



Oregon  
University  
System

## **2004 Annual Report to the Board on Campus Performance and Target-Setting**

Prepared for the  
Oregon State Board of Higher Education

OUS Office of Planning  
December 2004



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## Background

In October 2004, the State Board of Higher Education received a report on the OUS performance measurement framework. That report addressed the current set of Board indicators developed to track activity on targeted goals approved in 1997, and provided the broader context for performance measurement in OUS and at the state level. The report included data tables outlining current and historical performance for the system as a whole.

Within the broad performance measurement framework, campus-level data are provided to the Board annually for 13 OUS performance indicators (as shown in the table below). In addition, campuses are asked to set targets for five of those measures plus two campus-specific indicators. That charge forms the basis of this report on campus performance and target setting.

## Campus Performance and Target-Setting Reports

Consistent with previous years, the reports included here reflect campus-level performance on all of the Board measures,<sup>1</sup> as well as two mission-specific indicators for each campus.

**Table 1. OUS Performance Indicators**

Reported Indicators	Targeted Indicators	Campus-Specific Targeted Indicators
<ul style="list-style-type: none"> <li>• Freshman persistence rate</li> <li>• Total degrees awarded</li> <li>• Degrees in shortage areas</li> <li>• Graduate satisfaction</li> <li>• R&amp;D dollars</li> <li>• Total credit enrollment</li> <li>• New undergrad enrollment</li> <li>• Freshman graduation rate</li> <li>• Graduate success</li> <li>• Philanthropy</li> <li>• Faculty compensation</li> <li>• Internships</li> <li>• Students per full-time faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Freshman persistence rate</li> <li>• Total degrees awarded</li> <li>• Degrees in shortage areas</li> <li>• Graduate satisfaction</li> <li>• R&amp;D dollars</li> </ul>	EOU Top high school grads Cornerstone experiences OIT Women in engineering fields Degree completion rate OSU Top Oregon high school grads Diversity PSU Science & engineering R&D Community-service learning SOU Employer satisfaction Philanthropy UO Faculty compensation Research & economic development index WOU Bachelor's degree completion Persistence of under-represented minority students

The mission-specific measures were selected by the institutions to highlight strategic initiatives, critical features, and the different missions of each campus. Historical targets are reported here, along with new or adjusted goals through 2007-08. Targets are represented in a range (i.e., low and high targets) to reflect sustaining current growth or accelerating growth.

<sup>1</sup> Consistent with reports of previous years, two non-targeted measures are excluded from these reports due to broad campus-to-campus differences in definitions or institutional capacity: internships and students -per-full-time-faculty.

Adjusting or changing future targets is based on an evaluation process in discussion with university provosts, and reflects a common understanding about the basis on which targets are set—for example, the current targets assume a funding level consistent with the 2005-2007 Essential Budget Level (EBL) approved by the Board. The target-setting process gives consideration to mission differentiation, performance baseline trends, focused improvement efforts, and performance of peer institutions. The process recognizes each institution's responsibility for designing and implementing improvement efforts and the Board's responsibility to hold institutions accountable for results.

Given the diverse missions, student characteristics, and markets of each OUS university, it would be misleading to directly compare institutions' performance data on any given measure. For that reason, no comparative summary of results is reported here. The performance data presented in these tables allow each institution to be assessed on its own goals and accomplishments.

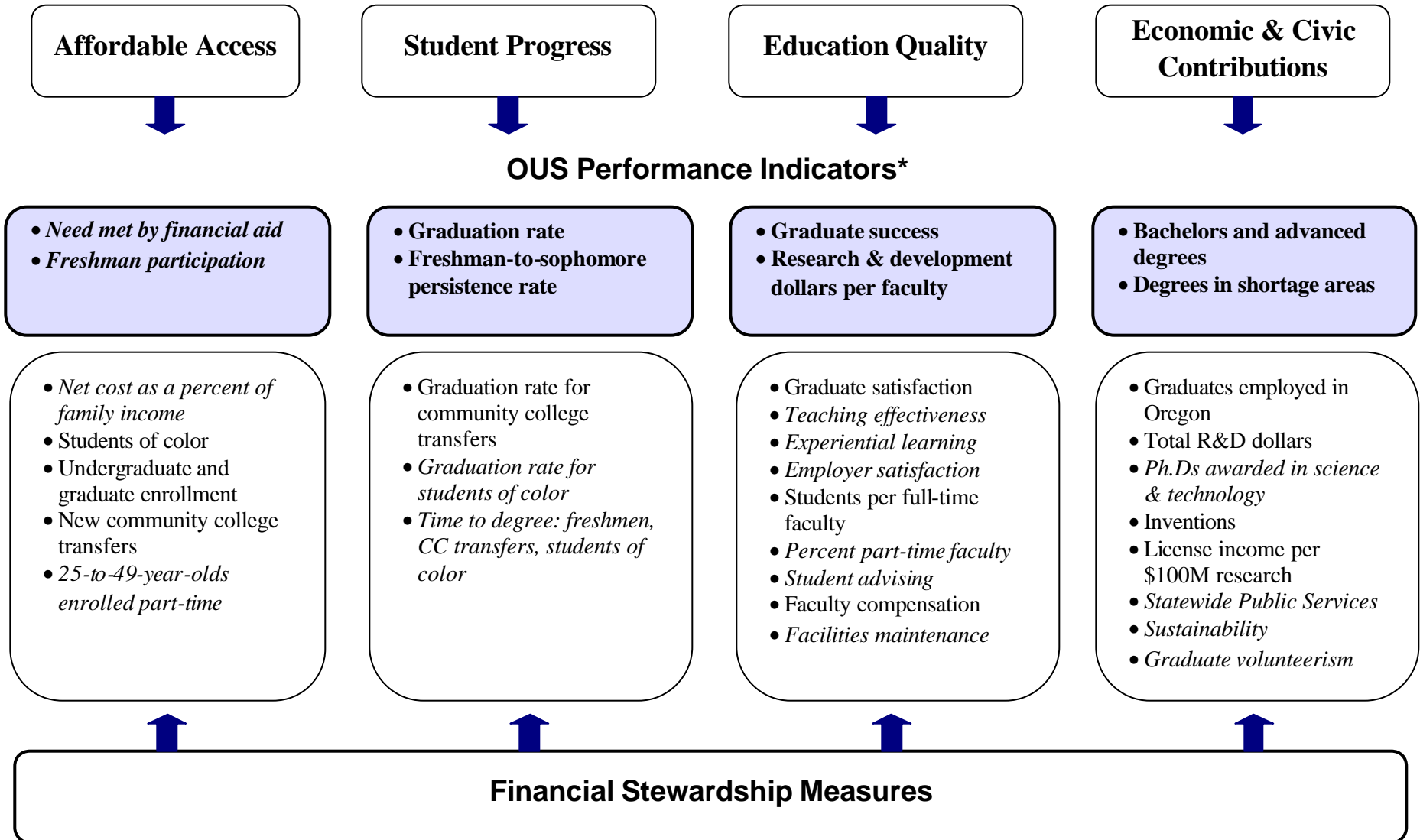
### **Future Directions: Aligning State, Board, and Institution Performance Measurement**

In response to Board recommendations following the October performance report, feedback from legislators, and ongoing efforts to align state, Board, and institution performance reporting, a revised conceptual model for monitoring and reporting OUS performance has been developed (see Figure 1). This framework merges the separate, but parallel, performance reporting programs; focuses on a small number of key outcome measures with an underlying set of more numerous and detailed supporting indicators; and ties to current Board initiatives in the broad performance measurement areas of affordable access, student progress, education quality, and economic and civic contributions. The framework also recognizes the link between financial stewardship and high-level performance outcomes as part of a broader accountability function.

Over the next one to two years, Chancellor's Office staff, in conjunction with campuses, will conduct a comprehensive review of OUS performance measurement to further pursue alignment and focus within this new configuration, coordinate with the Oregon Department of Community Colleges and Workforce Development on common measures, and integrate related activities such as the selection of peer institutions, the new Smart Budgeting approach, and return-on-investment analysis.

# Figure 1 OUS Performance & Accountability Framework

## OUS Performance Areas Related to Strategic Goals



\* Key outcome measures are displayed in shaded boxes; supporting indicators below. Indicators not currently reported in the OUS or DAS performance indicator reports, including those to be developed, are shown in *italics*.



**Eastern Oregon University  
2004 Annual Report to the Board on  
Performance and Target-Setting**



# Eastern Oregon University

## Performance Indicator Target Summary 2004

<i>Indicators *</i>	<i>Common to All Institutions</i>					<i>Mission Specific</i>		
	Retention <sup>1</sup>	Total Degrees <sup>2</sup>	Shortage Degrees <sup>3</sup>	Graduate Experience <sup>4</sup>	R&D Expenditures <sup>5</sup> (\$ in millions)	Top H.S. Graduates <sup>6</sup>	Cornerstone Experiences <sup>7</sup>	
<b>Results</b>								
1998-99	66.0%	391	13	-	\$2.1	43.5%	Not Available	
1999-00	65.6%	429	-	84.2%	\$1.8	40.3%	2.2	
2000-01	64.9%	448	18	88.3%	\$2.1	35.5%	2.4	
2001-02	65.4%	458	-	-	\$3.3	36.4%	2.1	
2002-03	65.6%	580	49	84.4%	\$2.6	40.3%	2.2	
2003-04	Avail. May 2005	Avail. Dec 2004	-	-	Avail. Dec 2004	43.3%	2.5	
<b>Targets</b>								
2002-03 (set 2001)	Low	65.8%	412	14	76.9%	\$2.3	36.5%	2.9
	High	68.8%	424	24	78.8%	\$2.5	37.5%	3.2
2003-04 (set 2001)	Low	66.4%	416	17	77.8%	\$2.3	37.0%	2.3
	High	70.4%	432	30	80.6%	\$2.5	38.5%	2.6
2004-05 (set 2003)	Low	67.0%	460	20	83.0%	\$3.0	39.0%	2.3
	High	72.0%	470	36	88.0%	\$3.5	41.0%	2.5
2005-06 (set 2004)	Low	67.5%	570	40	84.0%	\$3.5	41.0%	2.4
	High	72.5%	590	56	89.0%	\$4.0	43.0%	2.6
2006-07 (set 2004)	Low	68.0%	580	45	84.5%	\$4.0	43.0%	2.5
	High	73.0%	600	61	89.5%	\$4.5	45.0%	2.7
2007-08 (set 2003)	Low	69.0%	590	50	85.0%	\$4.5	45.0%	2.6
	High	74.0%	610	66	90.0%	\$5.5	47.0%	2.8

**Notes:**

- <sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at EOU.
- <sup>2</sup> Total degrees (bachelor's and master's) awarded.
- <sup>3</sup> EOU selected teaching endorsements in mathematics and sciences. Coding discrepancies impeded baseline development.
- <sup>4</sup> Percent of EOU bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale
- <sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).
- <sup>6</sup> Percent of entering freshmen at EOU with a high school GPA of 3.5 or higher.
- <sup>7</sup> Average number of four curricular enhancements completed by bachelor's graduates in a given year.

\* Complete data definitions are available in Appendix A.

# Eastern Oregon University

## Non-targeted Indicators

### Common to All Institutions

<i>Indicators</i> *	Total Credit Enrollment	New UG Enrollment	Retention <sup>8</sup> (inclusive)	Completion	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	2,460	666	70.7%	22.1% (excludes) 31.9% (includes)	-	\$1.3	Not Available
1999-00	2,611	715	68.6%	28.1% (excludes) 42.5% (includes)	99.6%	\$1.5	90.9%
2000-01	2,784	744	68.4%	29.6% (excludes) 46.3% (includes)	99.2%	\$1.8	87.2%
2001-02	2,978	810	68.0%	24.6% (excludes) 36.9% (includes)	-	\$2.1	82.8%
2002-03	3,418	918	67.5%	27.6% (excludes) 42.4% (includes)	97.8%	\$2.7	84.0%
2003-04	3,287	769	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	87.4%

Notes:

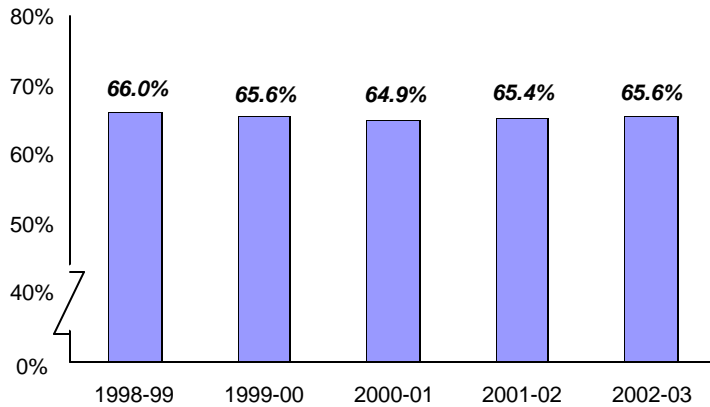
<sup>8</sup> Percent of first-time, full-time freshmen who return for a second year at any OUS institution.

\* Complete data definitions are available in Appendix A.

# Eastern Oregon University

## Performance Indicator Target Detail

**Freshmen Persistence/Retention** – The percent of full-time freshmen that return to EOU for a second year.<sup>2</sup>



Year	Low Target	High Target
2002-03	65.8%	68.8%
2003-04	66.4%	70.4%
2004-05	67.0%	72.0%
2005-06	67.5%	72.5%
2006-07	68.0%	73.0%
2007-08	69.0%	74.0%

Performance Trend:

The above numbers indicate retention of first time freshmen that returned to EOU, excluding students who may have transferred to a partner program at another institution. If students who transfer after initial enrollment are included, EOU retained nearly 68% of first time freshmen from Fall 2002 to Fall 2003. This approaches the high performance target set for 02-03.

Rationale for Future Targets:

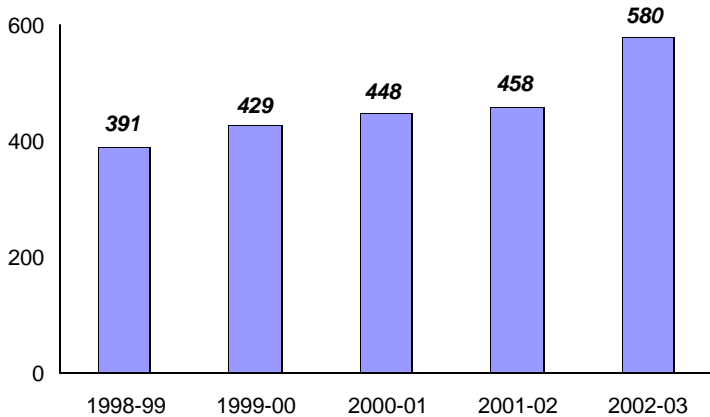
Retention is projected to slowly increase due to programs targeted at improving study habits and proficiency in math and chemistry as well as improvements in academic advising. Assessment shows these programs are resulting in higher success rates in mathematics and chemistry, two majors in which Eastern has had lower rates of persistence. For example, the first time freshmen who were enrolled in math or chemistry during their first year and were NOT enrolled in a math or chemistry Excel course retained at a rate very close to the entire first time freshmen cohort, 65.6%. Those students enrolled in math or chemistry Excel courses retained at 79.4%. Previous research also suggests that the students enrolling in Excel are not necessarily better prepared out of high school than the non-Excel enrolling freshmen.

New academic standing policies have been put in place that require students earning less than 2.0 for two or more terms to meet with an advisor prior to registration and participate in a mandatory intervention program. In addition, a new student-centered academic advising program was implemented last year.

<sup>2</sup> For example, data for 2002-03 reflect the number of EOU freshmen who entered in Fall 2002 and were still enrolled at EOU in Fall 2003.

## Eastern Oregon University Performance Indicator Target Detail

**Total Degree Production** – The number of bachelor’s and master’s degrees awarded in a given academic year.



Year	Low Target	High Target
2002-03	412	424
2003-04	416	432
2004-05	460	470
2005-06	570	590
2006-07	580	600
2007-08	590	610

Performance Trend:

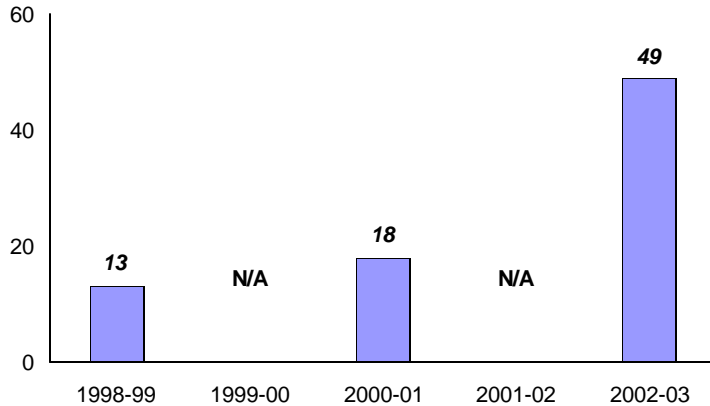
EOU saw a one-year increase of 27% in degree attainment from 2001-02 to 2002-03. The 580 degrees earned in 2002-03 surpass the previously set target.

Rationale for Future Targets:

Significant growth is projected in the number of degrees awarded, especially during the next few years. Because of exceptional enrollment growth in the freshman class during the previous 4 years, and increased freshman persistence, degree production is expected to remain at this elevated rate for the next few years. In addition, in 2003-04, EOU adopted an enrollment management plan targeting a three-year annual enrollment growth rate of 2 percent.

## Eastern Oregon University Performance Indicator Target Detail

**Teacher Licenses Produced in Mathematics and Science**<sup>3</sup> - Number of degrees produced in this Oregon shortage area.



Year	Low Target	High Target
2002-03	14	24
2003-04	17	30
2004-05	20	36
2005-06	40	56
2006-07	45	61
2007-08	50	66

Performance Trend:

In 2002-03, the number of teacher licenses in math and science was nearly triple that of 2000-01.

