



Oregon
University
System

2006 Annual Report to the Board on Campus Performance and Target-Setting

Prepared for the
Oregon State Board of Higher Education
November 2006

OUS Performance Measurement and Outcomes
Office of Strategic Programs and Planning

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Background

In October 2006, the State Board of Higher Education received a report on OUS performance, providing summarized system-level data – current and historical – on indicators adopted in 1997. Campus Performance and Target-Setting Reports form one additional component of a broader OUS accountability, monitoring, and planning effort which serves to inform policy at both the Board and campus levels. These reports reflect institutional goals and objectives, new and ongoing initiatives, and the current operating environment. In response to the recent adoption of the Board’s Long-Range Plan and future portfolio development for each OUS university – and as part of a comprehensive review of OUS performance measurement to ensure accuracy, strengthen reporting, and align metrics with Board goals – individual measures and the overall performance reporting template will be reevaluated over the coming year.

Campus Performance and Target-Setting Reports

Within the broader performance measurement framework, campus-level data are provided to the Board annually for twelve 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- or mission-specific indicators.

Mission-specific measures were selected by the institutions to highlight strategic initiatives, program strengths, student characteristics, and the different missions of each campus. In response to institutional strategic planning efforts and focused campus activities, the Oregon Institution of Technology (OIT) replaced one of its mission-specific indicators in 2006 to monitor retention rates for transfer students. Performance data for the former mission-specific indicator – graduation rates for first-time freshmen – will continue to be reported among the non-targeted measures.

Historical targets are reported here, along with new or adjusted goals through 2008-09. Targets are represented in a range (i.e., low and high targets) to reflect sustained performance or accelerated growth. The target-setting process gives consideration to mission differentiation, performance baseline trends, focused improvement efforts, and performance against 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.

Table 1 – OUS Performance Indicators

Performance Indicators		
Reported Indicators	Targeted Indicators	Mission-Specific Targeted Indicators
<ul style="list-style-type: none"> • Freshman retention rate • Total degrees awarded • Degrees in shortage areas • Graduate satisfaction • Sponsored research expenditures • Total credit enrollment • New undergraduate enrollment • Freshman graduation rate • Graduate success • Students per full-time faculty • Faculty compensation • Philanthropy • Internships ¹ 	<ul style="list-style-type: none"> • Freshman retention rate • Total degrees awarded • Degrees in shortage areas • Graduate satisfaction • Sponsored research expenditures 	<p>EOU Eastern Oregonians attending EOU High school outreach</p> <p>OIT Women in engineering fields New transfer student retention rate*</p> <p>OSU High GPA HS graduates Student diversity</p> <p>PSU Science & engineering R&D Community-service learning</p> <p>SOU Transfer student graduation rate Philanthropy</p> <p>UO Faculty compensation Research & economic development index</p> <p>WOU Transfer student completion First-generation retention</p> <p>* Indicator revised in 2006.</p>

¹ Consistent with previous reports, the non-targeted measure of internship activity is excluded from these reports due to broad campus-to-campus differences in definition and implementation strategies. Ongoing activities seek to refine data collection methodologies and provide a better understanding of applied-learning opportunities.

Eastern Oregon University
2006 Annual Report to the Board on
Performance and Target-Setting



Eastern Oregon University 2006 Performance Indicator Target Summary

Targeted Indicators *	Common to All Institutions					Mission-Specific		
	Freshman Retention ¹	Total Degrees Awarded ²	Degrees in Shortage Areas ³	Graduate Satisfaction ⁴	Sponsored Research ⁵ (\$ in millions)	Eastern Oregonians Attending EOU ⁶	High School Outreach ⁷	
Results								
2000-01	64.9%	448	18	88.3%	\$2.1	-	-	
2001-02	65.4%	458	-	-	\$3.3	-	-	
2002-03	65.6%	580	49	84.8%	\$2.6	1.2%	-	
2003-04	66.2%	660	-	-	\$3.4	-6.4%	-	
2004-05	68.5%	607	32	91.5%	\$3.2	-1.9%	0.0%	
2005-06	Avail. May 2007	Avail. Dec. 2006	Avail. Dec. 2006	-	Avail. Jan. 2007	Avail. Jan. 2007	-17.8%	
Targets								
2003-04 (Set 2001)	Low	66.4%	416	17	-	\$2.3	-	-
	High	70.4%	432	30	-	\$2.5	-	-
2004-05 (Set 2003)	Low	67.0%	460	20	83.0%	\$3.0	-	-
	High	72.0%	470	36	88.0%	\$3.5	-	-
2005-06 (Set 2004)	Low	65.0%	680	40	-	\$3.5	0.0%	-
	High	70.0%	720	56	-	\$4.0	1.0%	-
2006-07 (Set 2004)	Low	65.0%	700	45	84.5%	\$4.0	0.0%	15.0%
	High	70.0%	740	61	89.5%	\$4.5	1.0%	25.0%
2007-08 (Set 2003)	Low	65.0%	720	50	-	\$4.5	0.0%	5.0%
	High	70.0%	760	66	-	\$5.5	2.0%	10.0%
2008-09 (Set 2005)	Low	65.0%	720	55	85.0%	\$5.0	0.0%	5.0%
	High	70.0%	760	71	90.0%	\$6.0	2.0%	10.0%

