.5%</td>
<td>45.5%</td>
<td></td>
</tr>
</tbody>
</table>

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

Graduation Rate within OUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>51.6%</td>
<td>53.2%</td>
<td>54.4%</td>
<td>52.9%</td>
<td>54.8%</td>
<td>54.3%</td>
<td>56.2%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

The U.S. Department of Education Study (Horn and Carroll, *Placing College Graduation Rates in Context, How 4-Year College Graduation Rates Vary with Selectivity and the Size of Low-Income Enrollment*, NCES 2007-161, 2006) on six-year graduation rates determined that for master’s degree offering institutions that enrolled a high percentage of low-income students (40% or more receiving financial aid - WOU is 78%) the graduation rate nationally is between 35.2% and 39.7% depending upon admission selectivity. WOU’s 2005-06 graduation rate of 43.5% is above this national average. WOU’s graduation rates for students both on our campus (45.5%) and those graduating from within the system (56.2%) remain well above this national average.

Campus Initiatives & Significant Accomplishments

WOU has seen a 50% increase in the number of students served in the Student Enrichment Program (SEP) which is composed of first generation, students on financial aid, and/or students with disabilities. For the first time in three years, WOU has a full complement of advising staff and has adopted more stringent checkpoints for students to monitor and advise regarding low performance. WOU has also increased Multicultural Students and Services Program (MSSP) staff by two FTE to better serve minority students.
Lesson 3: Community Engagement

Western Oregon University
Academic Quality and Student Success

Graduate Satisfaction

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>80.6%</td>
<td>82.0%</td>
</tr>
<tr>
<td>2001-02</td>
<td>81.5%</td>
<td>82.5%</td>
</tr>
<tr>
<td>2002-03</td>
<td>82.1%</td>
<td>82.0%</td>
</tr>
<tr>
<td>2003-04</td>
<td>83.0%</td>
<td>82.0%</td>
</tr>
<tr>
<td>2004-05</td>
<td>Fall 2008</td>
<td>82.5%</td>
</tr>
<tr>
<td>2005-06</td>
<td>83.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>2006-07</td>
<td></td>
<td>86.0%</td>
</tr>
<tr>
<td>2007-08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1-5, with 5 representing “excellent” and 1 signifying “poor”

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

Explanation of Performance Trend

Performance on this measure has been consistently improving.

Campus Initiatives & Significant Accomplishments

WOU’s 2010-2011 graduates will benefit from increased campus focus on retention including enhancements in academic advising, greater outreach, and Writing Center activity. WOU also implemented CAPP (Curriculum Advising and Program Planning system) as a campus degree audit tool and implemented the WOU Tuition Promise.

Rationale for Targets to 2013

WOU’s 2012-13 students will benefit from continued refinement of campus efforts around student success and retention.
Graduate Success

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>96.1%</td>
<td>93.2%</td>
<td>96.0%</td>
<td></td>
<td></td>
<td></td>
<td>Fall 2008</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td>80.8%</td>
<td></td>
<td></td>
<td></td>
<td>Fall 2008</td>
<td></td>
</tr>
</tbody>
</table>

Percent of bachelor’s degree recipients who participated in at least one type of internship or experiential learning opportunity.

Student to Full-Time Faculty Ratio

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>25.6</td>
<td>27.7</td>
<td>27.7</td>
<td>28.5</td>
<td>26.0</td>
<td>24.4</td>
<td>25.8</td>
<td>25.1</td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

The last sample size of graduate success data for WOU was around 150 students. Although WOU’s enrollment has increased, the campus has maintained a personalized instructional climate in keeping with its mission. NOTE: An economic downturn will likely have an adverse impact upon student employment and debt level of graduates may limit the number of students who can afford to continue their education.