Rationale for Future Targets:

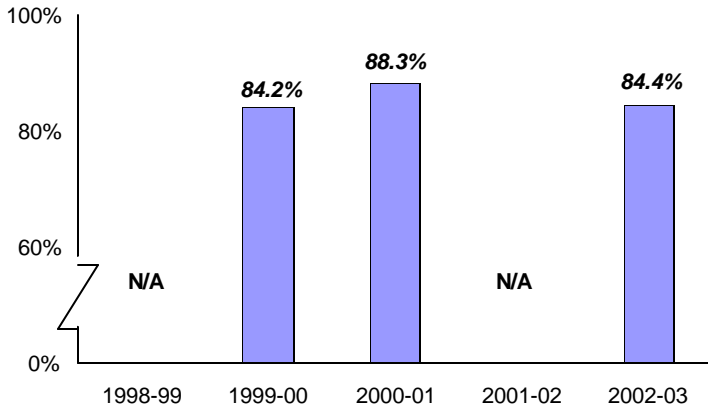
Teacher licensure in these specialized areas is expected to show continued growth. EOU's Continuing Teaching License program provides for coursework to support assembly of a portfolio demonstrating an applicant's proficiency in the ten advanced teaching competencies required by TSPC. The coursework supports Continuing Teaching License candidates as they develop and refine portfolio components, but completion of the coursework alone does not automatically guarantee that the portfolio will meet Continuing Teaching License requirements. To assist in the CTL program's development and implementation, the University participated in the Oregon Quality Assurance in Teaching Program (O-QAT). This program provided support for Arts and Sciences faculty to meet with Education faculty to discuss content preparation for pre-service programs. Another O-QAT initiative supported preparation of teacher candidates in shortage areas such as special education, reading, and English for speakers of other languages (ESOL). The O-QAT program also addressed technology by supporting development of a database and web-based information access.

<sup>3</sup> Data are extracted from reports prepared jointly by OUS and the Teacher Standards and Practices Commission (TSPC) based on the number of individuals securing endorsements from TSPC in a given year. These reports are conducted every two years. The total is a duplicated headcount. A person with endorsements in two shortage area disciplines (chemistry and biology) would be counted twice. A person with endorsements in mathematics and English would be counted once.

# Eastern Oregon University

## Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	76.9%	78.8%
2003-04	77.8%	80.6%
2004-05	83.0%	88.0%
2005-06	84.0%	89.0%
2006-07	84.5%	89.5%
2007-08	85.0%	90.0%

*Performance Trend:*

The rating of the overall quality of the education received at EOU has increased steadily in three prior survey periods, with an increase of 14 percentage points of students rating the experience “very good” or “excellent” in 2000-01 compared to 1996-97. Since that time, tuition has increased and the tuition plateau was eliminated effective Winter 2004. These substantive changes may slow increases in graduate satisfaction, reflective in the 3.9% decrease shown in 2002-03.

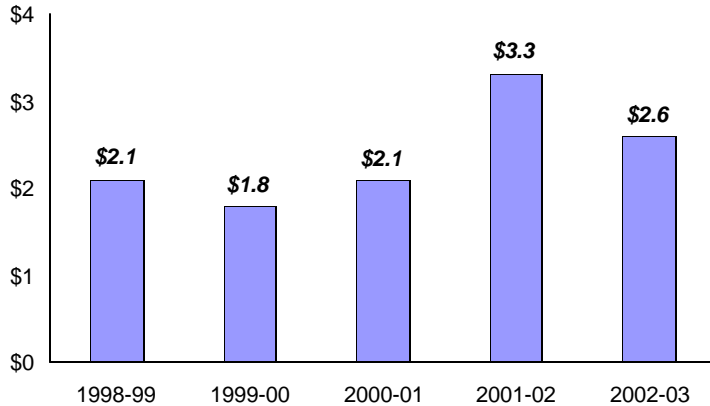
*Rationale for Future Targets:*

EOU is working to maintain very high marks in graduate satisfaction. In addition to many services offered to currently enrolled students, EOU also helps juniors and seniors ready themselves for career and or graduate school searches with job search skills classes, senior meetings, graduate school brown bag discussions, job fairs, mock interviews and a special dinner for business etiquette.

# Eastern Oregon University

## Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. (*Dollars in millions*)



Year	Low Target	High Target
2002-03	\$2.3	\$2.5
2003-04	\$2.3	\$2.5
2004-05	\$3.0	\$3.5
2005-06	\$3.5	\$4.0
2006-07	\$4.0	\$4.5
2007-08	\$4.5	\$5.5

Performance Trend:

Annual expenditures for research, training/teaching has grown by \$500,000 since 1998-99.

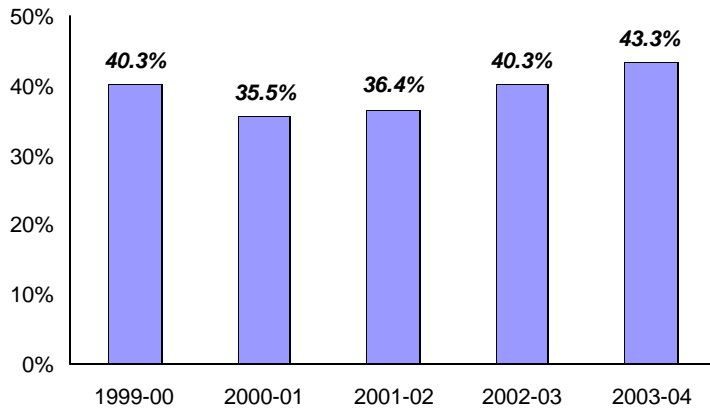
Rationale for Future Targets:

Prior year growth in this indicator was primarily due to gifts, grants, and contracts related to equipment for EOU’s new science building. This rate of growth will likely not occur in the future because equipment needs will stabilize and because of the shortage of teaching faculty available to cover for reassigned time to conduct research or to administer grant activity. During 2004-2005, Eastern’s first Director for the Office of Grants and Sponsored Programs will be hired. This hire is expected to result in additional funded grant proposals.

## Mission Specific Indicators Selected by EOU

### Performance Indicator Target Detail

**High-Achieving High School Graduates** – Proportion of newly admitted freshmen with high school grade point averages (GPA) of 3.5 or higher.



Year	Low Target	High Target
2002-03	36.5%	37.5%
2003-04	37.0%	38.5%
2004-05	39.0%	41.0%
2005-06	41.0%	43.0%
2006-07	43.0%	45.0%
2007-08	45.0%	47.0%

Performance Trend:

EOU has increased the number of high achieving freshmen by 6.9% since 2001-02.

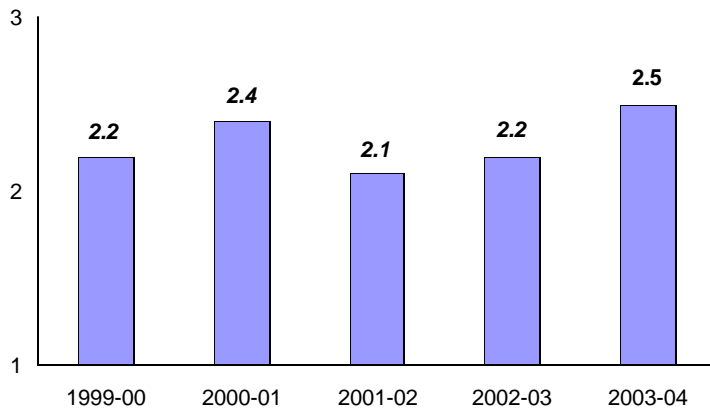
Rationale for Future Targets:

EOU aims to be a selective undergraduate institution while providing educational access to Oregonians. Beginning with Fall 2001, EOU clarified its admissions procedures. EOU began admitting a higher proportion of better-prepared students by keeping the number of ‘special admits’ at or below 5% of the entire freshman class. The proportion of newly admitted freshmen with high GPAs, international freshmen, and freshmen from underrepresented counties in Oregon will continue to increase due to an emphasis in the enrollment management plan.

## Mission Specific Indicators Selected by EOU

### Performance Indicator Target Detail

**Cornerstones of an EOU Experience** – The average number of undergraduate curriculum enhancements completed by EOU graduates. The four components articulated in 1999 include service learning, international experience, internship, and undergraduate research.



Year	Low Target	High Target
2002-03	2.9	3.2
2003-04	2.3	2.6
2004-05	2.3	2.5
2005-06	2.4	2.6
2006-07	2.5	2.7
2007-08	2.6	2.8

#### Performance Trend:

The average number of Cornerstones an undergraduate takes before graduation is at a 4 year high of 2.5. Research experiences often start in the freshman year and continue each year, but we only count one experience per student using this scale. The most reliable data would come from requiring the Cornerstones. Then, we would be able to clearly certify that all EOU graduates had certifiable, “high end” Cornerstone experiences, as well as a series of preparatory experiences that were implicit in the curricular design structure.

#### Rationale for Future Targets:

As the rising count indicates, experiential learning has taken hold at EOU. This number will continue to grow due to increased partnerships with industry and continued emphasis on international learning opportunities. The curriculum is now shaped around experiential learning, so the next steps are to build on this emerging core and to make it a conscious hallmark of an EOU education by making the Cornerstones a graduation requirement.

## EOU Data Definitions

- 1. Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
- 2. Total Degree Production.** Bachelor’s, master’s, doctoral, and first professional degrees awarded annually. 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.
- 3. Degree Production in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. Bachelor’s, master’s, doctoral degrees awarded in selected fields by Classification of Instructional Program code (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 (14), engineering-related technologies (15), and computer and information sciences (11). 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. Each campus selected one shortage area to target improvement efforts (increase degree production). 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.
- 4. 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.
- 5. Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

### Mission Specific Indicators

- 6. Percent of High School Graduates with 3.5+ GPA at Admission.** Proportion of first-time resident and non-resident freshman entering fall term following graduation from high school. Source: OUS, Institutional Research Services, *Enrollment of First-Time Freshman by High School GPA, Oregon Residence Code, Sex, and Institution*; excludes extended enrollment

7. **Mean Cornerstone Experiences (Bachelor's Recipients).** Average number out of the four possible cornerstone experiences that are completed by graduates with a BA or BS. Academic Year 1999-2000 was the first-year of this program. Source: Oregon University System

## Non-targeted Indicators

8. **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.
9. **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.
10. **Bachelor's Degree Completion.** 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 7<sup>th</sup> year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but graduated from another OUS institution (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **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.
12. **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.
13. **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 30<sup>th</sup> 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.



**Oregon Institute of Technology  
2004 Annual Report to the Board on  
Performance and Target-Setting**



# Oregon Institute of Technology

## Performance Indicator Target Summary 2004

<i>Indicators *</i>	<i>Common to All Institutions</i>				<i>Mission Specific</i>			
	Retention <sup>1</sup>	Total Degrees <sup>2</sup>	Shortage Degrees <sup>3</sup>	Graduate Experience <sup>4</sup>	R&D Expenditures <sup>5</sup> (\$ in millions)	Women in Engineering Fields <sup>6</sup>	Degree Completion Rate <sup>7</sup>	
<b>Results</b>								
1998-99	68.9%	279	142	-	\$1.5	Not required <sup>8</sup>	32.2%	
1999-00	63.4%	330	139	90.4%	\$2.2	-	31.5%	
2000-01	73.3%	328	163	93.0%	\$2.6	-	36.2%	
2001-02	68.9%	360	178	-	\$1.9	129	41.1%	
2002-03	71.2%	369	154	86.7%	\$2.4	101	42.1%	
2003-04	Avail. May 2005	Avail. Dec 2004	Avail. Dec 2004	-	Avail. Dec 2004	86	Avail. May 2005	
<b>Targets</b>								
2002-03 (set 2001)	Low	70.2%	304	156	85.5%	\$2.0	124	35.0%
	High	71.4%	313	165	86.9%	\$2.1	130	36.0%
2003-04 (set 2001)	Low	70.6%	307	159	86.2%	\$2.2	130	36.0%
	High	72.2%	319	171	88.4%	\$2.3	136	37.0%
2004-05 (set 2003)	Low	70.0%	365	187	93.0%	\$2.2	106	42.0%
	High	73.0%	375	225	93.0%	\$3.0	117	43.0%
2005-06 (set 2004)	Low	70.3%	367	160	86.0%	\$2.3	106	42.0%
	High	73.7%	380	225	93.0%	\$3.1	117	43.0%
2006-07 (set 2004)	Low	70.6%	369	170	86.0%	\$2.4	106	42.0%
	High	74.3%	385	225	93.0%	\$3.3	117	43.0%
2007-08 (set 2003)	Low	71.0%	370	180	86.0%	\$2.5	106	42.0%
	High	75.0%	390	225	93.0%	\$3.5	117	43.0%

**Notes:**

<sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at OIT.

<sup>2</sup> Total degrees (bachelor's and master's) awarded.

<sup>3</sup> OIT selected engineering and engineering-related technologies.

<sup>4</sup> Percent of OIT bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale

<sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).

<sup>6</sup> Women enrolled in traditionally male-dominated engineering fields.

<sup>7</sup> Percent of entering freshmen who graduate within 150% of time. Two-year degrees earned in three years or less and four-year degrees earned in six years or less are counted as completions.

<sup>8</sup> Mission specific indicator introduced in 2001.

\* Complete data definitions are available in Appendix A.

# Oregon Institute of Technology

## Non-targeted Indicators

### Common to All Institutions

<i>Indicators</i> *	Total Credit Enrollment	New UG Enrollment	Retention <sup>9</sup> (inclusive)	Completion <sup>10</sup>	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	2,679	625	75.3%	32.2% (excludes) 42.9% (includes)	-	\$12.7	Not Available
1999-00	2,814	576	66.2%	31.5% (excludes) 37.0% (includes)	97.4%	\$13.9	99.3%
2000-01	2,842	629	77.2%	36.2% (excludes) 40.8% (includes)	93.9%	\$13.1	99.5%
2001-02	3,088	709	73.7%	41.1% (excludes) 46.7% (includes)	-	\$13.1	96.3%
2002-03	3,139	700	76.5%	42.1% (excludes) 48.2% (includes)	93.3%	\$13.1	96.8%
2003-04	3,236	672	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	97.3%

Notes:

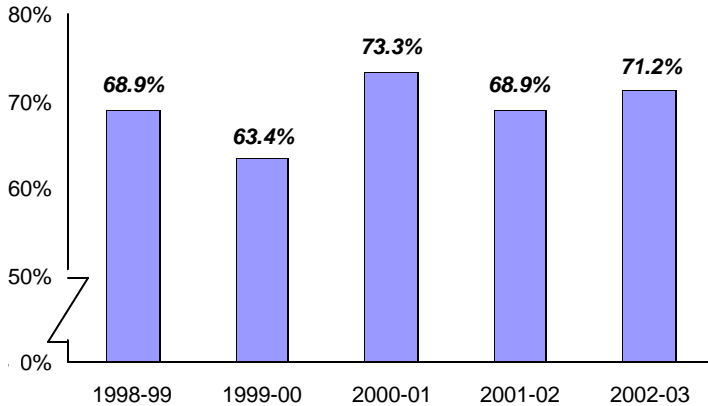
<sup>9</sup> Percent of first-time, full-time freshmen who return for a second year at any OUS institution.

<sup>10</sup> Percent of entering freshmen who graduate within 150% of time. Two-year degrees earned in three years or less and four-year degrees earned in six years or less are counted as completions.

\* Complete data definitions are available in Appendix A.

## Oregon Institute of Technology Performance Indicator Target Detail

**Freshmen Persistence/Retention** – The percent of full-time freshmen that return to OIT for a second year.<sup>4</sup>



Year	Low Target	High Target
2002-03	70.2%	71.4%
2003-04	70.6%	72.2%
2004-05	70.0%	73.0%
2005-06	70.3%	73.7%
2006-07	70.6%	74.3%
2007-08	71.0%	75.0%

Performance Trend:

Data has substantial year-to-year variability with a slight upward trend.

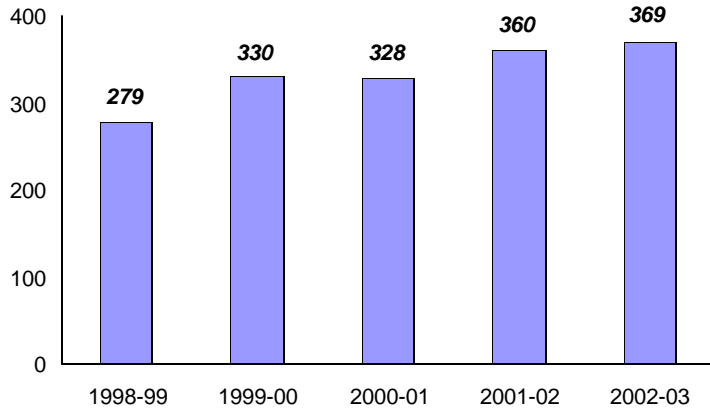
Rationale for Future Targets:

OIT implemented a “student success plan” in 2000-01. We believe the level of faculty and staff activity associated with the implementation of that plan will lead to steady improvements in freshmen retention. We have also implemented higher admission standards for high school graduates, including a 3.0 GPA and/or higher SAT scores. These higher admission standards will bring in students who are better prepared for college and should lead to higher retention rates.

<sup>4</sup> For example, data for 2002-03 reflect the number of OIT freshmen who entered in Fall 2002 and were still enrolled at OIT in Fall 2003.

## Oregon Institute of Technology Performance Indicator Target Detail

**Total Degree Production**<sup>5</sup> – The number of bachelor’s and master’s degrees awarded in a given academic year.



Year	Low Target	High Target
2002-03	304	313
2003-04	307	319
2004-05	365	375
2005-06	367	380
2006-07	369	385
2007-08	370	390

Performance Trend:

The data shows a steady upward trend.