Notes:

¹ Percent of first-time, full-time freshmen who return for a second year at EOU.

² Total degrees (bachelor's and master's) awarded.

³ EOU selected teaching endorsements in mathematics and sciences.

⁴ Percent of recent EOU bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ The annual percent change in the weighted average of the number of students from Eastern Oregon who attend EOU.

⁷ Percentage change in number of student credit units provided by EOU that are taken by high school students in the Eastern Oregon region.

* Complete data definitions are available in Appendix A.



Eastern Oregon University 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators*	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	2,784	744	68.4%	30.1% (excludes) 46.8% (includes)	99.2%	27.3	17.9%	87.2%	\$1.8
2001-02	2,978	810	68.0%	24.6% (excludes) 37.4% (includes)	-	28.7	25.0%	82.8%	\$2.1
2002-03	3,418	918	67.5%	27.6% (excludes) 42.9% (includes)	97.8%	28.6	16.0%	84.0%	\$2.7
2003-04	3,287	769	69.2%	32.8% (excludes) 45.1% (includes)	-	28.0	17.9%	87.4%	\$2.4
2004-05	3,338	862	70.0%	30.2% (excludes) 41.8% (includes)	98.6%	26.7	13.6%	86.0%	\$2.7
2005-06	3,533	823	Avail. May 2007	Avail. May 2007	-	26.0	12.8%	96.0%	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at EOU during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering EOU and graduating from EOU (excludes) or any OUS institution (includes) within six years.

⁵ EOU bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of EOU faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for EOU as a percentage of the average compensation among peer institutions.

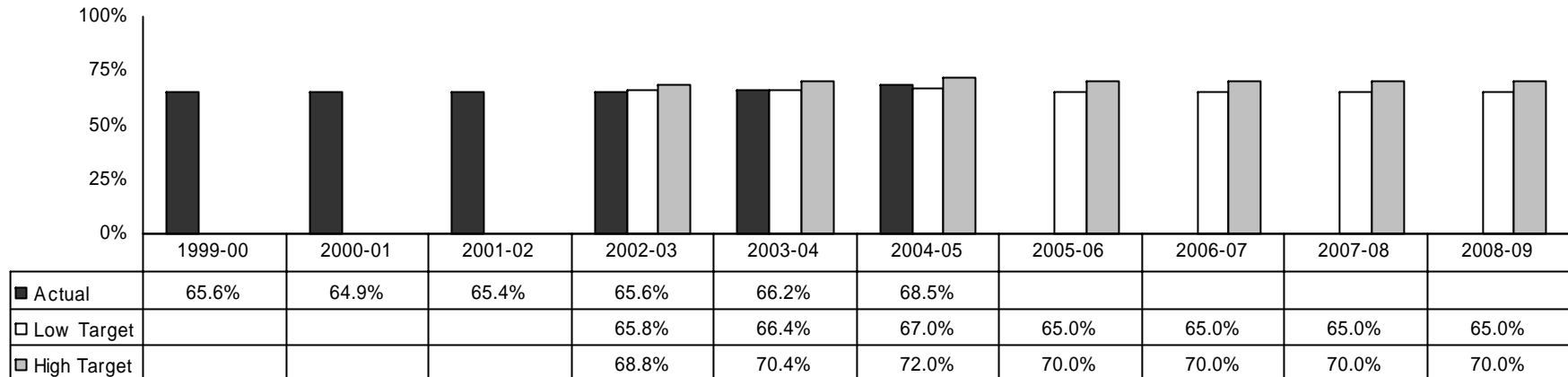
⁹ Net assets of EOU's foundation as reported in the EOU audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



Eastern Oregon University 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to Eastern Oregon University (EOU) for a second year ²



Performance Trend:

The retention of first time full time freshmen at EOU continues to increase indicating that efforts in this area are now showing results. The increase in retention for 2004-05 is greater than at any time in the past 5 years. However, based on our outreach initiatives to recruit more high school students from regional high schools, the retention of first time full time freshmen is expected to level or decline as increased efforts to improve retention through the First Year Experience, enriched advising, and other retention efforts are offset by the addition of students who typically withdraw after the first year.