Campus Initiatives & Significant Accomplishments

Based on institutional data, WOU has seen continued growth in the number of internships and is supportive of initiatives that provide this type of additional learning for students. Tenure track searches in 2006-07 and 2007-08 will continue to reduce reliance on fixed term faculty and strengthen long-term student mentoring.
Western Oregon University  
Educated Citizenry and Workforce Development  

Total Degrees Awarded  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>783</td>
<td>924</td>
<td>984</td>
<td>1,110</td>
<td>1,038</td>
<td>1,012</td>
<td>925</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,050</td>
<td>1,025</td>
<td>1,046</td>
<td>1,075</td>
<td>950</td>
<td>975</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>975</td>
<td>950</td>
<td>975</td>
<td>1,000</td>
<td>975</td>
<td>1,100</td>
</tr>
</tbody>
</table>

The number of bachelor’s and master’s degrees awarded in a given academic year.

Degrees in Designated Shortage Areas  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>73</td>
<td>79</td>
<td>105</td>
<td>119</td>
<td>130</td>
<td>141</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>122</td>
<td>124</td>
<td>128</td>
<td>133</td>
<td>140</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>122</td>
<td>124</td>
<td>128</td>
<td>140</td>
<td>145</td>
</tr>
</tbody>
</table>

Total number of degrees awarded in special education, math, science, and rehabilitative counseling.  

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

Explanation of Performance Trend

WOU’s revitalized focus on retention strategies should help WOU stay more closely within the parameters of our estimated targets. For example, our advising services are more intentionally focusing students on their progress towards graduation through the addition of the CAPP (Curriculum Advising and Program Planning) system and more careful enrollment monitoring across both colleges.

WOU remains focused on designated shortage areas, adding partnerships that lead to greater numbers of graduates. Most recently, the College of Education has enhanced its focus on increasing the number of Spanish speaking teachers in Oregon. Federal grant funds (Oregon Quality Assurance in Teaching II and Oregon Teacher Recruitment and Mentoring) helped support student tuition in high need areas during the reporting period.
Campus Initiatives & Significant Accomplishments

WOU’s improved focus on access and underserved communities in Oregon has resulted in significant increases in minority student enrollment. These efforts are due in part to enhanced leadership teams involved in recruitment, administration, retention, and enrollment. For example, WOU has added more bilingual presence on the recruitment team and promotional materials.

Partnerships with local school districts such as Salem Keizer in the area of Special Education and ESOL (English for Speakers of Other Languages) are producing positive results. The College also anticipates a successful tenure line faculty search in Math Education that will further support our participation in a collaborative FIPSE (Fund for the Improvement of Postsecondary Education) grant entitled Preparation for Instruction of Science & Math (PRISM).

Rationale for Targets to 2013

Given the large number of first-generation to college students (52%) and the high percentage of financial aid recipients (80%) there are limits to continued growth without increased funding for more academic support services and financial aid. At WOU, financial aid has a significant correlation to student success (first time freshmen fall 2007 with financial aid were 13% more likely to be enrolled winter term than were first time freshmen without financial aid). 2004-05 and 2005-06 cohorts were most adversely effected by a threatened faculty strike in spring 2006. We anticipate that earlier projected targets for 2007-08 and 2008-09 may be high and could continue in 2009-10. We are now projecting an upswing evidenced in 2010-11 due to increased carrying load. We also anticipate an increase in the number of master’s degrees awarded by 2011-2012. The Master’s of Arts and Teaching program is giving special consideration to candidates seeking to become math and science teachers. Future retention efforts will be influenced by state general education support - and thus will be reflective of economic forecasts. A continued trend of high financial aid (80%) for WOU students creates more potential for intermittent enrollment patterns, causing us to be conservative in our estimates.
## Sponsored Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$7.7</td>
<td>$8.6</td>
<td>$8.4</td>
<td>$8.6</td>
<td>$9.2</td>
<td>$10.1</td>
<td>$10.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>$6.5</td>
<td>$8.9</td>
<td>$9.1</td>
<td>$9.3</td>
<td>$9.5</td>
<td>$9.6</td>
<td></td>
<td>$9.7</td>
<td>$9.8</td>
<td>$9.9</td>
<td>$10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$5.9</td>
<td>$8.9</td>
<td>$9.1</td>
<td>$9.3</td>
<td>$9.5</td>
<td>$9.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Reduction in federal grants available has had some impact on sponsored research expenditures.