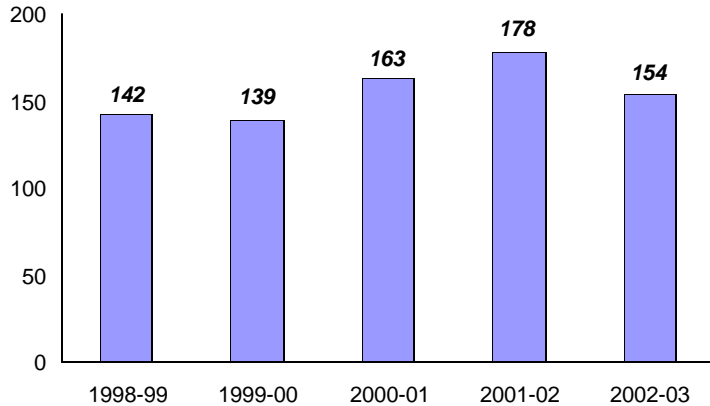
Rationale for Future Targets:

The addition in 2004 of new programs in respiratory care, graduate manufacturing and renewable energy systems will lead to a steady increase in degree production. New infrastructure support being provided through our Center for Health Professions should lead to a doubling of our allied health graduates over a five-year period.

<sup>5</sup> Associate degrees are not counted in this measure.

## Oregon Institute of Technology Performance Indicator Target Detail

### Degrees Produced in Engineering, Engineering-Related Technologies, and Computer Science Fields – Number of degrees produced in this Oregon shortage area.<sup>6</sup>



Year	Low Target	High Target
2002-03	156	165
2003-04	159	171
2004-05	187	225
2005-06	160	225
2006-07	170	225
2007-08	180	225

#### Performance Trend:

The data shows a flat to slightly downward trend.

#### Rationale for Future Targets:

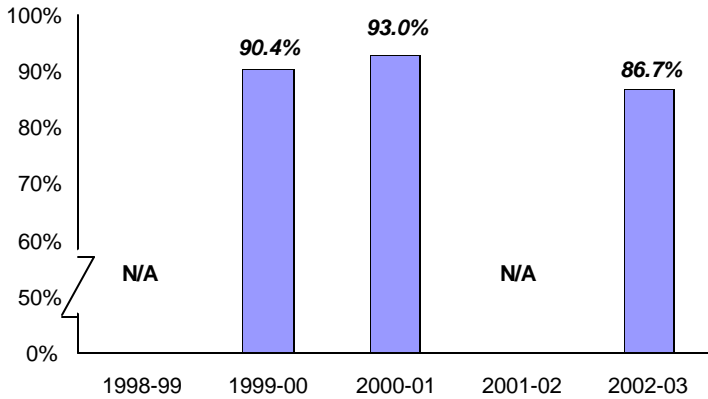
A three-year economic slump for high technology industries in Oregon beginning in 2000 has led to declining opportunities for employment in this sector and decreasing student enrollment in recent years. These factors were reflected in enrollment declines in 2001 and led to decreased degree productivity in 2003.

Graduation rates for engineers in the US are cyclical, following trends in the US economy. It is expected that employment in these areas will pick up during the next several years as the US economy recovers from its mild recession. New high and low target through 2007 are set based on those expectations.

<sup>6</sup> OIT also produces associate's degrees in this shortage area. Associate's degrees are not counted in this measure.

## Oregon Institute of Technology Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	85.5%	86.9%
2003-04	86.2%	88.4%
2004-05	93.0%	93.0%
2005-06	86.0%	93.0%
2006-07	86.0%	93.0%
2007-08	86.0%	93.0%

Performance Trend:

The data show a flat to declining trend.

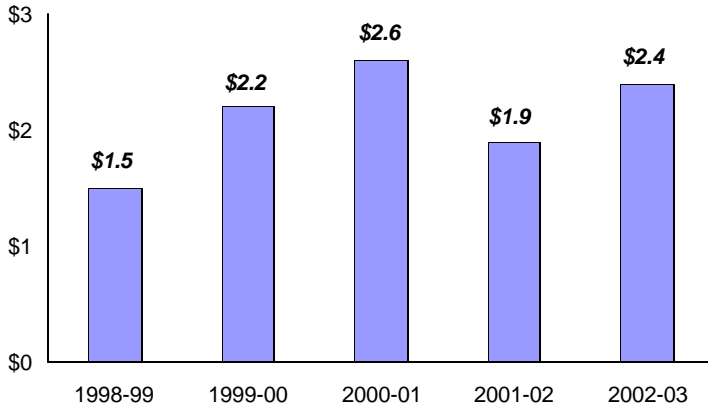
Rationale for Future Targets:

The Oregon recession beginning in 2000 has made it more difficult for graduates to find employment across the spectrum of degree programs. A steady decline in academic budgets over the past five years has led to less support for instructional and laboratory equipment and more crowded classrooms. These factors all influence student satisfaction in a negative way.

Recognizing that these trends can be reversed only gradually, the out-year targets have been adjusted accordingly.

## Oregon Institute of Technology Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. (*Dollars in millions*)



Year	Low Target	High Target
2002-03	\$2.0	\$2.1
2003-04	\$2.2	\$2.3
2004-05	\$2.2	\$3.0
2005-06	\$2.3	\$3.1
2006-07	\$2.4	\$3.3
2007-08	\$2.5	\$3.5

Performance Trend:

R&D expenditures show a steady growth, with some year-to-year variability.

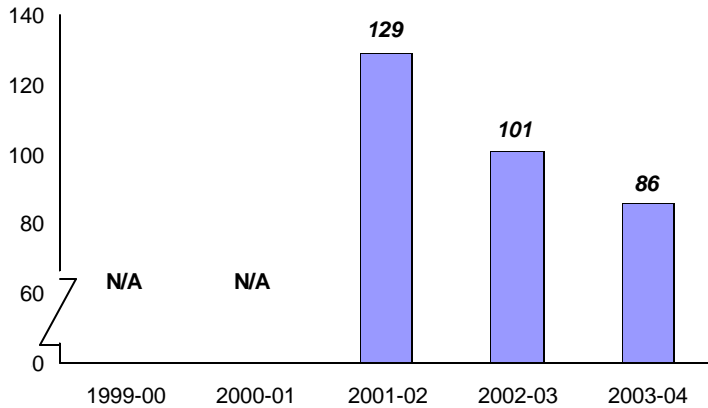
Rationale for Future Targets:

There are growing opportunities for applied research in the area of renewable energy systems and manufacturing. The hiring of a new Oregon Renewable Energy Center director with a strong industry background and the addition of a new degree program in renewable energy systems will support this growth. The addition of a graduate degree in manufacturing will support this growth.

## Mission Specific Indicators Selected by OIT

### Performance Indicator Target Detail

#### Women Enrolled in Engineering-related Fields



Year	Low Target	High Target
2002-03	124	130
2003-04	130	136
2004-05	106	117
2005-06	106	117
2006-07	106	117
2007-08	106	117

#### Performance Trend:

There is a steady decline in this performance indicator. The data also includes a decline in overall enrollment in these disciplines; however, the percentage of women enrolled has declined to 8% from a high of 11%.

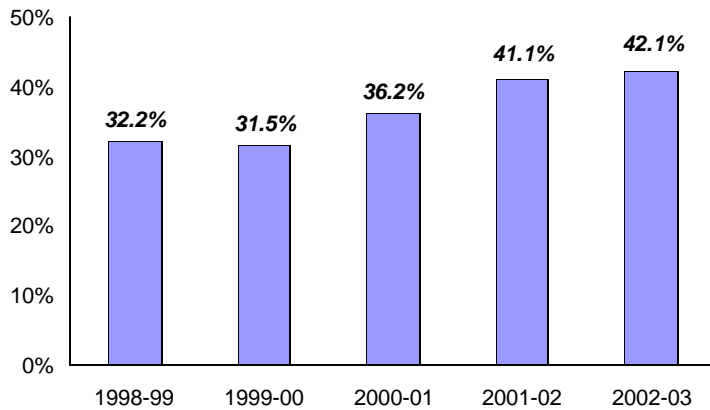
#### Rationale for Future Targets:

We have set new targets based on the present low baseline of success in this area. We have taken four actions to address the issue and to improve our performance: 1) we held a focus group in 2003 to explore the issues and develop a plan to improve enrollment of women; 2) we held a faculty workshop on diversity and campus culture during the 2004 faculty convocation; 3) we held a planning meeting on retention with our alumni advisory board on this issue; and 4) we are developing a partnership with industrial employers of our graduates to foster improvement in this area.

## Mission Specific Indicators Selected by OIT

### Performance Indicator Target Detail

**Degree Completion Rate**– Percent of freshmen who enter and complete their degrees at OIT within 150% time. Two-year degrees earned in three years or less and four-year degrees earned in six years or less are counted as completions.



Year	Low Target	High Target
2002-03	35.0%	36.0%
2003-04	36.0%	37.0%
2004-05	42.0%	43.0%
2005-06	42.0%	43.0%
2006-07	42.0%	43.0%
2007-08	42.0%	43.0%

Performance Trend:

This indicator has had a steady upward trend.

Rationale for Future Targets:

Recent increases in tuition and the elimination of the tuition plateau will lead to downward pressure on the six-year degree completion rate. We have adjusted our out-year targets downward slightly for these reasons.

We are taking actions to mitigate the consequences of these drivers, including seeking additional financial aid assistance for our students and growing the availability of scholarship funds through a fund raising campaign with our foundation.

# OIT Data Definitions

1. **Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
2. **Total Degree Production.** Bachelor’s and master’s degrees awarded annually. 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.
3. **Degree Production in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. Bachelor’s, master’s, doctoral degrees awarded in selected fields by Classification of Instructional Program code (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 (14), engineering-related technologies (15), and computer and information sciences (11). 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. Each campus selected one shortage area to target improvement efforts (increase degree production). 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.
4. **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.
5. **Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

## Mission Specific Indicators

6. **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. Graduation rates in these fields are 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.

7. **Degree Completion Rate** (Bachelor's and Associate degrees included). Selected by the institution as a mission specific monitor, see data definition #10 below for description and source. Excludes intra-OUS transfers.

## Non-targeted Indicators

8. **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.
9. **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.
10. **Degree Completion.** 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 150% time. Two-year degrees earned in three years or less and four-year degrees earned in six years or less are counted as completions. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but graduated from another OUS institution (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **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.
12. **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.
13. **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 30<sup>th</sup> 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.



**Oregon State University**  
**2004 Annual Report to the Board on**  
**Performance and Target-Setting**



# Oregon State University

## Performance Indicator Target Summary 2004

<i>Indicators</i> *	<i>Common to All Institutions</i>					<i>Mission Specific</i>		
	Retention <sup>1</sup>	Total Degrees <sup>2</sup>	Shortage Degrees <sup>3</sup>	Graduate Experience <sup>4</sup>	R&D Expenditures <sup>5</sup> (\$ in millions)	Top Oregon H.S. Grads <sup>6</sup>	Student Diversity <sup>7</sup>	
<b>Results</b>								
1998-99	80.0%	3,257	533	-	\$107.8	28.5%	12.0%	
1999-00	78.6%	3,386	551	85.9%	\$105.3	28.9%	12.6%	
2000-01	79.5%	3,304	576	82.6%	\$113.3	28.9%	12.8%	
2001-02	79.6%	3,459	599	-	\$123.2	28.3%	12.8%	
2002-03	80.9%	3,894	680	83.0%	\$134.4	30.5%	13.0%	
2003-04	Avail. May 2005	Avail. Dec 2004	Avail. Dec 2004	-	Avail. Dec 2004	30.9%	13.6%	
<b>Targets</b>								
2002-03 (set 2001)	Low	81.2%	3,388	548	66.6%	\$106.9	29.4%	12.9%
	High	82.4%	3,493	560	68.3%	\$110.5	30.0%	13.2%
2003-04 (set 2001)	Low	80.0%	3,800	600	70.0%	\$130.0	29.7%	13.0%
	High	81.0%	4,000	650	80.0%	\$140.0	30.5%	13.5%
2004-05 (set 2003)	Low	80.5%	3,900	650	72.0%	\$135.0	30.0%	13.2%
	High	82.0%	4,200	700	82.0%	\$150.0	32.0%	14.0%
2005-06 (set 2004)	Low	81.0%	4,000	700	78.0%	\$140.0	30.3%	13.5%
	High	83.0%	4,250	750	83.0%	\$160.0	32.5%	14.3%
2006-07 (set 2004)	Low	81.5%	4,100	720	79.0%	\$145.0	30.7%	13.8%
	High	84.0%	4,325	775	84.0%	\$170.0	33.0%	14.6%
2007-08 (set 2003)	Low	82.0%	4,200	740	80.0%	\$150.0	31.0%	14.0%
	High	85.0%	4,400	800	85.0%	\$180.0	33.5%	15.0%

**Notes:**

- <sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at OSU.
- <sup>2</sup> Total degrees (bachelor's, master's, doctorate, and professional) awarded.
- <sup>3</sup> OSU selected engineering and computer science fields.
- <sup>4</sup> Percent of OSU bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale
- <sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).
- <sup>6</sup> Percent of Oregon freshmen at OSU with a high school GPA of 3.75 or higher.
- <sup>7</sup> Enrollment of students of color in credit courses (percent of total enrollment).

\* Complete data definitions are available in Appendix A.

# Oregon State University

## Non-targeted Indicators

### Common to All Institutions

<i>Indicators</i> *	Total Credit Enrollment	New UG Enrollment	Retention <sup>8</sup> (inclusive)	Completion	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	15,197	3,530	83.0%	55.0% (excludes) 59.8% (includes)	-	\$318.7	Not Available
1999-00	16,061	4,092	81.1%	56.7% (excludes) 62.1% (includes)	95.7%	\$364.6	92.2% (shared)
2000-01	16,777	3,932	82.5%	58.3% (excludes) 63.4% (includes)	95.2%	\$375.8	94.4% (individual) 94.5% (shared)
2001-02	18,032	4,426	82.5%	58.7% (excludes) 63.3% (includes)	-	\$375.7	90.4% (individual) 90.6% (shared)
2002-03	18,774	4,119	83.8%	60.6% (excludes) 65.0% (includes)	94.2%	\$371.1	90.3% (individual) 90.9% (shared)
2003-04	18,974	4,128	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	92.7% (individual) 93.2% (shared)

Notes:

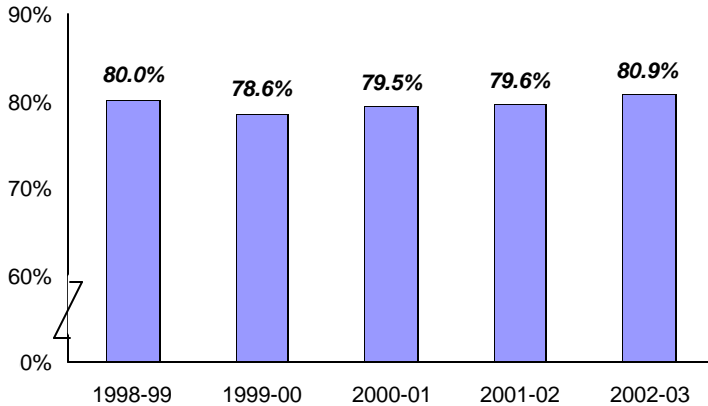
<sup>8</sup> Percent of first-time, full-time freshmen who return for a second year at any OUS institution.

\* Complete data definitions are available in Appendix A.

# Oregon State University

## Performance Indicator Target Detail

**Freshmen Persistence/Retention** – The percent of full-time freshmen that return to OSU for a second year.<sup>7</sup>



Year	Low Target	High Target
2002-03	81.2%	82.4%
2003-04	80.0%	81.0%
2004-05	80.5%	82.0%
2005-06	81.0%	83.0%
2006-07	81.5%	84.0%
2007-08	82.0%	85.0%

Performance Trend:

- For the past four years, OSU’s freshmen retention rate has been increasing at a mean rate of approximately 0.5% per year. The 80.9% retention rate exceeded the previous high of 80.0% set with the 1997-98 cohort.

Rationale for Future Targets:

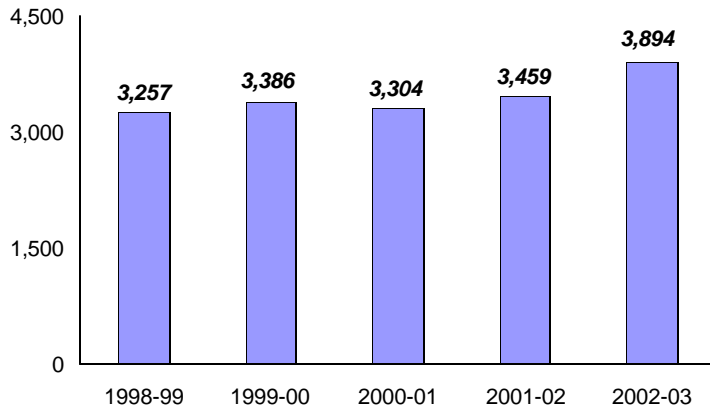
- A new focus on student retention is underway. A campus-wide Retention Committee has been established. The Committee is examining statistical information pertaining to freshmen retention. Analysis will be made on the factors leading up to a student’s decision to drop out, on courses with a high failure rate, and on student groups such as student athletes and at-risk students (Educational Opportunities Program students). Recommendations to improve student retention will be discussed and implemented during the current 2004-05 academic year.
- A new admissions policy that incorporates experiential experience factors for predicting student success at OSU has been implemented. Guidelines for use of the new Insight Resume (admission requirement) will be established to help develop targeted intervention for at-risk students.
- Student advising will be enhanced.
- A new Center for Teaching and Learning (to assist faculty in developing an effective learning environment) will become operational during the 2004-05 academic year.
- A new Academic Success Center (a comprehensive resource for academic support services to assist students in being successful and achieving their highest potential) was established during the past academic year.
- The University Honors College has begun an expansion of its enrollment capacity.

