










Goals adopted by the State Board of Higher Education – access, quality, employability, and cost effectiveness – were etched into Oregon law with the passage of Senate Bill 919 by the 1997 Oregon Legislative Assembly. This law directed the Oregon University System to develop performance measures and indicators for these four goals and to report back to the legislature on its progress.

OUS made its first report to the legislature in 1999. This report presented ten-year trend lines for the key indicators adopted by the Board. These indicators are among the measures included in the “Links to Oregon Benchmarks,” required by the Oregon Department of Administrative Services. For a more detailed report, please visit the OUS website link www.ous.edu/aca/performance/Index.htm.


This third report to the Oregon legislature provides performance data for the last five years. We are pleased to report that OUS shows positive trends for all but two of the key indicators. The increases in student-faculty ratios, combined with the consistently below-average compensation levels for faculty, will jeopardize the ability of OUS institutions to sustain the level of quality demonstrated so far.

Results Overview

Performance Indicators

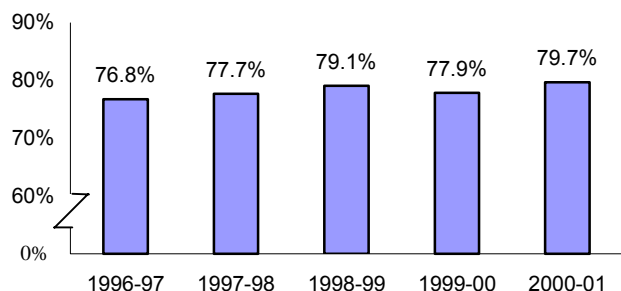
Freshman persistence to second year (1996-97 through 2000-01)		2.9 points
Freshmen completing bachelor's degree (1996-97 through 2000-01)		< 1 point
Quality ratings by recent graduates (1996-97, 1999-00, 2000-01)		17.7 points
Student diversity (Fall 1997 through Fall 2002)		32.4%
Fall credit enrollment (Fall 1997 through Fall 2002)		21.8%
Total degrees awarded (1996-97 through 2001-02)		9.4%
Engineering & computer science degrees awarded		18.5%
R&D support from grants and contracts (FY 1997 through FY 2002)		37.5%
Philanthropic support from gifts (FY1997 through FY 2002)		57.0%

Early Warning Signs to Watch

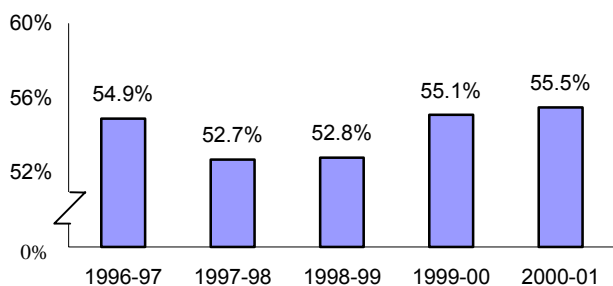
Competitive faculty compensation		4% to 17% Below peers
Student-faculty ratios (Fall 1997 to Fall 2002)		10.7% Workload increase

Quality Indicators

Freshman persistence to second year



Completion of bachelor's degree



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

Quality ratings by recent graduates

	1996-97	1997-98	1999-00	2000-01	2001-02
Percent saying					
Very Good or Excellent	62.1%	NA	NA	79.9%	79.8%
Average rating					
5-pt. scale	3.7	NA	NA	4.0	4.0

Note: Data collected by telephone survey of graduates within 12 months of completing degree (e.g., graduates in 1995-96 are surveyed spring 1997.) Respondents rate quality of overall educational experience on a 5-point scale, with 5 rated as "excellent" and 1 as "poor."

Best predictor of earning a bachelor's degree...

Getting to the 2nd year!

Completion is influenced by

- Preparation for college, motivation, and commitment; and
- Student attendance patterns.

Both time and money influence student attendance patterns

- The affordability of a college education depends on family income, savings for college, availability of financial aid, and other life forces.
- Options include full-time continuous enrollment for four years immediately after high school, enrolling part-time for five or six years, or working on a degree after starting careers and families.
- Declines in degree completion in 1997-1999 reflect consequences of skyrocketing tuition and program reductions in the early 1990s due to Measure 5.

U.S. average graduation rates

- 50.7% for those who started and finished at the same campus.
- 58.2% for those who started and finished at different campuses.

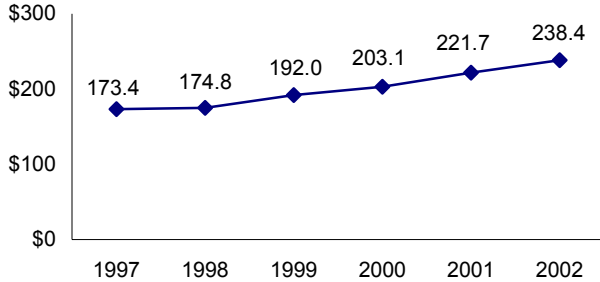
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- 77% of those responding say they would attend the same OUS university again, if they got to choose all over again; and
- 84% say they would choose an US university in the future.