## Campus Initiatives & Significant Accomplishments

WOU’s Regional Resource Center on Deafness (RRCD) continues to seek and receive funding to support training programs in American Sign Language/English Interpreting and Rehabilitative Counseling. The Teaching Research Institute has received renewed national contracts in the areas of Deaf/Blind and Traumatic Brain Injury, in addition to new contracts that include federal, state, and foundation support.

## Rationale for Targets to 2013

A proposed internal restructuring that offers grant writing and management support may further enhance faculty’s pursuit of additional grants.
Philanthropy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$5.5</td>
<td>$5.7</td>
<td>$5.4</td>
<td>$6.1</td>
<td>$6.6</td>
<td>$7.4</td>
<td>$9.2</td>
<td></td>
</tr>
</tbody>
</table>

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

Faculty Compensation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>87.2%</td>
<td>94.6%</td>
<td>96.4%</td>
<td>96.2%</td>
<td>93.3%</td>
<td>91.7%</td>
<td>95.3%</td>
<td></td>
</tr>
</tbody>
</table>

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

Explanation of Performance Trend

Investment performance reflected favorable equity and bond markets during the 2006-07 year.

Campus Initiatives & Significant Accomplishments

Though too early to impact data for this reporting cycle, a number of new initiatives that will impact Philanthropy include:

- Increased WOU Foundation contributions to University scholarships.
- Increased support from individuals and parents for Athletic Scholarships.
- Broader business community support for annual auction in support of WOU.
- Continued fund raising support by the President, a new Vice President for University Advancement and refocused fund raising efforts on Annual Fund and major gifts.
- Initiation of a nursing degree in partnership with OHSU resulting in increased fund raising levels for lab facilities and scholarships.

The most recent negotiated contract has resulted in more favorable comparisons with current peer institutional compensation data.
Western Oregon University
Mission-Specific Indicators

Community College Transfer Completion

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>59.0%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>56.0%</td>
<td>61.0%</td>
<td>59.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>63.0%</td>
<td>65.0%</td>
<td>65.0%</td>
<td>66.0%</td>
<td>68.0%</td>
<td>59.0%</td>
<td>60.0%</td>
<td>61.0%</td>
<td>62.0%</td>
<td>63.0%</td>
<td>60.0%</td>
<td>61.0%</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

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

First Generation Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>68.0%</td>
<td>60.0%</td>
<td>60.0%</td>
<td>57.0%</td>
<td>65.0%</td>
<td>67.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>65.0%</td>
<td>66.0%</td>
<td>68.0%</td>
<td>70.0%</td>
<td>73.0%</td>
<td>73.5%</td>
<td>74.0%</td>
<td>74.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Includes students who transfer to another OUS institution
Number of full-time freshmen who persist to their second year and are the first in their families to attend college
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

With some fluctuations, WOU has continued to see steady performance over the long term in the percentage of community college transfer students who are able to graduate within four years. An analysis of our first-time freshmen in fall 2007 who were receiving financial aid showed that they were 13% more likely to re-enroll in winter term than were first-time freshmen without financial aid. This may be in part due to the enhanced services that WOU is offering through the Student Enrichment Program and the Multicultural Student Services and Programs (MSSP).
Campus Initiatives & Significant Accomplishments

A new dual enrollment agreement was initiated in 2006-07 with our #1 transfer institution. In 2007-08, WOU implemented 9 degree pathways with Chemeketa Community College for the most popular majors.

For fall 2006, WOU doubled the number of diversity commitment scholarships from 16 to 32. Award criteria were changed to be more inclusive and more focused upon students who had demonstrated a commitment to fostering and increasing diversity in their communities or schools.

Web and printed materials were made available in Spanish. WOU developed a video in five languages (Chinese, English, German, Japanese, and Spanish), as well as one captioned for deaf and hard of hearing students, on success in college.

A student group of volunteers was created (collaboratively between MSSP and Admissions) called the Multicultural Recruiters (MCR’s) who assist Admissions and MSSP in various recruitment and retention efforts that are specific to underrepresented students.

An admission counselor was added whose primary duties include working with students and families from diverse backgrounds.

In 2007, the WOU Student Enrichment Program (SEP) has continued to grow its support to serve an additional 75 students and expand this academic support service beyond just those students served through TRIO funding.