<sup>7</sup> For example, data for 2002-03 reflect the number of OSU freshmen who entered in fall 2002 and were still enrolled at OSU in fall 2003.

# Oregon State University

## Performance Indicator Target Detail

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



Year	Low Target	High Target
2002-03	3,388	3,493
2003-04	3,800	4,000
2004-05	3,900	4,200
2005-06	4,000	4,250
2006-07	4,100	4,325
2007-08	4,200	4,400

Performance Trend:

- OSU has increased its total degree production by 590 during the past three years. This represents an increase of approximately 200 additional degrees annually.

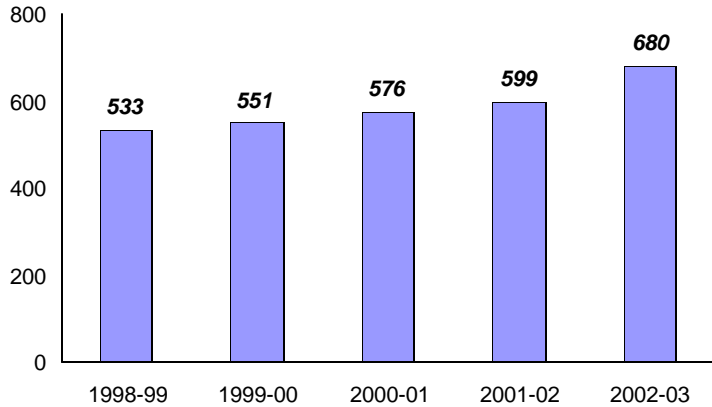
Rationale for Future Targets:

- Increase the retention rates through new initiatives; e.g., the Center for Teaching and Learning, Academic Success Center, and from information coming from the analyses conducted by the new Retention Committee will lead to an increase in degree production.
- Ensure the relevancy of OSU’s academic degree programs.
- Offer additional, selected degree programs through Extended Campus (e.g., degree programs specifically designed to meet the needs of local communities and place bound students).
- The degree production targets correspond to OSU’s headcount enrollment increase of 28.5% when 1998-99 (14,618) and 2002-03 (18,789) are compared.

# Oregon State University

## Performance Indicator Target Detail

**Degree Production in Engineering and Computer Science Fields** – Number of degrees produced in this Oregon shortage area.



Year	Low Target	High Target
2002-03	548	560
2003-04	600	650
2004-05	650	700
2005-06	700	750
2006-07	720	775
2007-08	740	800

Performance Trend:

- OSU has realized a steady growth in the number of engineering and computer science degrees being awarded. From 1998-99 to 2002-03, the number of degrees in these two disciplines has increased by 147, or approximately at a rate of 30 additional degrees per year. This represents a 27.5% increase in the past five years.

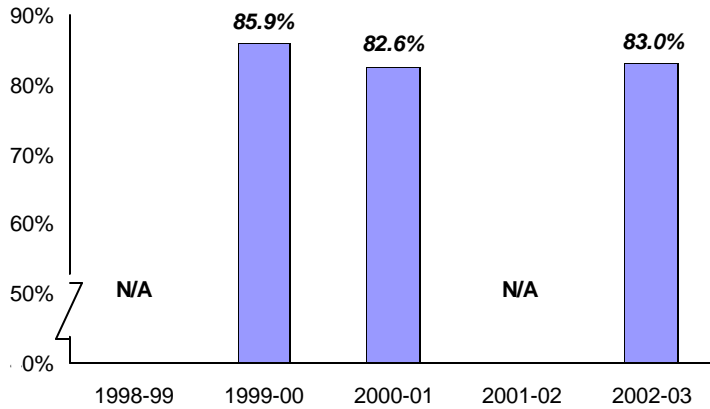
Rationale for Future Targets:

- As specified and articulated in OSU’s new strategic plan, the University will continue to support OSU’s Engineering and Computer Science degree programs and to invest in the Engineering Top 25 Initiative.
- From Fall Term 1998 to Fall Term 2002, engineering and computer science enrollment increased from 2,424 to 3,673 (or 51.5%). Thus, the degree production growth is expected to continue in the engineering and computer science disciplines, although the rate of increase may slow after 2005-06 due to a corresponding slow down in OSU’s total enrollment growth rate.
- Oregon continues to invest in engineering and computer science through the Engineering and Technology Industry Council’s (ETIC) targeted funding.
- Targeted improvements in student retention will have a positive impact on degree production in Engineering and Computer Science.

# Oregon State University

## Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	66.6%	68.3%
2003-04	70.0%	80.0%
2004-05	72.0%	82.0%
2005-06	78.0%	83.0%
2006-07	79.0%	84.0%
2007-08	80.0%	85.0%

Performance:

- The percent of recent graduates rating the overall quality of the education they received at OSU as “very good” or “excellent” has remained relatively steady.
- OSU continues to maintain excellence with regard to the quality of education provided to its students.

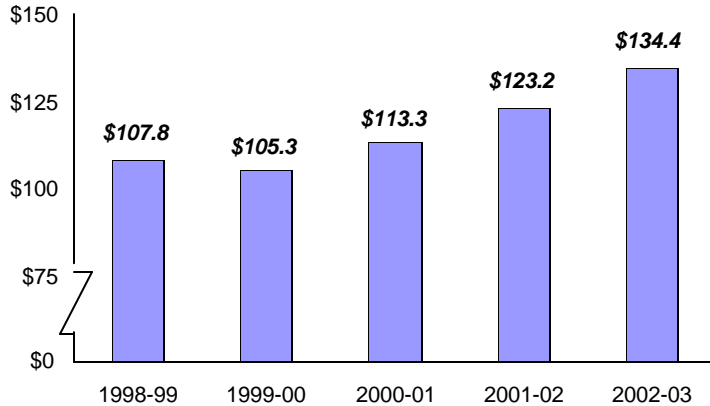
Rationale for Future Targets:

- OSU will continue to enhance its academic programs, including the integration of internship and international experience opportunities.
- OSU will continue to offer a quality educational experience, an experience that will include outstanding support services and an exciting array of co-curricular activities.
- OSU will continue to provide its students with a full array of campus engagement experiences and opportunities.

# Oregon State University

## Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. (*Dollars in millions*)



Year	Low Target	High Target
2002-03	\$106.9	\$110.5
2003-04	\$130.0	\$140.0
2004-05	\$135.0	\$150.0
2005-06	\$140.0	\$160.0
2006-07	\$145.0	\$170.0
2007-08	\$150.0	\$180.0

Performance:

- Spending on research and development, crucial to Oregon’s competitiveness, has increased significantly over the past four years. From 1999-00 to 2002-03, the annual expenditures for research have increased from \$105.3 million to \$134.4. This represents a 27.6% increase, or an annual increase of approximately \$7.25 million.

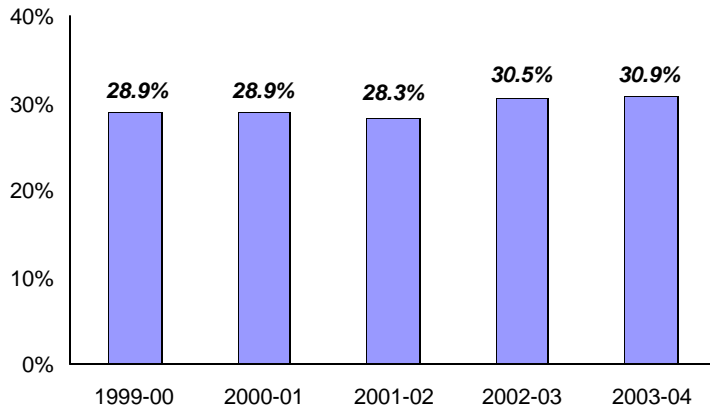
Rationale for Future Targets:

- OSU will engage in pursuing the establishment—in collaboration with other universities—of new research centers and institutes.
- There will be an increased effort to expand OSU’s entrepreneurship activities.
- OSU will evaluate the development of a new research park.
- There will be an effort to develop a focused Portland initiative based on the strengths of OSU’s various programs.
- OSU will develop new initiatives in our statewide operations to address evolving economic and societal issues in Oregon.
- There will be an on-going effort to target federal, state, and private initiatives and sources of revenue for continued (and increased) growth.
- OSU is investing up to \$2 million per year for five years in research/outreach programs that offer high future potential.

## Mission Specific Indicators Selected by OSU

### Performance Indicator Target Detail

**High-Achieving Oregon High School Graduates** – Percent of newly admitted freshmen from Oregon high schools with a grade point average (GPA) of 3.75 or higher.



Year	Low Target	High Target
2002-03	29.4%	30.0%
2003-04	29.7%	30.5%
2004-05	30.0%	32.0%
2005-06	30.3%	32.5%
2006-07	30.7%	33.0%
2007-08	31.0%	33.5%

Performance Trend:

- The percentage of high achieving Oregon high school graduate choosing to attend OSU has been increasing. In the past three years, the percentage of admitted freshmen from Oregon high schools with a grade point average of 3.75 or higher has gone from 28.3% to 30.9%.

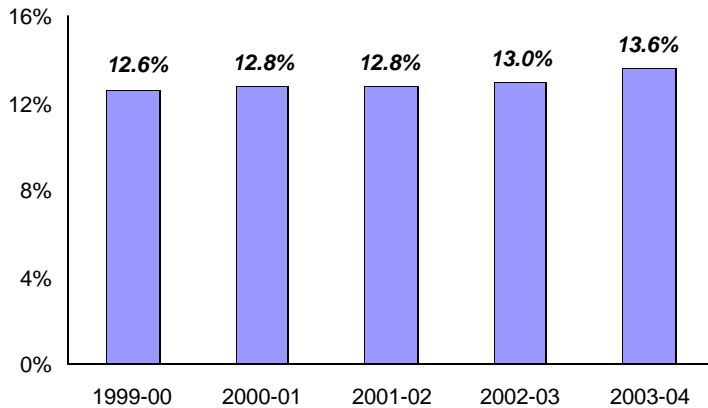
Rationale for Future Targets:

- OSU will increase the capacity of the University Honors College.
- OSU will target and actively recruit high school students who are in the top ten percent of their senior class.
- OSU will acquire and invest private resources at the institution and unit level to attract and retain high achieving students.

## Mission Specific Indicators Selected by OSU

### Performance Indicator Target Detail

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



Year	Low Target	High Target
2002-03	12.9%	13.2%
2003-04	13.0%	13.5%
2004-05	13.2%	14.0%
2005-06	13.5%	14.3%
2006-07	13.8%	14.6%
2007-08	14.0%	15.0%

Performance Trend:

- The proportion of students of color enrolled at OSU has been steadily increasing during the past five years. Since 1999-00, the percentage of U.S. minority students has increased by one percent.

Rationale for Future Targets:

- OSU will continue its efforts to not only attract students of color, but to recruit and retain faculty of color through a new Faculty Diversity Initiative. An increase in faculty of color will serve as role models and mentors for students of color.
- Enhance and integrate not only the existing diversity activities—designed to provide more effective recruitment and subsequent retention of students of color—but also implement new programs and strategies to recruit and retain U.S. minority students.
- A new Community and Diversity Office has been created. New initiatives will be developed and implemented during the coming years.
- A University-level Diversity Plan, and companion plans for academic units, will be completed by June 2005.

## OSU Data Definitions

- 1. Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
- 2. Total Degree Production.** Bachelor’s, master’s, doctoral, and first professional degrees awarded annually. 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.
- 3. Degree Production in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. Bachelor’s, master’s, doctoral degrees awarded in selected fields by Classification of Instructional Program code (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 (14), engineering-related technologies (15), and computer and information sciences (11). 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. Each campus selected one shortage area to target improvement efforts (increase degree production). 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.
- 4. 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.
- 5. Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

### Mission Specific Indicators

- 6. 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 of first-time freshman by High School GPA, Oregon Residence Code, Sex, and Institution*.

7. **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.

## Non-targeted Indicators

8. **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.
9. **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.
10. **Bachelor's Degree Completion.** 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 7<sup>th</sup> year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but graduated from another OUS institution (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **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.
12. **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.
13. **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 30<sup>th</sup> 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.



**Portland State University**  
**2004 Annual Report to the Board on**  
**Performance and Target-Setting**



# Portland State University

## Performance Indicator Target Summary 2004

<i>Indicators *</i>	<i>Common to All Institutions</i>				<i>Mission Specific</i>			
	Retention <sup>1</sup>	Total Degrees <sup>2</sup>	Shortage Degrees <sup>3</sup>	Graduate Experience <sup>4</sup>	R&D Expenditures <sup>5</sup> (\$ in millions)	Science and Engineering R&D <sup>6</sup> (\$ in millions)	Community-service Learning <sup>7</sup>	
<b>Results</b>								
1998-99	62.0%	3,129	270	-	\$20.8	\$4.9	5,051	
1999-00	65.2%	3,271	264	69.9%	\$24.0	\$6.2	5,934	
2000-01	68.5%	3,431	231	66.5%	\$26.4	\$7.4	7,518	
2001-02	67.9%	3,488	268	-	\$25.9	\$7.7	6,918	
2002-03	66.8%	3,928	323	78.8%	\$28.5	\$9.9	7,432	
2003-04	Avail. May 2005	Avail. Dec 2004	Avail. Dec 2004	-	Avail. Dec 2004	\$11.0	7,789	
<b>Targets</b>								
2002-03 (set 2001)	Low	64.8%	3,234	279	63.1%	\$22.9	\$6.7	6,871
	High	67.2%	3,324	298	64.9%	\$25.4	\$6.8	7,036
2003-04 (set 2001)	Low	65.4%	3,267	284	63.7%	\$23.6	\$6.9	7,036
	High	68.6%	3,387	310	66.1%	\$26.9	\$7.0	7,256
2004-05 (set 2003)	Low	66.1%	3,850	290	64.3%	\$32.0	\$8.9	7,808
	High	70.0%	4,150	322	67.3%	\$33.5	\$9.5	8,194
2005-06 (set 2004)	Low	67.9%	3,975	296	66.4%	\$34.0	\$9.2	8,003
	High	72.0%	4,275	334	70.8%	\$36.1	\$10.0	8,603
2006-07 (set 2004)	Low	69.6%	4,100	302	68.6%	\$36.1	\$9.4	8,204
	High	74.0%	4,400	346	74.4%	\$38.6	\$10.5	9,034
2007-08 (set 2003)	Low	71.4%	4,225	308	70.7%	\$38.1	\$9.7	8,409
	High	76.0%	4,525	358	77.9%	\$41.2	\$11.0	9,485

**Notes:**

- <sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at PSU.
- <sup>2</sup> Total degrees (bachelor's, master's, and doctorate) awarded.
- <sup>3</sup> PSU selected engineering and computer science fields.
- <sup>4</sup> Percent of PSU bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale
- <sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).
- <sup>6</sup> Science and engineering R&D expenditures at PSU.
- <sup>7</sup> Number of students who enrolled in a community-service learning project.

\* Complete data definitions are available in Appendix A.

# Portland State University

## Non-targeted Indicators

*Common to All Institutions*

<i>Indicators</i> *	Total Credit Enrollment	New UG Enrollment	Retention <sup>8</sup> (inclusive)	Completion	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	17,303	2,709	67.5%	28.5% (excludes) 34.5% (includes)	-	\$19.0	Not Available
1999-00	18,317	2,929	70.1%	32.9% (excludes) 39.5% (includes)	91.8%	\$21.9	86.1% (shared)
2000-01	19,029	3,210	72.0%	30.5% (excludes) 37.0% (includes)	95.9%	\$25.7	90.0% (individual) 85.9% (shared)
2001-02	20,185	3,389	71.3%	33.2% (excludes) 39.3% (includes)	-	\$28.4	89.2% (individual) 84.8% (shared)
2002-03	21,841	3,778	71.1%	33.2% (excludes) 40.1% (includes)	93.5%	\$33.1	88.8% (individual) 85.2% (shared)
2003-04	23,117	3,916	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	91.2% (individual) 87.5% (shared)

Notes:

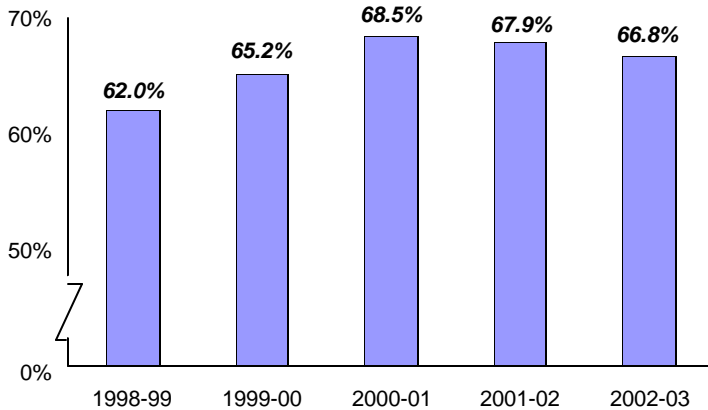
<sup>8</sup> Percent of first-time, full-time freshmen who return for a second year at PSU.

\* Complete data definitions are available in Appendix A.

# Portland State University

## Performance Indicator Target Detail

**Freshmen Persistence/Retention** – The percent of full-time freshmen that return to PSU for a second year.<sup>8</sup>



Year	Low Target	High Target
2002-03	64.8%	67.2%
2003-04	65.4%	68.6%
2004-05	66.1%	70.0%
2005-06	67.9%	72.0%
2006-07	69.6%	74.0%
2007-08	71.4%	76.0%

Performance Trend:

Freshman persistence has remained flat in 2002-03. This persistence rate, however, has exceeded PSU’s low targets for the next two years.