Rationale for Future Targets:

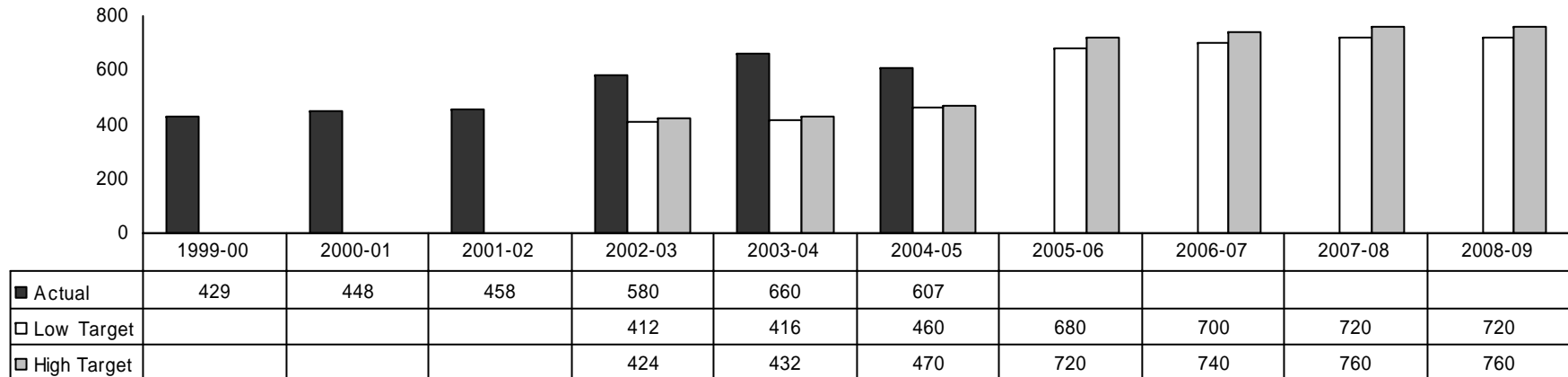
Retention is projected to slowly increase or remain flat due to the fact that programs targeted at improving study habits, the implementation of the First Year Experience (FYE) program and the Integrated Studies Program (ISP) are offset by the introduction of additional students with less college preparation and less expected retention.

² For example, data for 2004-05 reflect the number of EOU freshmen who entered in fall 2004 and were still enrolled at EOU in fall 2005.



Eastern Oregon University 2006 Performance Indicator Target Detail

Total Degrees Awarded – The number of bachelor's and master's degrees awarded in a given academic year



Performance Trend:

EOU saw a one-year increase of 27% in degree attainment from 2001-02 to 2002-03. That trend has reversed as fewer degrees were awarded in 2004-05.

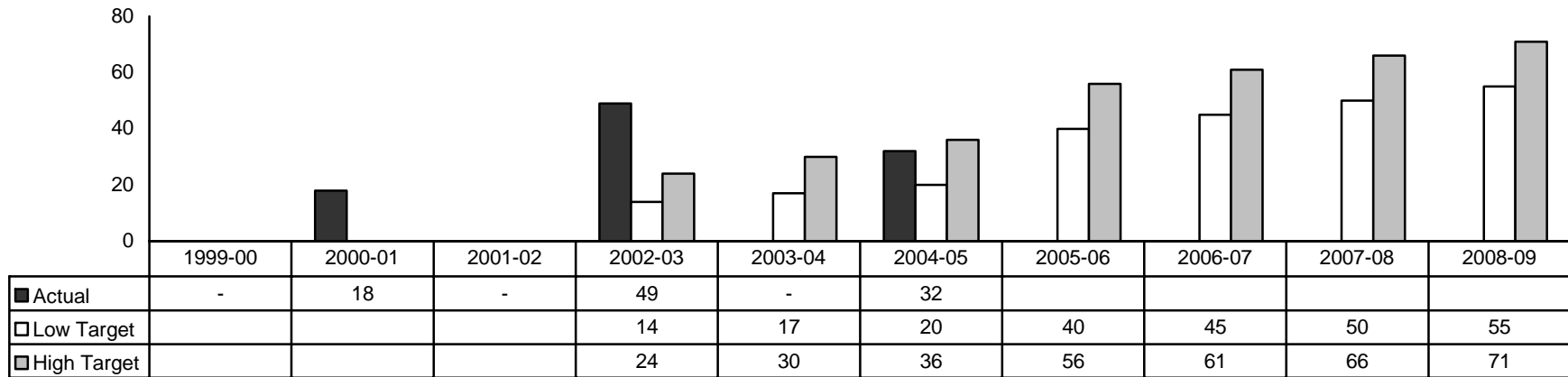
Rationale for Future Targets:

Growth is projected in the number of degrees awarded, but the rate will be lower than earlier projections. Part of this lower rate will be due to less well prepared students attending college producing a lower six-year graduation rate than in recent history.



Eastern Oregon University 2006 Performance Indicator Target Detail

Teacher Licenses Awarded in Mathematics and Science³ – The number of licenses awarded in this Oregon shortage area



Performance Trend:

In 2002-03, the number of teacher licenses in math and science was nearly triple that of 2000-01. However, we expect enrollments (and licensures) in these programs to be flat for the next few years.

Rationale for Future Targets:

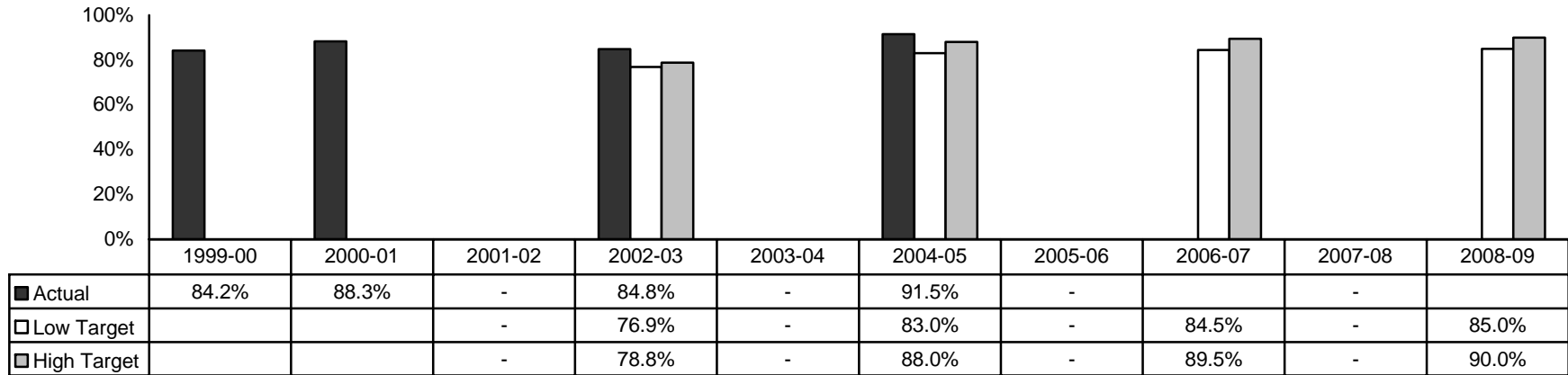
Without incentives for teachers to specialize in Math and Science, teacher licensure in these specialized areas is expected to be flat over the next few years.

³ The total is a duplicated headcount. A person with endorsements in two shortage area disciplines (e.g., chemistry and biology) would be counted twice. A person with endorsements in mathematics and English would be counted once.



Eastern Oregon University 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

EOU’s graduate satisfaction has resumed its upward trend, achieving very high marks.

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, internships, service learning, undergraduate research, creative activities, job fairs, and mock interviews.



Eastern Oregon University 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual sponsored expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

Annual expenditures for research, training/teaching has grown over the past two years and is expected to continue to increase.