The Multicultural Students and Services Program (MSSP) sponsors the Diversity Scholars Program and a new On-Track Program designed to assist first generation, underrepresented students by providing academic and personal support.

Rationale for Targets to 2013

At WOU, two-thirds of transfer students come in with <90 credits. So, although completion rates for those with 90+ credits have remained at a 74-75% rate, when calculating total enrollment rate, the rate is lower. New Western Promise Advantage promises higher yields in retention and success in the future. WOU anticipates that there may be a slight decline for both performance measures in 2008-2009 due to the threatened faculty strike in spring 2006. However, we anticipate increases again in 2009-2010 due to retention efforts and continued improvement and efficiency.

Future retention efforts will continue to be influenced by state general education support and thus will be reflective of economic forecasts. A continued trend of high financial aid (80%) for WOU students creates more potential for intermittent enrollment patterns, causing us to be conservative in our estimates.
Data Dictionary

Access and Participation

**Total Credit Enrollment:** The total unduplicated headcount of all students enrolled in an OUS institution during fall term, regardless of course load. Both regular and extended enrollment is included in this number. Students are counted only once with one exception - students who completed a degree and enrolled as a student at a different level of study in the same academic year are counted twice. Source: OUS Institutional Research Services, fall fourth week enrollment reports.

**New Undergraduate Enrollment:** Headcount enrollment of newly admitted undergraduates based on admission mode 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 students, post-baccalaureate, and graduate students. Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

Student Progress and Completion

**Freshman Retention:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, Retention, Attrition, and Graduation of OUS Freshmen reports, IPEDS Fall Cohorts completed.

**Freshman Retention within OUS:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered at one OUS institution but transferred to another OUS institution for the second year. Source: OUS Institutional Research Services, Retention, Attrition, and Graduation of OUS Freshmen reports, IPEDS Fall Cohorts completed.

**Graduation Rate:** Fall term 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 summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Percentage represents students who entered and graduated from the same institution. Source: OUS Institutional Research Services, Retention, Attrition, and Graduation of OUS Freshmen reports, IPEDS Fall Cohorts completed.

**Graduation Rate within OUS:** Fall term 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 summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Percentage represents 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, IPEDS Fall Cohorts completed.
Academic Quality & Student Success

**Recent Graduate Satisfaction:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed six 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 rank 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. Source: OUS Office of Planning, The Status of OUS Baccalaureate Graduates: One Year Later reports.

**Recent Graduate Success:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed six 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.” Source: OUS Office of Planning, The Status of OUS Baccalaureate Graduates: One Year Later reports.

**Internships:** The percent of bachelor’s degree recipients who participated in at least one type of internship or experiential learning opportunity. Source: OUS Office of Planning, The Status of OUS Baccalaureate Graduates: One Year Later reports.

**Students per Full-time Faculty:** The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time instructional faculty headcount. Source: National Center for Education Statistics, IPEDS Fall Enrollment and Faculty Surveys.

Educated Citizenry & Workforce Development

**Total Degrees Awarded:** Bachelor’s, master’s, doctoral, and first professional degrees awarded annually. Associate 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 1998, Fall 1998, Winter 1999, and Spring 1999). 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.
Degrees Awarded in Shortage Areas: Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor’s, master’s, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields 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; OUS and Teacher Standards and Practices Commission, K-12 Educator Supply and Demand: Snapshots; 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. Sponsored research and other support generated by the Chancellor’s Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller’s Office.

Philanthropic Support: Reflects 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 Annual Financial Reports, Controller’s Office.

Average Faculty Compensation to Peer Average: Data display the average faculty compensation (salary plus benefits) for the OUS institution as a percentage of the average compensation among peer universities. OUS universities are grouped by comprehensive/research universities (OSU, PSU, UO), regional universities (EOU, SOU, WOU), and specialized institutions (OIT). In addition, data are provided for each of the three individual peer groups for OSU, PSU, and UO. Each group is ranked across all faculty ranks. 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; therefore, increases awarded after November are not included in the OUS report. 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:

Number of transfer students who attend EOU, represented by the percent of the base number (2004-05) of transfer students from eight designated Community Colleges. The eight partner Oregon Community Colleges are Blue Mountain, Chemeketa, Columbia Gorge, Mt. Hood, Rogue, Southwestern, Treasure Valley, and Umpqua. 2004-05 is the baseline for % increase.