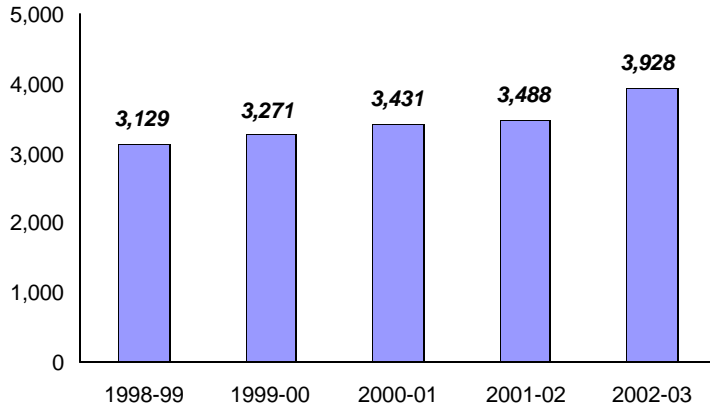
Rationale for Future Targets:

PSU’s planning priorities include its commitment to attract and retain a student body that is excellent and diverse. As part of this, PSU has implemented a plan to recruit and retain high achieving students and those who show potential for academic achievement through non-traditional measures of performance. By retaining freshmen at or above the average of its peers, PSU will ensure student success and continuity in the educational careers of a larger number of students. PSU has met or exceeded its targets for this indicator over the past five reporting years and the targets set through 2007-08 are consistent with its plans and past performance.

<sup>8</sup> For example, data for 2002-03 reflect the number of PSU freshmen who entered in fall 2002 and were still enrolled at PSU in fall 2003.

## Portland State University Performance Indicator Target Detail

**Total Degree Production** – The number of bachelor’s, master’s, and doctoral degrees awarded in a given academic year.



Year	Low Target	High Target
2002-03	3,234	3,324
2003-04	3,267	3,387
2004-05	3,850	4,150
2005-06	3,975	4,275
2006-07	4,100	4,400
2007-08	4,225	4,525

Performance Trend:

This target for 2003-2004 was revised upward because the University’s performance has continually exceeded earlier targets. Total degree production continues to trend upward. With the target revision, PSU’s expected performance is more likely to fall between the low and high targets in the future.

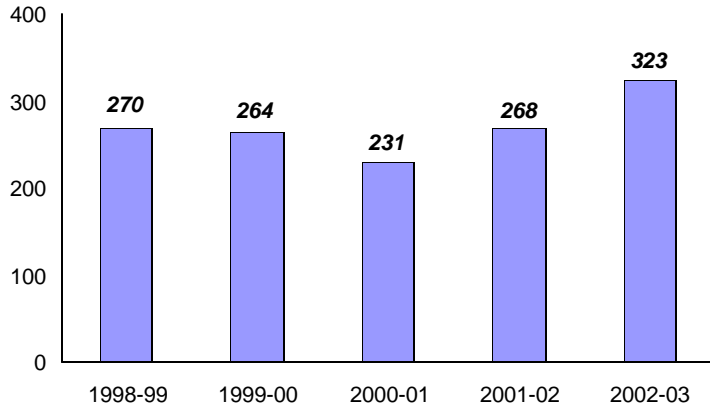
Rationale for Future Targets:

Increased retention and graduation rates at the undergraduate level, high demand for degrees at the graduate levels, and burgeoning enrollments are expected to contribute to increased degree production across the institution. PSU continues to be an institution of choice for both resident and non-resident students who are attracted to its high quality programs, emphasis on community engagement, and opportunities for research at the undergraduate and graduate levels.

PSU has met or exceeded its targets for this indicator over the past five reporting years and the targets set through 2007-08 are consistent with its plans and past performance.

## Portland State University Performance Indicator Target Detail

**Degree Production in Engineering and Computer Science Fields** – Number of degrees produced in this Oregon shortage area.



Year	Low Target	High Target
2002-03	279	298
2003-04	284	310
2004-05	290	322
2005-06	296	334
2006-07	302	346
2007-08	308	358

Performance Trend:

Declines in the high-tech industry in recent years contributed to smaller entering cohorts in past years for some engineering disciplines. Degree production, however, increased substantially in 2002-03, exceeding the low target for that year. Estimates for 2003-04 reflect a continued upward trend that is expected to meet or exceed future targets.

Rationale for Future Targets:

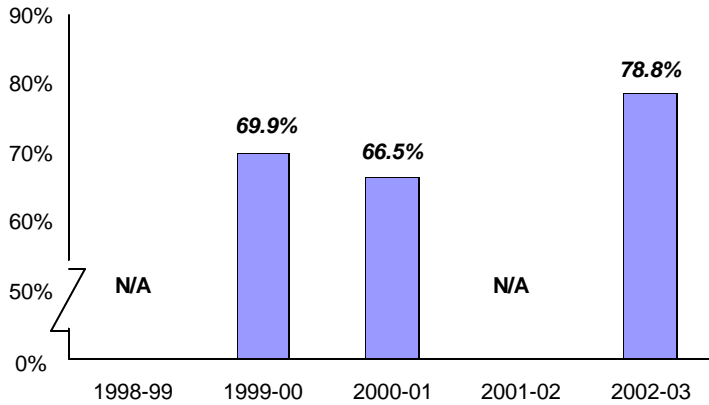
Enrollment in engineering graduate programs is growing dramatically and is matched by increases in degree production at the master's and doctoral levels. PSU expects to see growth in degrees granted overall and in engineering and computer science, specifically. PSU's priorities include providing degree programs that contribute to the economic vitality of the region; engineering and computer science play a significant role in this priority area.

The targets continue to be in line with PSU's priorities; trend lines were extended to create targets through 2007-08.

# Portland State University

## Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	63.1%	64.9%
2003-04	63.7%	66.1%
2004-05	64.3%	67.3%
2005-06	66.4%	70.8%
2006-07	68.6%	74.4%
2007-08	70.7%	77.9%

*Performance Trend:*

Without performance data available for every year, it is difficult to identify a trend; however, PSU’s recent satisfaction ratings for 2002-03 are higher than for past years, and exceed its high targets.

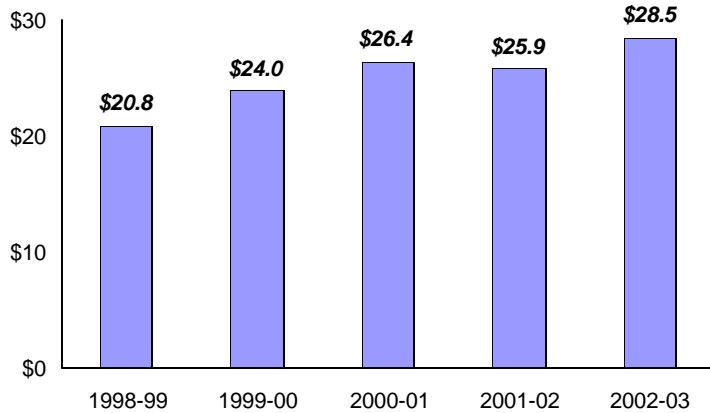
*Rationale for Future Targets:*

PSU seeks to provide an educational experience for undergraduates emphasizing access for diverse populations, opportunities for academic achievement, and co-curricular activities that enhance learning. In past years, PSU has exceeded its targets for this indicator and expects progress to continue. The University has implemented plans to increase student housing and residential life programs, along with activities to support students of color and other underrepresented groups that will lead to enhanced satisfaction among undergraduates. These targets continue to be in line with institutional priorities.

# Portland State University

## Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. (*Dollars in millions*)



Year	Low Target	High Target
2002-03	\$22.9	\$25.4
2003-04	\$23.6	\$26.9
2004-05	\$32.0	\$33.5
2005-06	\$34.0	\$36.1
2006-07	\$36.1	\$38.6
2007-08	\$38.1	\$41.2

Performance Trend:

Research and Development expenditures have increased steadily over the reporting period. PSU continues to exceed the high target for each year.

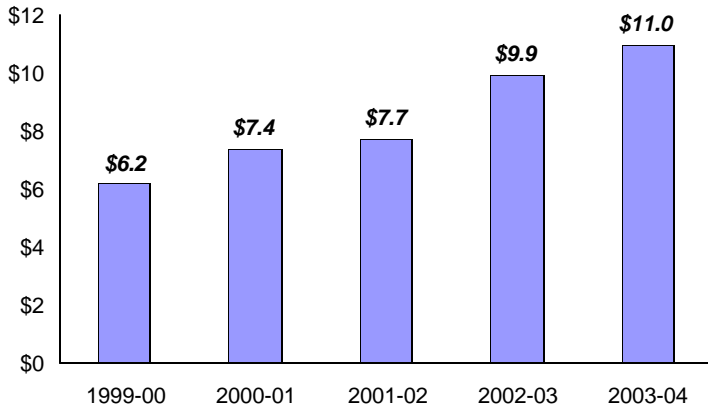
Rationale for Future Targets:

PSU’s increases in R&D expenditures are consistent with its institutional priorities. PSU has met or exceeded its targets on this indicator over the past five years and expects continued progress as it implements its plans for increasing and enhancing faculty research.

## Mission Specific Indicators Selected by PSU

### Performance Indicator Target Detail

#### R&D Expenditures in Science and Engineering *(Dollars in millions)*



Year	Low Target	High Target
2002-03	\$6.7	\$6.8
2003-04	\$6.9	\$7.0
2004-05	\$8.9	\$9.5
2005-06	\$9.2	\$10.0
2006-07	\$9.4	\$10.5
2007-08	\$9.7	\$11.0

#### Performance Trend:

Research and Development expenditures have increased steadily over the reporting period. PSU continues to exceed the high target for each year.

#### Rationale for Future Targets:

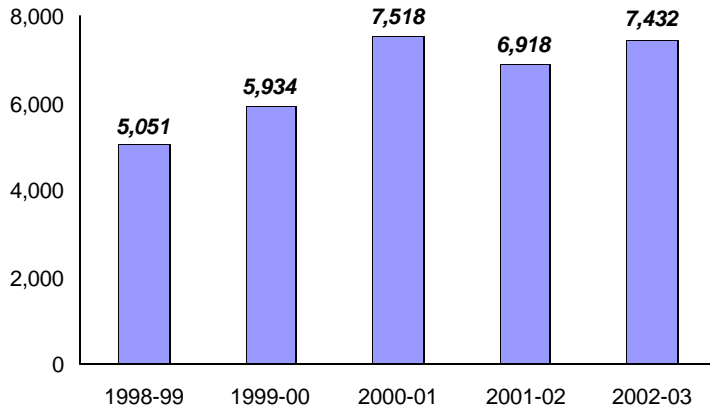
PSU's increases in R&D expenditures are consistent with its institutional priorities. PSU has met or exceeded its targets on this indicator over the past five years and expects continued progress as it implements its plans for increasing and enhancing faculty research.

The targets were revised in 2003-04 in response to the OUS request that institutions double their 5-year targets by 2010.

## Mission Specific Indicators Selected by PSU

### Performance Indicator Target Detail

**Community-service Learning** – Number of students who enrolled in a community-service learning project designed to develop higher-order thinking skills and competencies needed in the workplace.



Year	Low Target	High Target
2002-03	6,871	7,036
2003-04	7,036	7,256
2004-05	7,808	8,194
2005-06	8,003	8,603
2006-07	8,204	9,034
2007-08	8,409	9,485

Performance Trend:

This target was adjusted in 2003-04 so that PSU’s expected performance would be more likely to fall between the low and high targets for each year. Previous to the revision, PSU’s historical performance had exceeded the accelerated 5-year targets each year. As expected, enrollment in these courses has leveled off for the present while new courses are being planned and brought on line; but, growth in enrollment continues to exceed our targets.

Rationale for Future Targets:

PSU’s undergraduate general education program includes a community-based learning component (Capstone) that is aligned with the institution’s vision and values as a university that is engaged with its community. All undergraduate students are expected to complete a Capstone or community-based learning component by the time they graduate. The University sees this as a vital part of the educational experience for all students.

We have met or exceeded our targets for this indicator over the past five reporting years and the revised targets we have set through 2007-08 are consistent with our plans and past performance.

## PSU Data Definitions

1. **Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
2. **Total Degree Production.** Bachelor’s, master’s, doctoral, and first professional degrees awarded annually. 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.
3. **Degree Production in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. Bachelor’s, master’s, doctoral degrees awarded in selected fields by Classification of Instructional Program code (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 (14), engineering-related technologies (15), and computer and information sciences (11). 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. Each campus selected one shortage area to target improvement efforts (increase degree production). 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.
4. **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.
5. **Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

### Mission Specific Indicators

6. **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.

7. **Students Completing Community-based Internships.** 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.

## Non-targeted Indicators

8. **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.
9. **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.
10. **Bachelor's Degree Completion.** 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 7<sup>th</sup> year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but graduated from another OUS institution (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **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.
12. **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.
13. **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 30<sup>th</sup> 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.



**Southern Oregon University  
2004 Annual Report to the Board on  
Performance and Target-Setting**



# Southern Oregon University

## Performance Indicator Target Summary 2004

<i>Indicators</i> *	<i>Common to All Institutions</i>					<i>Mission Specific</i>		
	Retention <sup>1</sup>	Total Degrees <sup>2</sup>	Shortage Degrees <sup>3</sup>	Graduate Experience <sup>4</sup>	R&D Expenditures <sup>5</sup> (\$ in millions)	Employer Satisfaction <sup>6</sup>	Philanthropy <sup>7</sup> (\$ in millions)	
<b>Results</b>								
1998-99	69.5%	859	33	-	\$2.4	Not required <sup>8</sup>	\$16.6	
1999-00	68.2%	967	44	81.1%	\$2.6	-	\$13.5	
2000-01	68.4%	1,008	59	79.7%	\$3.2	66.9%	\$14.2	
2001-02	68.8%	1,030	56	-	\$4.0	-	\$13.6	
2002-03	69.2%	985	33	76.1%	\$3.8	90.0%	\$14.4	
2003-04	Avail. May 2005	Avail. Dec 2004	Avail. Dec 2004	-	Avail. Dec 2004	-	Avail. Dec 2004	
<b>Targets</b>								
2002-03 (set 2001)	Low	65.2%	882	48	71.8%	\$2.3	90.0%	\$15.2
	High	65.8%	906	54	73.5%	\$2.5	95.0%	\$16.7
2003-04 (set 2001)	Low	65.6%	891	49	72.6%	\$2.3	-	\$16.0
	High	66.4%	923	57	75.3%	\$2.5	-	\$18.4
2004-05 (set 2003)	Low	69.0%	980	35	78.3%	\$3.0	90.0%	\$13.6
	High	70.8%	1,000	40	80.0%	\$3.5	95.0%	\$14.5
2005-06 (set 2004)	Low	68.0%	990	35	78.0%	\$0.7	90.0%	\$15.0
	High	71.0%	1,020	40	80.0%	\$0.9	95.0%	\$17.0
2006-07 (set 2004)	Low	69.0%	1,000	35	79.0%	\$0.7	90.0%	\$16.0
	High	72.0%	1,050	40	81.0%	\$0.9	95.0%	\$18.0
2007-08 (set 2003)	Low	69.3%	1,000	40	79.6%	\$0.8	90.0%	\$17.0
	High	73.8%	1,100	70	82.0%	\$1.0	95.0%	\$19.0

**Notes:**

- <sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at SOU.
- <sup>2</sup> Total degrees (bachelor's and master's) awarded.
- <sup>3</sup> SOU selected computer science fields.
- <sup>4</sup> Percent of SOU bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale
- <sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).
- <sup>6</sup> Proportion of employers that rate SOU graduates as meeting or exceeding expectations in knowledge and skills.
- <sup>7</sup> Net assets of each foundation plus the value of obligation to the university as reported in audited financial statements.
- <sup>8</sup> Mission specific indicator introduced in 2001.

\* Complete data definitions are available in Appendix A.

# Southern Oregon University

## Non-targeted Indicators

### Common to All Institutions

<i>Indicators</i> *	Total Credit Enrollment	New UG Enrollment	Retention <sup>9</sup> (inclusive)	Completion	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	5,465	1,249	74.4%	25.6% (excludes) 36.3% (includes)	-	\$16.6	Not Available
1999-00	5,751	1,366	73.1%	30.8% (excludes) 42.1% (includes)	95.0%	\$13.5	93.1%
2000-01	5,502	1,168	74.1%	31.0% (excludes) 41.5% (includes)	95.1%	\$14.2	94.8%
2001-02	5,469	1,330	74.1%	31.6% (excludes) 41.4% (includes)	-	\$13.1	90.6%
2002-03	5,478	1,359	74.9%	34.6% (excludes) 45.0% (includes)	96.8%	\$14.4	91.9%
2003-04	5,505	1,444	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	94.0%

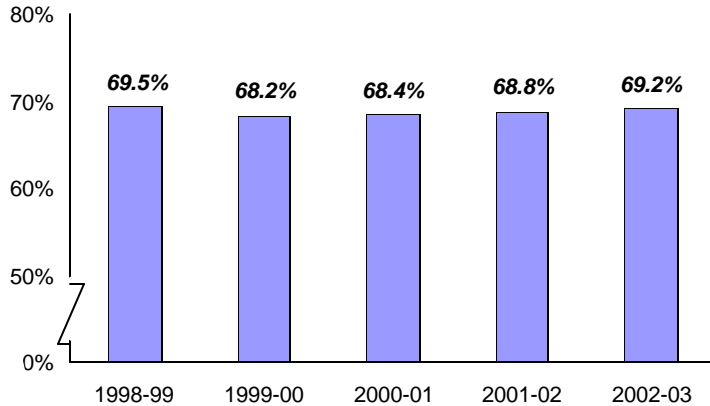
Notes:

<sup>9</sup> Percent of first-time, full-time freshmen who return for a second year at any OUS institution.

\* Complete data definitions are available in Appendix A.

## Southern Oregon University Performance Indicator Target Detail

**Freshmen Persistence/Retention** – The percent of full-time freshmen that return to SOU for a second year.<sup>9</sup>



Year	Low Target	High Target
2002-03	65.2%	65.8%
2003-04	65.6%	66.4%
2004-05	69.0%	70.8%
2005-06	68.0%	71.0%
2006-07	69.0%	72.0%
2007-08	69.3%	73.8%

Performance Trend:

Freshman persistence as SOU has been stable at 68% to 69% over the last five years despite increased class sizes and fewer class sections being offered. Preliminary numbers for 2003-04 show a considerable drop in persistence to approximately 63% as a result of dramatic decreases in affordability and the lack of financial aid resources to meet identified student needs.