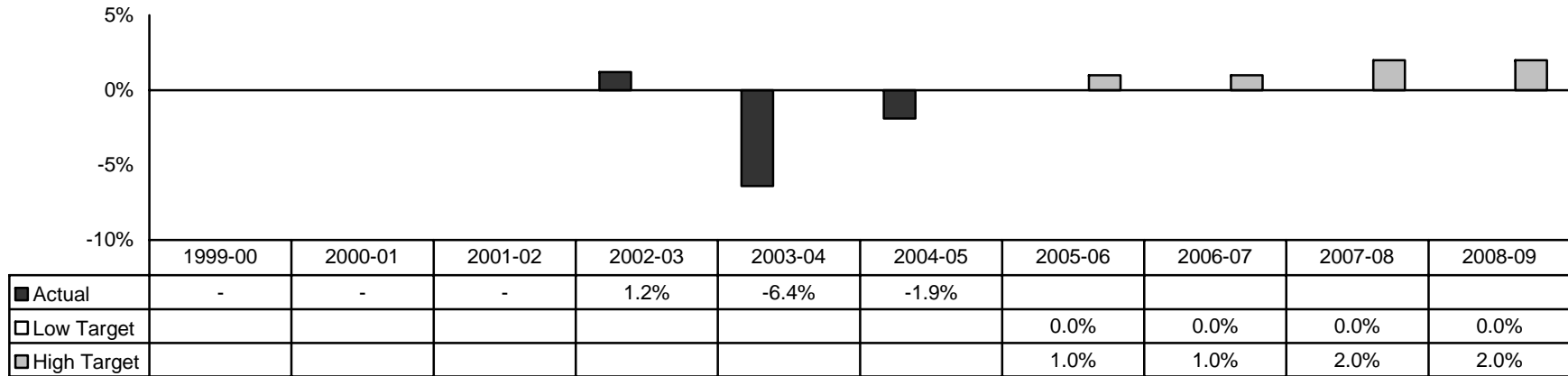
Rationale for Future Targets:

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. In 2005, Eastern hired a new Director for the Office of Grants and Sponsored Programs. This hire is expected to result in additional funded grant proposals.



Eastern Oregon University – Mission Specific Indicator 2006 Performance Indicator Target Detail

Proportion of Eastern Oregonians Who Attend EOU – The percent change of the weighted average of the number of students from twelve eastern Oregon counties who attend EOU ⁴



Performance Trend:

Based on the enrollment management plan, the percentage of Eastern Oregonians attending EOU will increase.

Rationale for Future Targets:

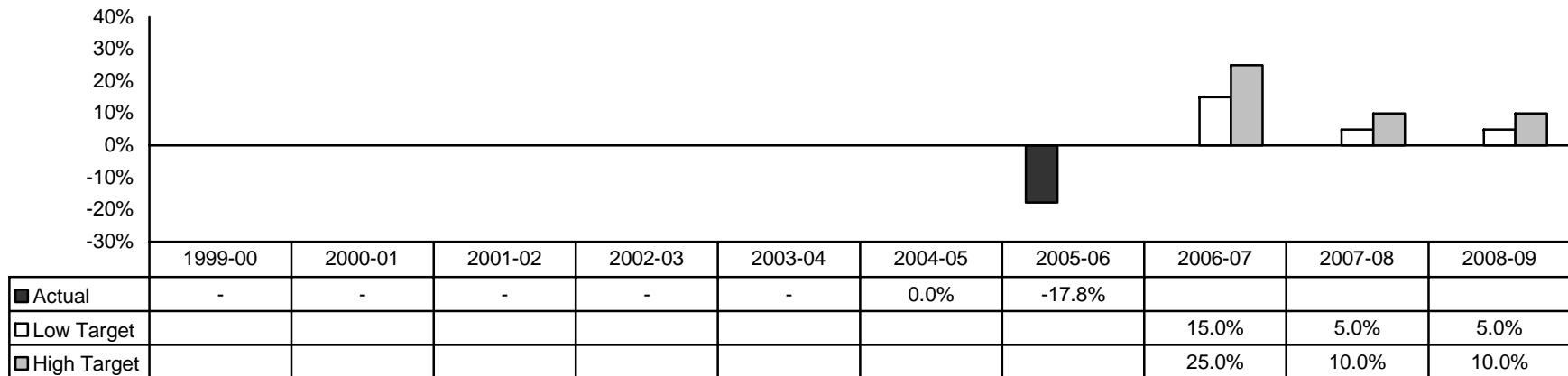
The campus's enrollment management plan will improve access and affordability to Eastern Oregonians and result in improving college attendance rates. This measure will be reported annually.

⁴ The 12 eastern Oregon counties are Gilliam, Wheeler, Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur, Sherman, and Wasco.



Eastern Oregon University – Mission Specific Indicator 2006 Performance Indicator Target Detail

High School Outreach – Percent change in the number of EOU student credit units taken by high school students in twelve eastern Oregon counties⁵



Performance Trend:

Eastern Oregon University is starting this measure. With small numbers of classes offered, a small change in student credit hours will result in a large change in the measure. As the numbers increase, the volatility of the measure will be reduced, providing more meaningful data.