High School Graduate Yield:

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. 12 eastern Oregon counties include: Baker, Gilliam, Grant, Harney, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler.

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 24 or more college credits while in high school are NOT considered transfer students. Cohorts include students enrolled in nursing programs. Source: OIT student extracts
Data Dictionary

Campus Mission-Specific Indicators, Cont.

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 freshman. Includes first-time resident freshman entering fall term. Enrollment of first-time freshman by high school GPA, Oregon residence code, sex, and institution. Excludes extended enrollment. Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

**Enrollment Rates for Students of Color:** Proportion of unduplicated headcount 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:** PSU is emphasizing increased expenditures on science and engineering research to meet the economic development needs of its community. Source: Portland State University, special report.

**Students Completing Community-Based Internships:** Number of students who enrolled in a community-service learning project. Through the University Studies Program and civic engagement initiatives, PSU is committed to increasing student involvement in community based learning. 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:** Reflects the net assets of the SOU foundation plus the value of obligation to the individual university (if included as a liability) as reported in the audited financial statement. Source: OUS Annual Financial Reports, Controller’s Office.
Campus Mission-Specific Indicators, Cont.

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%, 30%, and 30%, respectively. The rank of instructor is excluded. 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:** Percent 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:** Number of full-time freshmen from groups who persist to their second year and are the first in their families to attend postsecondary institutions. Source: Western Oregon University, special report.
Sources & References

Additional information on the content of this report may be located through the following resources.

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

Association of American Colleges and Universities (AAC&U).
http://www.aacu.org/about/index.cfm

*Looking Back Along the Long and Winding Road: Retention, Attrition, and Graduation of OUS Freshmen, Fall 1987 through Fall 1995 Cohorts.*
http://www.ous.edu/factreport/student/

*One Year Later: The Status of OUS Bachelor’s Degree Recipients;* OUS.
http://www.ous.edu/factreport/student/

Oregon Employment Department.
http://www.employment.oregon.gov/

Oregon GEAR UP.
http://gearup.ous.edu/

Oregon Opportunity Grant.
http://www.getcollegefunds.org/ong.html

Oregon University Venture Development Fund.
http://www.ous.edu/about/campcent/uvdf.php

*Survey of Research and Development Expenditures at Universities and Colleges, FY 2005.*
National Science Foundation.
**OUS Performance Reports:**

OUS Annual Performance Progress Reports.
http://www.ous.edu/factreport/mp/state.php

OUS Campus Performance and Target-Setting Reports.
http://www.ous.edu/factreport/mp/board.php

OUS Performance Reports to the Board.
http://www.ous.edu/factreport/mp/board.php

OUS Enrollment Reports.
http://www.ous.edu/factreport/enroll/current.php

OUS Fact Book 2006.
http://www.ous.edu/factreport/

*Where Have Oregon’s Graduates Gone? Survey of Oregon High School Graduates;* OUS.
http://www.ous.edu/factreport/student/
Acknowledgements

The authors wish to thank the provosts and institutional research staff at each university for developing the campus-level results section of this report, and for their continuing thoughtful contributions to the improvement of the OUS performance measurement function.

We would also like to acknowledge the invaluable assistance of Chancellor’s Office colleagues in Institutional Research and the Controller’s Office for data, analyses, and interpretation.

Additional thanks are extended to Elisabeth Zinser for her extensive work on the learning outcomes narrative, to Jay Searle for production assistance, to Arron Frerichs for technical support, and to Susan Weeks for wise guidance.

Authors

Ruth D. Keele  
Director  
OUS Performance Measurement & Outcomes  
ruth_keele@ous.edu

Kimberly Rambo  
Performance Analyst  
OUS Performance Measurement & Outcomes  
kim_rambo@ous.edu

Charles Triplett  
Planning Analyst  
OUS Strategic Programs and Planning  
charles_triplett@ous.edu