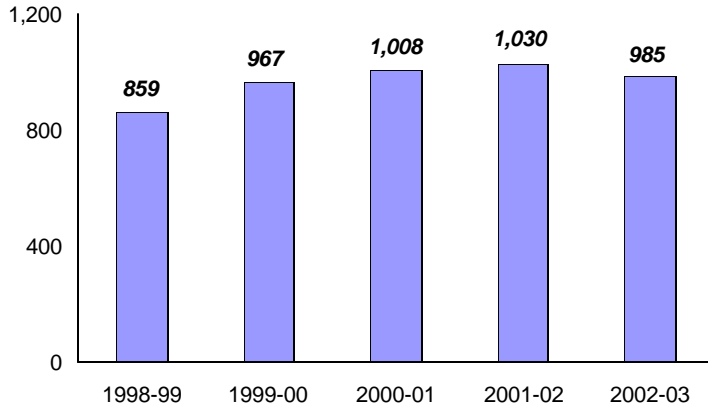
Rationale for Future Targets:

With projected increases in available financial aid and planned moderation in tuition increases, retention rates should return to levels consistent with experience over the last five years. SOU is revising the General Education curriculum and modifying the “first year experience” in ways that research has shown improve first year retention. Strategic investments in key student service areas are being made by reallocating resources within the university in order to enhance the quality of student services. Furthermore, recent organizational changes have enhanced focused enrollment management planning. SOU’s first-year retention should continue to increase modestly even with limited prospects for significant new money to invest in retention initiatives.

<sup>9</sup> For example, data for 2002-03 reflect the number of SOU freshmen who entered in fall 2002 and were still enrolled at SOU in fall 2003.

## Southern Oregon University Performance Indicator Target Detail

**Total Degree Production** – The number of bachelor’s and master’s degrees awarded in a given academic year.



Year	Low Target	High Target
2002-03	882	906
2003-04	891	923
2004-05	980	1,000
2005-06	990	1,020
2006-07	1,000	1,050
2007-08	1,000	1,100

Performance Trend:

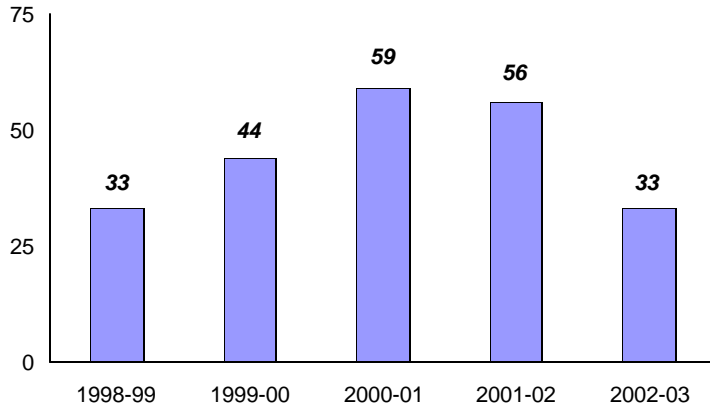
Total degree production has increased over the last five years to 1073 degrees in 2003-04.

Rationale for Future Targets:

Approximately half of all degrees awarded to SOU graduates are awarded to students who did not begin higher education at SOU. SOU’s partnership with Rogue Community College is a significant factor in the annual degree production at SOU. This partnership continues to strengthen as faculty teams develop new articulation agreements in the majors and the partners plan for a joint facility in Medford that has been included in the Governor’s budget for 2005-07. As SOU repositions to more effectively serve adult learners through a strong presence in the region outside of Ashland, more degrees will be awarded. New programs planned for introduction in Fall 2005 (a part-time Master of Arts in Teaching, expanded offerings in forensics, increased distance education offerings in business, etc.) will increase enrollments leading to degrees. These increases should offset the large drop in new enrollments that occurred in Fall 2004. The overall impact of all of these factors should be continued, modest growth in degrees granted over the next four years.

## Southern Oregon University Performance Indicator Target Detail

**Degree Production in Computer Science Fields** – Number of degrees produced in this Oregon Shortage Area.



Year	Low Target	High Target
2002-03	48	54
2003-04	49	57
2004-05	35	40
2005-06	35	40
2006-07	35	40
2007-08	40	70

Performance Trend:

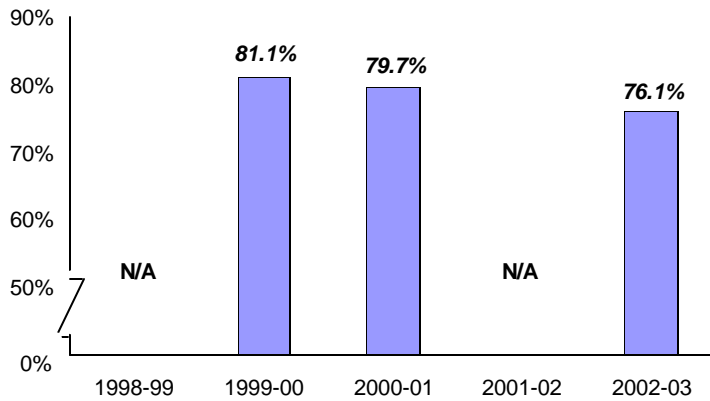
SOU granted 38 degrees in Computer Science in 2003-04. This modest increase over 2002-03 is consistent with the slow recovery of industries that employ graduates in Computer Science following the dot-com crash in 2000.

Rationale for Future Targets:

ETIC investments in support of SOU computer programs sustain this program. SOU has particular strength in cyber-security and an emerging focus on medical information systems. Expanded marketing attention to forensics should benefit the cyber-security programs. Oregon's efforts to increase employment in hi-tech businesses should also help development the market demand for the computer sciences. SOU has the capacity to serve larger numbers of students as this market recovers.

## Southern Oregon University Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	71.8%	73.5%
2003-04	72.6%	75.3%
2004-05	78.3%	80.0%
2005-06	78.0%	80.0%
2006-07	79.0%	81.0%
2007-08	79.6%	82.0%

Performance Trend:

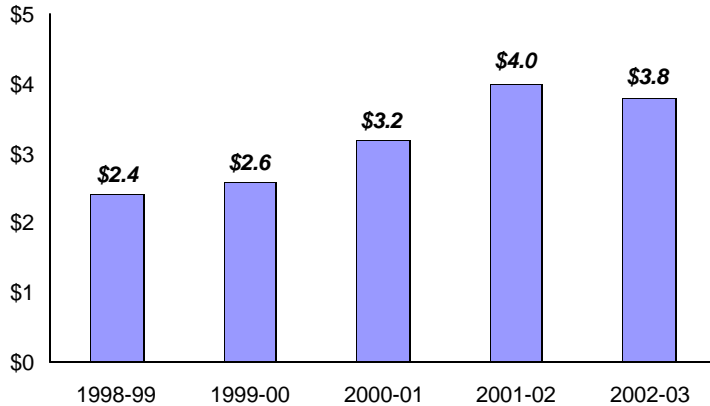
SOU relies on the OUS periodic survey of graduates for these data. Declining satisfaction rates since 1999 parallel the elimination of course sections and course offerings due to budget cuts.

Rationale for Future Targets:

First-time freshman applications to SOU for Fall 2004 increased from the number of applications for 2003, providing evidence that SOU is seen as an attractive opportunity for higher education. However, lower state funding and higher tuitions have had an impact on SOU’s ability to serve students well. Over the last two years, SOU has actively managed course offerings to limit the number of times that student demand could not be met. Nevertheless, students are not able to get all of the courses they want when they want them. This condition will continue to limit increases in student satisfaction. At the same time, SOU is increasing efforts to maximize the quality of student experiences in the classroom. The result of quality increases should limit the dissatisfaction of students. In balance, we expect modest increases in satisfaction over the next four years.

## Southern Oregon University Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. (*Dollars in millions*)



Year	Low Target	High Target
2002-03	\$2.3	\$2.5
2003-04	\$2.3	\$2.5
2004-05	\$3.0	\$3.5
2005-06	\$0.7	\$0.9
2006-07	\$0.7	\$0.9
2007-08	\$0.8	\$1.0

Performance Trend:

In 2003-04 external support for SOU rose to \$5.6M. However, accounting changes in this year required SOU to report only funds that support R&D activities eliminating, for example, TRIO funding of student success programs from the total reported.

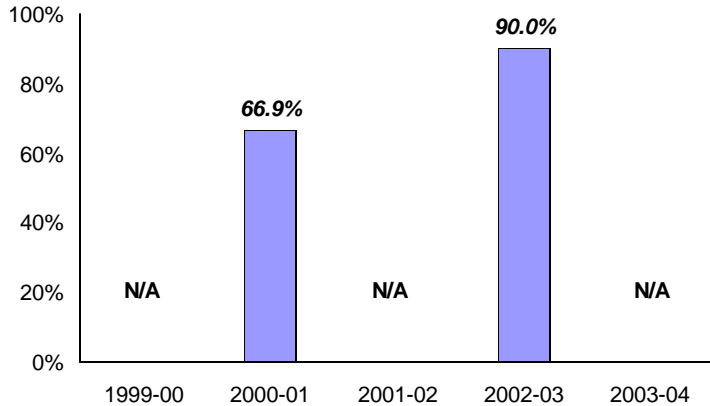
Rationale for Future Targets:

R & D activity at SOU is conducted primarily in support of SOU’s commitment to teaching. SOU undergraduates regularly participate in faculty research leading to publication and recognition in competitions with graduate students from universities across the country. An increasing number of SOU faculty members are seeking external funding for research as the expectations of the University mature. Despite drops in funding for grant-writing support, the reorganization and refocusing of resources have resulted in more effective support for faculty research activity. Mentoring of new faculty, investments in faculty development and tools to match research interests and funding opportunities will continue to support the growth in R&D activity. However, most SOU faculty will still teach a “full load” of 12 credit hours per term. The quality of faculty work is and will be excellent but faculty members will not be as “productive” in terms of research dollars as faculty members at Oregon universities that dedicate more resources to the research enterprise. Overall external support, including but not limited to support for R&D activity, will continue to increase.

## Mission Specific Indicators Selected by SOU

### Performance Indicator Target Detail

**Employer Satisfaction with Bachelor’s Graduates** – The proportion of employers that rate SOU graduates as meeting or exceeding expectations in knowledge and skills (biennial survey).



Year	Low Target	High Target
2002-03	90.0%	95.0%
2003-04	-	-
2004-05	90.0%	95.0%
2005-06	90.0%	95.0%
2006-07	90.0%	95.0%
2007-08	90.0%	95.0%

Performance Trend:

SOU did not conduct a survey of employers in 2003-04 due to the fact that systemwide participation in a national pilot study was intended to provide these results. The national pilot project was not successfully completed and SOU staff, who would have picked up this responsibility, were eliminated due to budget cuts. The apparent jump in satisfaction between 2000 and 2003 is the result of redefining the objective as “rated SOU graduates at 4 or above on a seven-point scale where 4 equals ‘meets expectations’ ”.

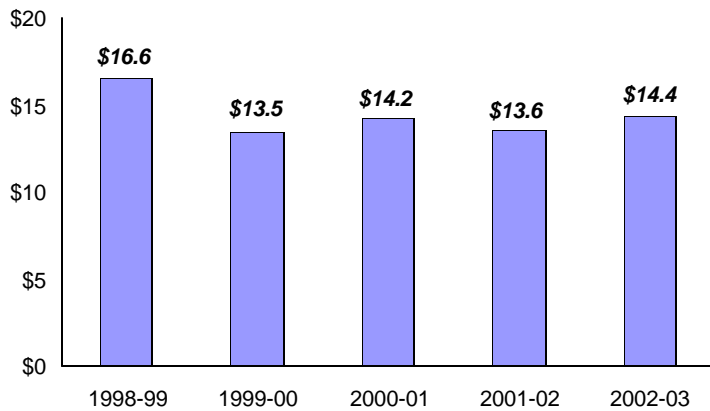
Rationale for Future Targets:

SOU grads are highly valued by their employers. The specific attention being given to calibrating employer expectations with program objectives and the redesign of assessment practices to evaluate program outcomes should continue and strengthen this result. SOU’s ability to fund the research necessary to document these results has been limited but reallocation of resources should enable SOU to gather the evidence of these results in 2005.

## Mission Specific Indicators Selected by SOU

### Performance Indicator Target Detail

#### Philanthropic Support – Net assets of the SOU foundation (*Dollars in millions*)



Year	Low Target	High Target
2002-03	\$15.2	\$16.7
2003-04	\$16.0	\$18.4
2004-05	\$13.6	\$14.5
2005-06	\$15.0	\$17.0
2006-07	\$16.0	\$18.0
2007-08	\$17.0	\$19.0

#### Performance Trend:

This measurement includes all of the assets of the SOU foundation including funds for capital projects that are being held pending expenditure on those projects. These expenditures and market fluctuations cause the figures to rise and fall over time. The figure for 2003-04 is \$17.7M. The expected figure for 2004-05 will include a \$1M payout for the Hannon Library.

#### Rationale for Future Targets:

SOU has just appointed a new Vice President for Advancement. Over the course of the next five years, SOU plans to conduct a capital campaign targeted at scholarships, capital improvements and endowed professorships. Increased private support for the University is both essential and possible.

## SOU Data Definitions

1. **Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
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5. **Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

### Mission Specific Indicators

6. **Employers Satisfied with SOU Bachelor’s Graduates.** As a part of the regional mission, SOU is striving to prepare the workforce of the future. Satisfaction surveys from employers give the institution a good indication of whether educational outcomes are meeting employer needs. Campus-based surveys conducted every other year. Source: Southern Oregon University, special report.

7. **Foundation Net Worth.** Southern Oregon University has chosen foundation net worth as a mission specific indicator. See “Philanthropic Support,” data definition #11 below for description and source.

## Non-targeted Indicators

8. **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.
9. **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.
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**University of Oregon**  
**2004 Annual Report to the Board on**  
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# University of Oregon

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<b>Results</b>								
1998-99	80.8%	3,996	40	-	\$51.0	Not Available	Not Available	
1999-00	80.8%	4,219	61	79.5%	\$56.4	85.2%	2.9	
2000-01	81.5%	3,985	84	74.8%	\$59.4	85.5%	4.4	
2001-02	83.0%	4,010	79	-	\$67.4	82.9%	4.6	
2002-03	82.3%	4,534	73	83.9%	\$68.2	86.0%	13.1	
2003-04	Avail. May 2005	Avail. Dec 2004	Avail. Dec 2004	-	Avail. Dec 2004	87.8%	14.3	
<b>Targets</b>								
2002-03 (set 2001)	Low	82.4%	3,388	56	66.6%	\$54.9	91.0%	2.8
	High	83.0%	3,493	61	68.3%	\$56.6	92.5%	3.0
2003-04 (set 2001)	Low	83.2%	3,800	64	67.4%	\$56.1	93.0%	3.1
	High	84.0%	4,000	70	69.9%	\$58.3	95.0%	3.2
2004-05 (set 2003)	Low	83.0%	3,900	72	80.0%	\$80.0	83.8%	5.5
	High	84.0%	4,200	80	83.0%	\$82.0	85.0%	5.7
2005-06 (set 2004)	Low	83.0%	3,950	74	80.0%	\$81.6	83.8%	15.0
	High	84.0%	4,300	84	83.0%	\$83.6	85.0%	16.0
2006-07 (set 2004)	Low	83.0%	4,000	78	80.0%	\$83.2	83.8%	15.8
	High	84.0%	4,400	88	83.0%	\$85.3	85.0%	16.8
2007-08 (set 2003)	Low	83.0%	4,000	80	80.0%	\$84.9	83.8%	16.5
	High	84.0%	4,400	90	83.0%	\$87.0	85.0%	17.6

**Notes:**

<sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at UO.

<sup>2</sup> Total degrees (bachelor's, master's, doctoral, and professional) awarded.

<sup>3</sup> UO selected K-12 Principal/Superintendent Administration endorsements.

<sup>4</sup> Percent of UO bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale

<sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).

<sup>6</sup> Average compensation of UO faculty as a percent of the average faculty compensation at UO peer institutions.

<sup>7</sup> Ratio of industrial support for R&D, income from tech transfer, and jobs supported by R&D compared to peer average.

\* Complete data definitions are available in Appendix A.

# University of Oregon

## Non-targeted Indicators

### *Common to All Institutions*

<i>Indicators *</i>	Total Credit Enrollment	New UG Enrollment	Retention <sup>8</sup> (inclusive)	Completion	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	17,366	3,698	83.2%	58.7% (excludes) 61.8% (includes)	-	\$265.6	Not Available
1999-00	17,278	3,857	82.8%	58.3% (excludes) 61.1% (includes)	93.6%	\$320.9	90.4% (shared)
2000-01	17,843	4,172	83.7%	58.7% (excludes) 61.9% (includes)	95.1%	\$335.6	85.9% (individual) 91.0% (shared)
2001-02	19,008	4,488	85.2%	58.0% (excludes) 61.7% (includes)	-	\$305.0	83.3% (individual) 88.0% (shared)
2002-03	20,044	4,641	84.9%	59.8% (excludes) 63.8% (includes)	92.8%	\$303.0	86.2% (individual) 90.3% (shared)
2003-04	20,034	4,292	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	88.0% (individual) 92.6% (shared)

Notes:

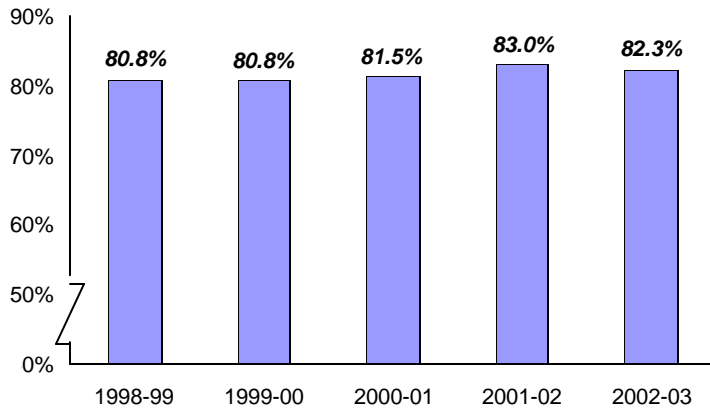
<sup>8</sup> Percent of first-time, full-time freshmen who return for a second year at any OUS institution.