Quality & Cost Effectiveness Indicators

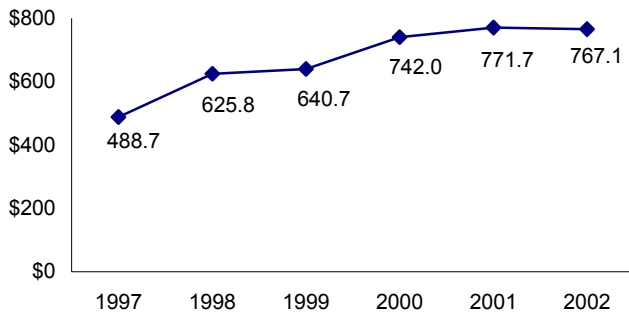
Sponsored research and other programs (FY)

Contracts and grants awarded to faculty (\$ in millions)

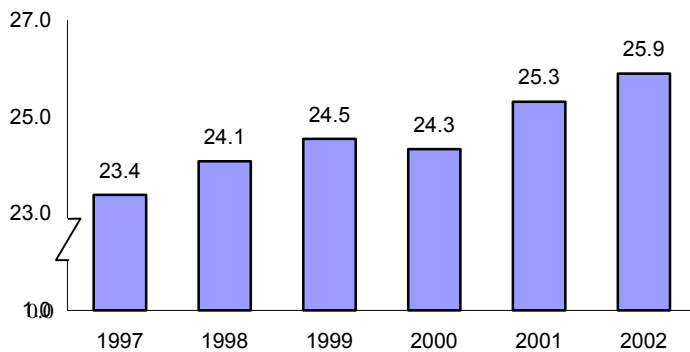


Philanthropic gifts to OUS universities (FY)

(\$ in millions)



Learning environment: Student-faculty ratio



Faculty generate resources from non-state funds to support cutting-edge research ideas and programs.

- \$113,369 generated per faculty at OSU, UO and PSU in FY 2002 — nearly twice their average faculty salary.
- New resources are pumped into Oregon's economy to buy expensive laboratory equipment and create new jobs.
- State-of-the art research enriches the classroom experience and provides opportunities for students to develop valuable analytical and teamwork skills.

Level of giving reflects confidence of alumni and friends in OUS universities and their strategic directions and results.

OUS average faculty compensation not competitive in their markets.

100% = average at peer universities

Research/Doctoral Universities

OSU	90.4%
PSU	89.2%
UO	83.3%

Comprehensive Universities

EOU	82.8%
SOU	90.6%
WOU	94.6%

Technical Institute

OIT	96.3%
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Funding declines, combined with growing enrollments, have contributed to an increase in student-faculty ratios, particularly over the past three years.

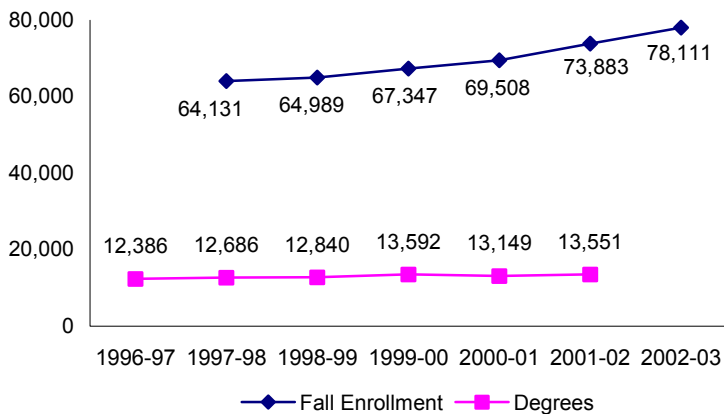
Taken together, higher faculty workload and non-competitive compensation are early warning signals that both access and quality are at risk.

Access & Employability Indicators

Diversity: Students of color

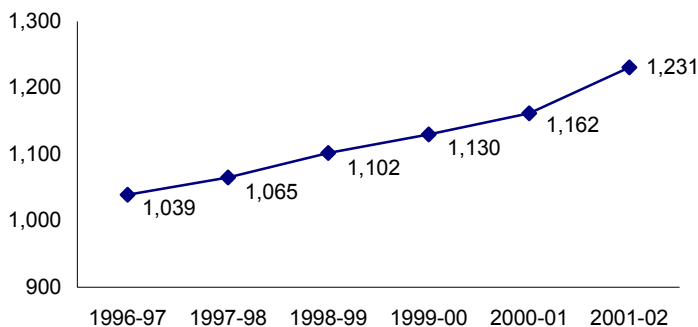
	1997	2002
African American	978	1,310
American Indian	911	984
Asian/Pacific American	3,997	5,130
Hispanic/Latino	2,016	2,644
More than one race	212	678
Total	8,114	10,746

Fall enrollment and degree production



Note: Degree data for 02-03 available September 2003.

Engineering and Computer Sciences Degrees



The world in which we grew up is very different from what our children and grandchildren will inherit.

- Diversity in the student body enriches the educational experience of all students as well as their preparation for the workplace.
- A bachelor's degree is a requirement for higher wage entry-level jobs in this knowledge-based economy.
- Employers and graduates agree on the importance of an internship experience for understanding the workplace culture. Nearly two-thirds of OUS bachelor's graduates in 2000-01 say they completed an internship as part of their academic programs.
- Lack of financial resources often prevents highly qualified students in lower income families from getting a college education.

The Engineering and Technology Industry Council (ETIC) has provided seed money to enhance and build engineering and technology programs.

- Degree production is up 18.5% in engineering and computer fields over the past five years.
- A 21.8% enrollment increase since 1997 will yield more highly educated workers for Oregon's economic recovery.

The largest part of growth in America's real gross domestic product (GDP) is the result of new insights, discovery, and commercialization of ideas.

Greenspan (2000)