

Oregon State University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

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

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

New Undergraduate Enrollment

Non-Targeted Measure

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

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

Explanation of Performance Trend

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

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

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

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

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

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

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

Campus Initiatives and Significant Accomplishments

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

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

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

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

Oregon State University Student Progress and Completion

Freshman Retention

Targeted Measure

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

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

Explanation of Performance Trend

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

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

Campus Initiatives and Significant Accomplishments

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

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

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

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

Freshman Retention within OUS

Non-Targeted Measure

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

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

Graduation Rate

Non-Targeted Measure

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

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

Graduation Rate within OUS

Non-Targeted Measure

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

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

Explanation of Performance Trend

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

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

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

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

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

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

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

Campus Initiatives and Significant Accomplishments

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

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

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

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

Academic Quality and Student Success

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

Graduate Satisfaction

Targeted Measure

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

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

Explanation of Performance Trend

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

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

Campus Initiatives and Significant Accomplishments

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

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

Graduate Success

Non-Targeted Measure

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

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

Internships

Non-Targeted Measure

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

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

Student to Full-Time Faculty Ratio

Non-Targeted Measure

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

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

Explanation of Performance Trend

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

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

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

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

Campus Initiatives and Significant Accomplishments

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

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

Oregon State University Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

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

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

Degrees in Designated Shortage Areas

Targeted Measure

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

Total number of degrees awarded in engineering and computer science fields

Explanation of Performance Trend

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

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

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

Campus Initiatives and Significant Accomplishments

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

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

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

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

Oregon State University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

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

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

Explanation of Performance Trend

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

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

Campus Initiatives and Significant Accomplishments

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

OSU's initiatives include:

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

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

Philanthropy

Non-Targeted Measure

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

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

Note: OSU philanthropy data reports the aggregate of the Oregon State University Foundation and the Agricultural Research Foundation

Faculty Compensation

Non-Targeted Measure

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

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

Explanation of Performance Trend

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

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

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

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

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

Campus Initiatives and Significant Accomplishments

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

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

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

Oregon State University

Mission-Specific Indicators

High-Achieving Oregon High School Graduates

Targeted Measure

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

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

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

Student Diversity

Targeted Measure

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

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

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

Explanation of Performance Trend

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

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

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

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

Campus Initiatives and Significant Accomplishments

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

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

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