\* Complete data definitions are available in Appendix A.

# University of Oregon

## Performance Indicator Target Detail

**Freshmen Persistence/Retention** - The percent of full-time freshmen that return to UO for a second year.<sup>10</sup>



Year	Low Target	High Target
2002-03	82.4%	83.0%
2003-04	83.2%	84.0%
2004-05	83.0%	84.0%
2005-06	83.0%	84.0%
2006-07	83.0%	84.0%
2007-08	83.0%	84.0%

Performance Trend:

The proportion of University of Oregon freshmen persisting to the second year has increased steadily. The slight drop in 2002-03 is expected to reverse and increase for 2003-04.

Rationale for Future Targets:

Significant improvement in persistence has been observed at the UO during the past five years. Although early analyses suggest that the retention rate for 2003-04 will increase, there is continued concern that the uncertain economic situation within Oregon will impact the institution's ability to retain students beyond current experienced persistence rates. Therefore, targeted rates are expected to remain steady.

Despite these possible constraints, the UO will continue initiatives aimed at maintaining persistence, such as:

- ~ Offering students the opportunity to work with instructional and research faculty who are outstanding in their fields 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 that allow students to earn academic credit while exploring career options.
- ~ Expansion of learning communities for freshmen and transfer students, such as First-Year Interest Groups, Freshman Seminars, Williams Seminars, and Pathways.
- ~ Expanding programs in the Residence Halls that encourage academic engagement, including residential First-Year Interest Groups, Community Conversations panel discussions, and Faculty in Residence.
- ~ Providing effective academic orientation for new students, and continued interaction with academic advisors for all students. These efforts will be increasingly supported by electronic aids, such as the Class Schedule and Degree Audit, which make course and program information, as well as student progress, instantly available to advisors.

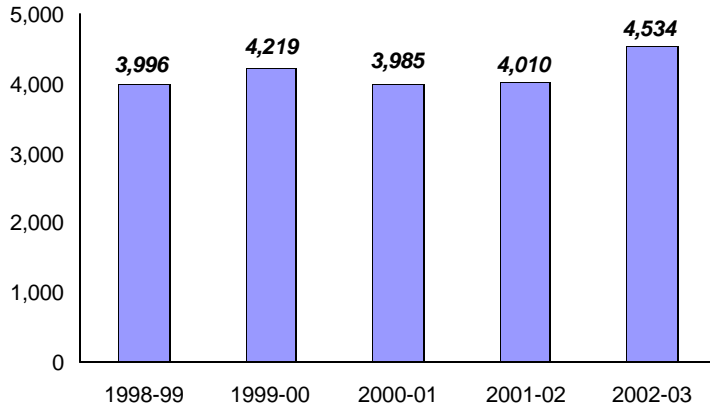
<sup>10</sup> For example, data for 2002-03 reflect the number of UO freshmen who entered in fall 2002 and were still enrolled at UO in fall 2003.

- ~ Investigating the impact of need-based and merit-based financial assistance on persistence and implementing appropriate changes to make the most strategic use of limited funds.
- ~ Continued focus on retention by the deans, Enrollment Management Council and other appropriate committees.

## University of Oregon

### Performance Indicator Target Detail

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



Year	Low Target	High Target
2002-03	3,388	3,493
2003-04	3,800	4,000
2004-05	3,900	4,200
2005-06	3,950	4,300
2006-07	4,000	4,400
2007-08	4,000	4,400

Performance Trend:

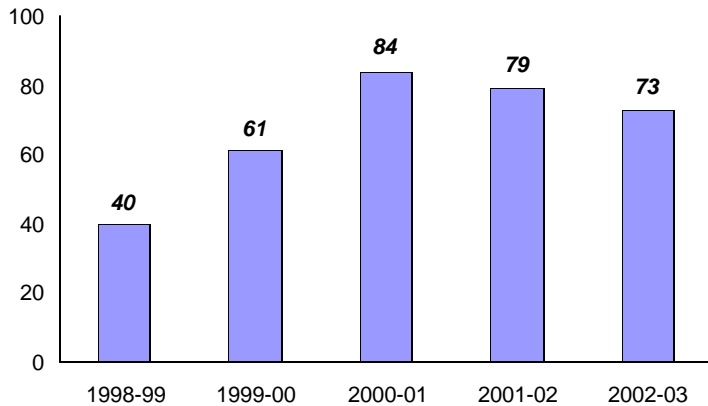
The University of Oregon has shown a consistent increase in degrees awarded since 2000-01, and preliminary analyses suggest an increase for 2003-04.

Rationale for Future Targets:

The size of the admitted entering class at the University of Oregon will decrease in the coming years as the UO manages current and anticipated budget constraints. However, the UO will have an increase in the numbers of degrees awarded through 2006-07. The number of bachelor’s degrees awarded by the UO has been steadily increasing since 2000-01 in spite of the fact that the entering classes four years earlier were comparable in size. In Fall 2000, the size of the entering class was substantially larger than the previous year. Increases continued in 2001 and 2002, and although class sizes are not at the 2002 level of over 3,200 students, they remain higher than the 2000 mark of just under 2,800. In addition, the UO retention rate for these students has steadily increased, and is now anticipated to remain relatively steady for the next several years. The combination of larger class sizes and steady retention will result in increases in the number of bachelor’s degrees awarded through 2006-07. After that, degree production is expected to level off. Graduate enrollment has also shown a modest increase, but because financial difficulties at the institution have a direct impact on the support of graduate students, the number of graduate degrees awarded is expected to remain steady. The majority of the increase in awarded degrees at the University of Oregon will be due to growth in undergraduate degrees.

## University of Oregon Performance Indicator Target Detail

**Endorsements Produced in K-12 Principal/Superintendent Administrators** – Number of degrees produced in this Oregon Shortage Area.



Year	Low Target	High Target
2002-03	56	61
2003-04	64	70
2004-05	72	80
2005-06	74	84
2006-07	78	88
2007-08	80	90

Performance Trend:

The UO awarded fewer K-12 Administrator licenses in 2002-03, but remains above the high target for that year.

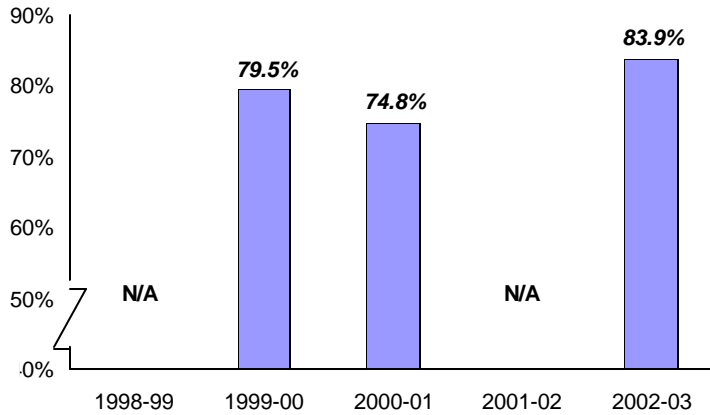
Rationale for Future Targets:

The demand for administrative licensure and advanced doctoral degrees in Education Leadership has significantly increased in recent years. This demand is a result of federal legislation that is focused on K-12 student learning progress and performance. As a result of enactment of the No Child Left Behind (NCLB) federal legislation, school districts are discovering that they do not have the advanced doctoral leadership expertise or system capacity necessary to meet the federal accountability standards related to annual yearly progress (AYP) in student learning outcomes.

School districts are increasingly inviting the University of Oregon College of Education to collaborate with them in growing the leadership capabilities and district capacity to meet the learning needs of all children in their districts. This has resulted in the redesign of the Educational Leadership program to focus on learning assessment and system performance. Evidence of the growing demand for access to our faculty's nationally prominent expertise is the number of school district inquiries seeking to collaborate in developing advanced doctoral leadership programs required to successfully implement the legislative goals of NCLB. The UO College of Education leadership program is increasingly expanding the number of school district collaborations in the Portland metro area to meet these leadership needs.

## University of Oregon Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	66.6%	68.3%
2003-04	67.4%	69.9%
2004-05	80.0%	83.0%
2005-06	80.0%	83.0%
2006-07	80.0%	83.0%
2007-08	80.0%	83.0%

*Performance Trend:*

The rating of the overall quality of the education received at the University of Oregon increased by 9 percentage points from 2000-01 to 2002-03.

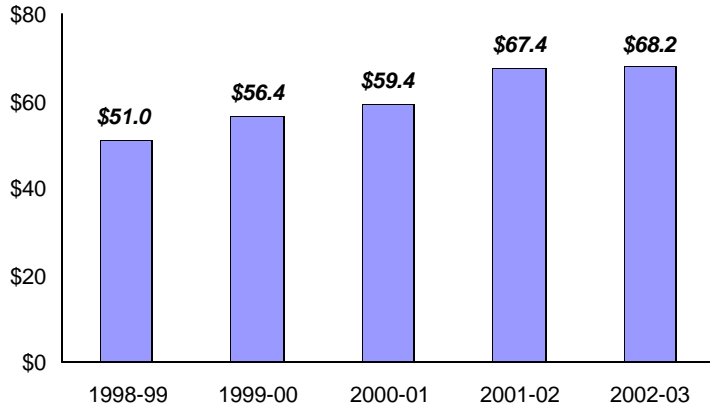
*Rationale for Future Targets:*

The fact that student satisfaction at the University of Oregon continues to rise in spite of increasing limitations on resources speaks to the quality of educational experiences and excellent services that are offered to our students. Despite reduced resources, the UO is committed to maintaining current class sizes and selection in course offerings so that students have the opportunity to experience small, interactive learning experiences in a wide range of disciplines. There is also a commitment to keeping the faculty-to-student ratio low to assure that faculty are available to provide one-on-one instruction and guidance to their students.

# University of Oregon

## Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. *(Dollars in millions)*



Year	Low Target	High Target
2002-03	\$54.9	\$56.6
2003-04	\$56.1	\$58.3
2004-05	\$80.0	\$82.0
2005-06	\$81.6	\$83.6
2006-07	\$83.2	\$85.3
2007-08	\$84.9	\$87.0

Performance Trend:

The University of Oregon continues to see steady growth in this area, with an increase of over \$17 million in R&D expenditures from 1998-99 to 2002-03. The dramatic growth appears to be slowing, and is expected to remain relatively flat in the next three years.

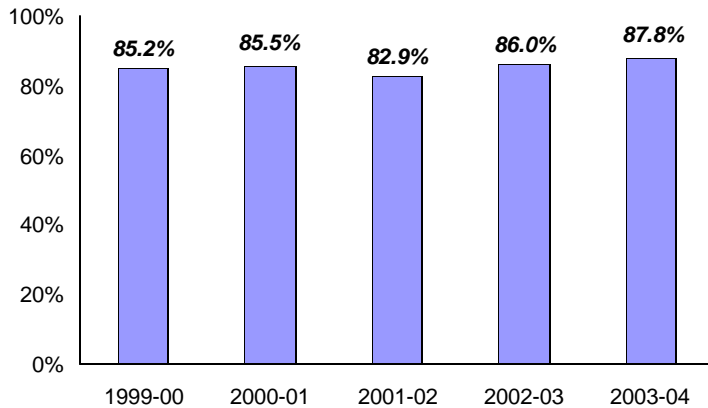
Rationale for Future Targets:

A number of variables, including the huge federal budget deficit, likely shifts in federal spending priorities and flat federal academic R&D budgets, continuing state budget cuts, and potential losses of top research faculty to other institutions or through early retirements, are likely to negatively impact the growth of R&D expenditures in the next several years. Consequently, the recent accelerated growth in grants and R&D expenditures is expected to slow to approximately 2% per year on average. The UO continues to place emphasis on enhancing grant proposal development and post-award administrative support services, sustaining federal support that currently represents 85% of sponsored program awards, elevating corporate and foundation funding of research, and attracting targeted state and/or federal investments in areas of UO research strength such as education, nanoscience, and neuroscience. Private funding for research and associated outreach efforts also is a priority in the current UO fund-raising campaign.

## Mission Specific Indicators Selected by UO

### Performance Indicator Target Detail

**Average UO Faculty Compensation to Peer Average** – Average compensation of UO faculty as a percent of the average faculty compensation at institutions in UO’s peer group.



Year	Low Target	High Target
2002-03	91.0%	92.5%
2003-04	93.0%	95.0%
2004-05	83.8%	85.0%
2005-06	83.8%	85.0%
2006-07	83.8%	85.0%
2007-08	83.8%	85.0%

Performance Trend:

Total faculty compensation at the University of Oregon as a proportion of peers’ total compensation has increased over the last two years. This is due to the large increases in the cost of benefits that the Oregon University System continues to fully cover for all of its employees. Because of the uncertain economic situation in Oregon, and the certainty that benefit costs will continue to increase, it is not possible to predict how much longer OUS will be able to cover all benefit costs for all employees. With the likelihood that employees will be asked to start paying some portion of their benefit costs, the continued salary freeze, and the anticipated shortfall in funds for salary increases in the next biennium, the proportions are expected to begin dropping and remain on a downward slope through 2007-08. Therefore, the UO believes that the flat targets are reasonable expectations.

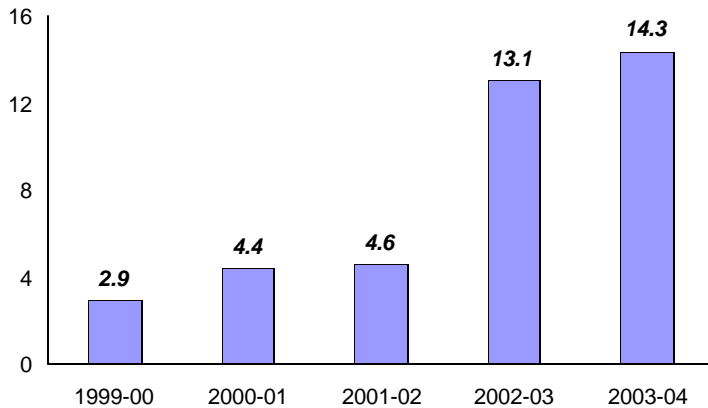
Rationale for Future Targets:

The University of Oregon has made a commitment to faculty to maintain progress in this area, and our commitment to this goal remains strong in the long term. However, given current funding constraints and the salary freeze, as well as the likelihood of limited funds for salaries in the next biennium, the University of Oregon will lose ground on this indicator. Although benefits are an important part of a compensation package, it is no longer reasonable for administrators to assure faculty recruits that their benefits will continue to be covered in full. This, in addition to the salary freeze and the likely limited funds for salary increases in the next biennium, puts the University of Oregon in a poor competitive position for recruiting faculty and is becoming increasingly vulnerable to losing top faculty to other institutions. The University of Oregon’s reputation and to its future as an AAU institution is strongly tied to this indicator, making it essential that the institution find ways to overcome the challenges that make it among the lowest paying institutions in the AAU.

## Mission Specific Indicators Selected by UO

### Performance Indicator Target Detail

**Research and Economic Development Index** – The UO ratio of industrial support for R&D, income generated from technology transfer, and jobs supported by R&D, compared to the average of the UO peer group.



Year	Low Target	High Target
2002-03	2.8	3.0
2003-04	3.1	3.2
2004-05	5.5	5.7
2005-06	15.0	16.0
2006-07	15.8	16.8
2007-08	16.5	17.6

Performance Trend:

There have been dramatic increases in this index since 1999-00, indicating that the University of Oregon is clearly excelling in this area.

Rationale for Future Targets:

This target recognizes the economic impacts of University of Oregon's research, including three categories involving industry-sponsored research dollars, job creation associated with UO's total R&D expenditures, and direct income that is produced through out-licensing of UO inventions. The resultant index is normalized to a value of 1.0 for the base year of FY95 and combines the above metrics. The dramatic increase in this index to an FY04 value over 14 times that of a decade earlier reflects strong growth in all three areas. It is most heavily influenced by the almost 40-fold increase in licensing revenues associated with UO's technology transfer activities. Because continued strength in gross licensing revenues is expected, the UO has revised its targets dramatically upward to a new baseline in FY06 that is 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 anticipated that the index will continue to grow at an average rate of 5% per year in FY07 and FY08.

## UO Data Definitions

- 1. Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
- 2. Total Degree Production.** Bachelor’s, master’s, doctoral, and first professional degrees awarded annually. 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.
- 3. Degree Production in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. Bachelor’s, master’s, doctoral degrees awarded in selected fields by Classification of Instructional Program code (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 (14), engineering-related technologies (15), and computer and information sciences (11). 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. Each campus selected one shortage area to target improvement efforts (increase degree production). 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.
- 4. 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.
- 5. Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

### Mission Specific Indicators

- 6. 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.
- 7. 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.

## Non-targeted Indicators

8. **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.
9. **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.
10. **Bachelor's Degree Completion.** 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 7<sup>th</sup> year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but graduated from another OUS institution (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **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.
12. **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.
13. **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 30<sup>th</sup> 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.

**Western Oregon University  
2004 Annual Report to the Board on  
Performance and Target-Setting**



# Western Oregon University

## Performance Indicator Target Summary 2004

<i>Indicators *</i>	<i>Common to All Institutions</i>				<i>Mission Specific</i>		
	Retention <sup>1</sup>	Total Degrees <sup>2</sup>	Shortage Degrees <sup>3</sup>	Graduate Experience <sup>4</sup>	R&D Expenditures <sup>5</sup> (\$ in millions)	Bachelor's Degree Completion <sup>6</sup>	Persistence of Under-represented Minorities <sup>7</sup>
<b>Results</b>							
1998-99	70.3%	929	36	-	\$4.9	41.3%	
1999-00	67.4%	990	35	81.8%	\$6.3	42.4%	
2000-01	69.6%	645	27	80.6%	\$7.7	38.2%	
2001-02	74.9%	746	24	-	\$8.6	31.8%	
2002-03	71.2%	822	30	81.4%	\$8.4	31.1%	
2003-04	Avail. May 2005	Avail. Dec 2004	Avail. Dec 2004	-	Avail. Dec 2004	Avail. May 2005	
<b>Targets</b>							
2002-03 (set 2001)	Low 71.4%	Under Review Pending Receipt of Additional Data	37	77.9%	\$5.7	Under Review Pending Receipt of Additional Data	Data Under Development
	High 73.2%		39	79.8%	\$6.2		
2003-04 (set 2001)	Low 72.2%		39	78.9%	\$5.9		
	High 74.6%		42	81.7%	\$6.5		
2004-05 (set 2003)	Low 75.0%		40	82.0%	\$8.9		
	High 75.0%		45	82.0%	\$8.9		
2005-06 (set 2004)	Low 75.0%		50	82.0%	\$9.1		
	High 75.0%		55	83.0%	\$9.1		
2006-07 (set 2004)	Low 75.0%		55	83.0%	\$9.3		
	High 75.0%		65	84.0%	\$9.3		
2007-08 (set 2003)	Low 75.0%		60	84.0%	\$9.5		
	High 75.0%		70	84.0%	\$9.5		

**Notes:**

- <sup>1</sup> Percent of first-time, full-time freshmen who return for a second year at WOU.
- <sup>2</sup> Total degrees (bachelor's and master's) awarded. Historical performance values under review pending receipt of additional data.
- <sup>3</sup> WOU selected computer science fields.
- <sup>4</sup> Percent of WOU bachelor's degree recipients rating the quality of the overall experiences as "very good" or "excellent" on a 5-point scale
- <sup>5</sup> Research and development expenditures using grant funds from external sources (e.g., federal, private).
- <sup>6</sup> Percent of entering freshmen who graduate within 150% of time (excludes intra-institutional transfers). Historical performance values under review pending receipt of additional data.
- <sup>7</sup> Persistence of freshmen from under-represented racial/ethnic groups. (Indicator is under development)

\* Complete data definitions are available in Appendix A.

# Western Oregon University

## Non-targeted Indicators

### Common to All Institutions

<i>Indicators</i> *	Total Credit Enrollment	New UG Enrollment	Retention <sup>8</sup> (includes)	Completion	Graduate Success	Philanthropy (\$ in millions)	Faculty Compensation
<b>Results</b>							
1998-99	4,519	1,245	75.0%	41.3% (excludes) 51.6% (includes)	-	\$6.9	Not Available
1999-00	4,515	1,297	73.3%	42.4% (excludes) 55.6% (includes)	97.8%	\$5.8	91.4%
2000-01	4,731	1,377	75.4%	38.2% (excludes) 50.4% (includes)	96.1%	\$5.5	87.2%
2001-02	4,878	1,376	79.1%	31.8% (excludes) 43.8% (includes)	-	\$5.7	94.6%
2002-03	5,030	1,311	75.8%	31.1% (excludes) 43.9% (includes)	93.1%	\$5.4	96.4%
2003-04	5,032	1,412	Avail. May 2005	Avail. May 2005	-	Avail. Dec 2004	96.2%

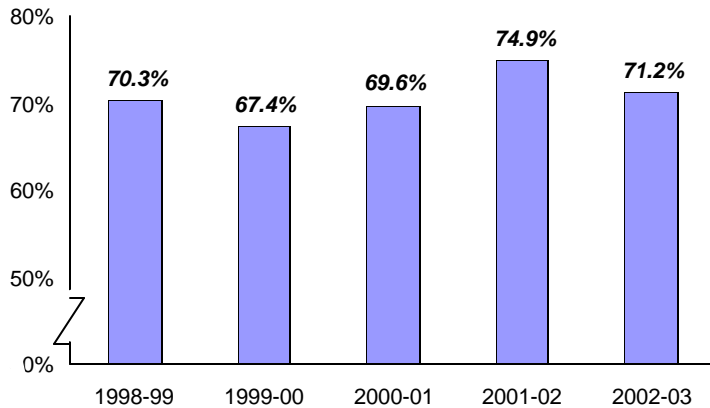
Notes:

<sup>8</sup> Percent of first-time, full-time freshmen who return for a second year at any OUS institution.

\* Complete data definitions are available in Appendix A.

## Western Oregon University Performance Indicator Target Detail

**Freshmen Persistence/Retention** – The percent of full-time freshmen that return to WOU for a second year.<sup>11</sup>



Year	Low Target	High Target
2002-03	71.4%	73.2%
2003-04	72.2%	74.6%
2004-05	75.0%	75.0%
2005-06	75.0%	75.0%
2006-07	75.0%	75.0%
2007-08	75.0%	75.0%

Performance Trend:

WOU has demonstrated a 3.8% increase in freshman persistence rate over the four-year period of 1999-2000 through 2002-03 and has attained the low target set for the 2002-03.

Rationale for Future Targets:

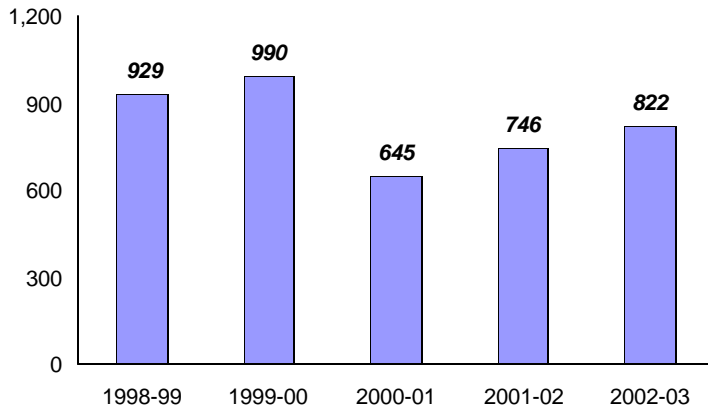
To address the rising costs of higher education in the state, the Oregon State Board of Higher Education has placed high priority on “access and affordability” within OUS institutions. In alignment with that priority, WOU has made concerted efforts to provide a continuous educational experience for our students. The University Writing Center now is its second year of operation, and the Academic Learning and Advising Center provide early intervention and support services for students. An enhanced Freshman Year Experience course provides success skills for increasing numbers of students during their critical first year on campus.

The WOU strategic plan specifically targets improvements in the advising system and the first-year experience, including an “early warning system” to identify and provide support for at-risk students.

<sup>11</sup> For example, data for 2002-03 reflect the number of WOU freshmen who entered in fall 2002 and were still enrolled at WOU in fall 2003.

## Western Oregon University Performance Indicator Target Detail

**Total Degree Production** – The number of bachelor’s and master’s degrees awarded in a given academic year.



Year	Low Target	High Target
2002-03		
2003-04		
2004-05	Performance figures since 2000-01 and all targets are under review pending receipt of additional data.	
2005-06		
2006-07		
2007-08		

Performance Trend:

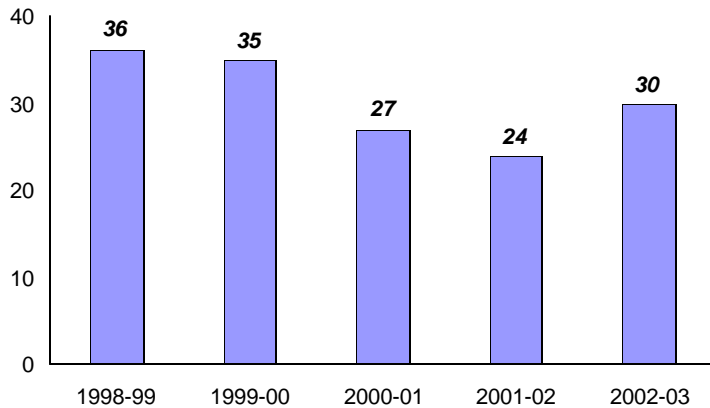
Growth in total degree production continues based on past enrollment patterns and retention rates.

Rationale for Future Targets:

WOU should demonstrate a modest increase in total degree production in the future, based on the predicted holding pattern in enrollment and the expected efforts to increase persistence rate for all students. These modest gains should continue until enrollment figures increase substantially. Implementation of new degrees targeted at addressing shortage and high-need areas in the state will provide increase enrollment growth over the next biennium.

## Western Oregon University Performance Indicator Target Detail

### Degree Production in Computer Sciences – Number of degrees produced in this Oregon Shortage Area.



Year	Low Target	High Target
2002-03	37	39
2003-04	39	42
2004-05	40	45
2005-06	50	55
2006-07	55	65
2007-08	60	70

#### Performance Trend:

The computer science and information systems degrees are steadily increasing in enrollment.

#### Rationale for Future Targets:

Our future targets are meant to enrich our current offerings and attract new students to our majors. We propose a new option for the computer science major, and a new masters degree.

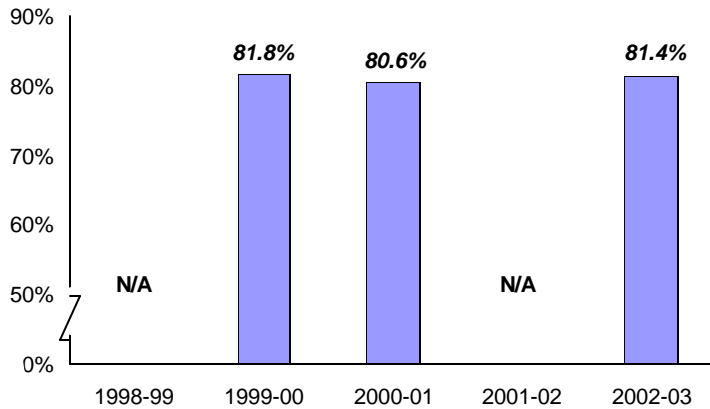
The computer science option will be in the area of network and computer security. Recognizing current corporate demands and expectations for safe and protected networks and emphasized by the homeland security act we see this degree option as providing valuable graduates to the Information Technology sector.

The master's will be a joint program with the business division titled: Master in Management of Information Systems. The master's is designed so that the students interact with, and develop solutions for, outside clients. The emphasis is on practical computer application rather than a typical MIS program that puts more emphasis on business topics rather than the use of computers and technology. This proposed degree is a combination of two fields that are in high demand, both of which are consistent with Western's mission and campus strategic plan. The proposed program is within the capacity of the institution to offer and is in response to growing needs in the high-tech sector of Oregon's economy. It also provides a course of study appropriately situated beyond our current bachelor degree offerings.

In addition to expanding offerings in the computer science curriculum, WOU will seek opportunities to develop academic programs that address other areas of high need in the state and in the region.

## Western Oregon University Performance Indicator Target Detail

**Recent Graduate Satisfaction** – Recent bachelor’s degree recipients were asked to rank the overall quality of their educational experience on a scale of 1 to 5 (1 as “poor” and 5 as “excellent”). Scores reported include 4s (“very good”) and 5s (“excellent”) combined.



Year	Low Target	High Target
2002-03	77.9%	79.8%
2003-04	78.9%	81.7%
2004-05	82.0%	82.0%
2005-06	82.0%	83.0%
2006-07	83.0%	84.0%
2007-08	84.0%	84.0%

Performance Trend:

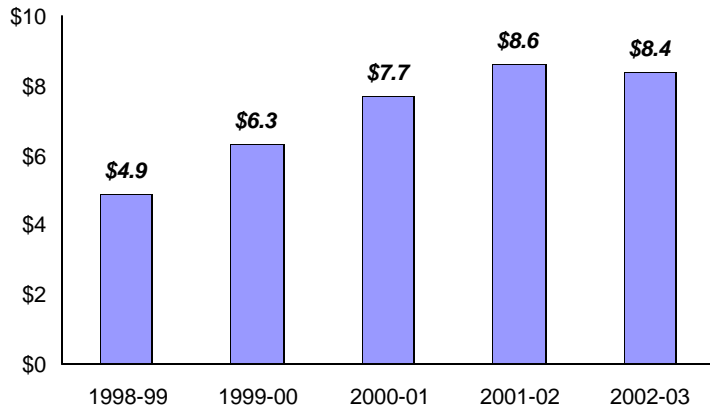
WOU graduate satisfaction figures are moving towards a previous high of 81.8% in the 1999-00 reporting period.

Rationale for Future Targets:

Satisfaction levels of recent graduates should continue to improve based on targeted efforts to measure and increase student satisfaction. In preparation for developing the WOU strategic plan, students were surveyed to determine current levels of satisfaction and future requirements. Survey data are collected at department, division and college levels across campus each year. The confluence of institutional and local data influenced the development of strategies to maintain strengths and target improvements in academic programs and supporting services. These efforts should result in continuing gains in student satisfaction over the next five years.

## Western Oregon University Performance Indicator Target Detail

**Research and Development (R&D)** – Annual expenditures for research, training/teaching, and similar activities supported by grants from federal and private sources. *(Dollars in millions)*



Year	Low Target	High Target
2002-03	\$5.7	\$6.2
2003-04	\$5.9	\$6.5
2004-05	\$8.9	\$8.9
2005-06	\$9.1	\$9.1
2006-07	\$9.3	\$9.3
2007-08	\$9.5	\$9.5

Performance Trend:

Western Oregon University increased research & development by 78 percent in 2003-2004 compared to 1998-1999, with a gain of \$3.8 million.

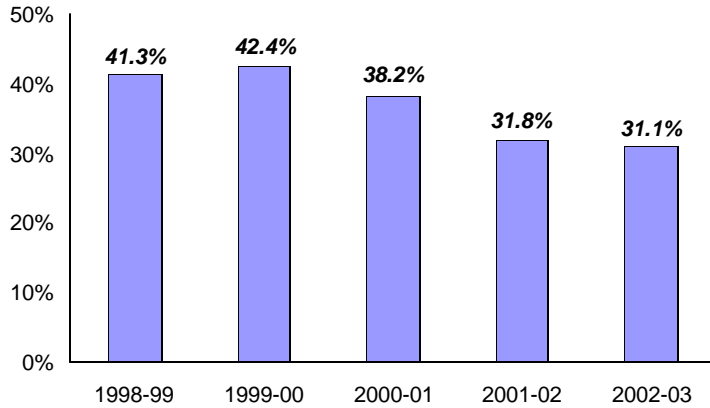
Rationale for Future Targets:

Research and training grant activity will continue to grow at an approximate rate of 2.5 percent per annum. The Teaching Research Institute grants from DOE, NSF, and other sources will continue with moderate growth. Faculty research grants and Regional Resource Center on Deafness grants will continue at current levels to slight increases. The Western Regional Community Oriented Policing Center will receive increased funding from DOJ block grants and Homeland Security grants contributing to a modest increase in overall university research and grant activity.

## Mission Specific Indicators Selected by WOU

### Performance Indicator Target Detail

**Bachelor's Degree Completion** – Percent of freshmen cohort starting and completing a bachelor's degree at WOU within six years.



Year	Low Target	High Target
2002-03		
2003-04	Performance figures for 2001-02 and 2002-03 and all targets are under review pending receipt of additional data.	
2004-05		
2005-06		
2006-07		
2007-08		

Performance Trend:

Graduation rates over the five-year reporting period reflect the impact of historical enrollment and retention figures.

Rationale for Future Targets:

Beginning in 2006-07, WOU expects improvements in the 6-year graduation rate based on implementation of strategies to increase student retention and satisfaction. One such strategy calls for increasing access to and availability of financial support for WOU students.

## Mission Specific Indicators Selected by WOU

### Performance Indicator Target Detail

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**Persistence of students of color** – Number of full-time freshmen from under-represented racial/ethnic groups who persist to their second year.

### ***Data Under Development***

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#### *Performance Trend:*

Data collection methods for reporting traditional persistence rates are in place, however, discussion needs to define more meaningful cohorts.

#### *Rationale for Future Targets:*

In addition to planning strategies to improve retention of all students, WOU needs to develop specific goals to track and retain other students at risk of dropping out of the system.

## WOU Data Definitions

1. **Freshman Persistence/Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Two rates are reported: one reports students who entered and returned to the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but transferred to another OUS institution for the second year (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
2. **Total Degree Production** (Historical performance values under review pending receipt of additional data). Bachelor’s, master’s, doctoral, and first professional degrees awarded annually. 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.
3. **Degree Production in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. Bachelor’s, master’s, doctoral degrees awarded in selected fields by Classification of Instructional Program code (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 (14), engineering-related technologies (15), and computer and information sciences (11). 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. Each campus selected one shortage area to target improvement efforts (increase degree production). 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.
4. **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.
5. **Sponsored Research and Other Support.** Includes restricted fund expenditures for sponsored research, teaching/training grants, and 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.

### Mission Specific Indicators

6. **Bachelor’s Completion Rate** (Historical performance values under review pending receipt of additional data). Selected by the institution as a mission specific monitor, see data definition #10 below for description and source. Excludes intra-OUS transfers.

7. **Success of students of color.** Freshman persistence/retention of under-represented minorities at WOU. Under-represented minority members of a fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Source: Western Oregon University, special report.

## Non-targeted Indicators

8. **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.
9. **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.
10. **Bachelor's Degree Completion** (Historical performance values under review pending receipt of additional data). 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 7<sup>th</sup> year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”). Another reports students who entered at one OUS institution but graduated from another OUS institution (“includes intra-OUS transfers”). Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **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.
12. **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.
13. **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 30<sup>th</sup> 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.