Rationale for Future Targets:

In 2004-05, EOU established the office of High School Initiatives. EOU expects this office to provide increasing consistency in the high school outreach programs. Part of this program is to get high school students to attend college somewhere, not necessarily EOU. We are working with Blue Mountain and Treasure Valley Community Colleges. While we expect community college attendance to increase as a result of this program, we expect EOU enrollment of high school students to remain relatively flat or increase slowly as the number of transfers from community colleges to EOU increases.

⁵ The 12 eastern Oregon counties are Gilliam, Wheeler, Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur, Sherman, and Wasco.



Eastern Oregon University Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
2. **Total Degrees Awarded:** 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. **Degrees Awarded in Shortage Areas:** Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor's, master's, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media. Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports; OUS and Teacher Standards and Practices Commission, *K-12 Educator Supply and Demand: Snapshots*; campus data files.
4. **Recent Graduate Satisfaction:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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 Expenditures:** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

Mission Specific Indicators

6. **Proportion of Eastern Oregonians Who Attend College:** The weighted average of the change (percentage increase or decrease) in the number of students from the twelve counties of Eastern Oregon who attend EOU. These counties are: Gilliam, Wheeler, Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur, Sherman, and Wasco. The weighted average is computed by adding 40% of the change in freshmen and 15 % each for the change in sophomores, juniors, seniors and the graduating class.
7. **High School Outreach:** This indicator is a measure of Eastern Oregon University's ability to reach out to high school students to assist them in preparing for college. The specific measurement is the number of student credit units provided by EOU that are taken by high school students in the Eastern Oregon region. One student taking a 4-unit course will count as 4 student-units. The measure is the total of all such student units provided by EOU in the region. The region consists of the following twelve counties: Gilliam, Wheeler, Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur, Sherman, and Wasco.

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 the 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. **Freshman Retention within OUS:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered at one OUS institution but transferred to another OUS institution for the second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.
11. **Graduation Rate:** Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”), the other 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.

12. **Recent Graduate Success.** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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. **Students per Full-time Faculty:** The ratio of fall FTE enrollment to full-time instructional faculty headcount. Source: National Center for Education Statistics, IPEDS Fall Enrollment and Faculty Surveys.
14. **Part-time Faculty:** The percent of faculty employed part-time (headcount). Source: OUS Institutional Research Services.
15. **Average Faculty Compensation to Peer Average:** Data display the average faculty compensation (salary plus benefits) for the OUS institution as a percentage of the average compensation among peer universities. OUS universities are grouped by comprehensive/research universities (OSU, PSU, UO), regional universities (EOU, SOU, WOU), and specialized institutions (OIT). In addition, data are provided for each of the three individual peer groups for OSU, PSU, and UO. Each group is ranked across all faculty ranks. To compare all ranks, the faculty distribution is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors. Source data are reported by universities on November 30th of each academic year; therefore, increases awarded after November are not included in the OUS report. Source: OUS, Office of Institutional Research Services, using data from the American Association of University Professors (AAUP) as published in *ACADEME: The Annual Report on the Economic Status of the Profession* in March/April of each year.
16. **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.

Oregon Institute of Technology
2006 Annual Report to the Board on
Performance and Target-Setting



Oregon Institute of Technology 2006 Performance Indicator Target Summary

Targeted Indicators *	Common to All Institutions					Mission-Specific		
	Freshman Retention ¹	Total Degrees Awarded ²	Degrees in Shortage Areas ³	Graduate Satisfaction ⁴	Sponsored Research ⁵ (\$ in millions)	Women in Engineering Fields ⁶	New Transfer Retention Rate ⁷	
Results								
2000-01	73.3%	328	163	93.0%	\$2.6	-	73.2%	
2001-02	68.9%	360	178	-	\$1.9	129	77.0%	
2002-03	71.2%	369	154	86.7%	\$2.4	101	74.8%	
2003-04	72.1%	410	182	-	\$3.1	86	72.7%	
2004-05	68.8%	496	181	86.1%	\$3.7	93	72.4%	
2005-06	Avail. May 2007	Avail. Dec. 2006	Avail. Dec. 2006	-	Avail. Jan. 2007	92	Avail. May 2007	
Targets								
2003-04 (Set 2001)	Low	70.6%	307	159	-	\$2.2	130	75.5%
	High	72.2%	319	171	-	\$2.3	136	76.5%
2004-05 (Set 2003)	Low	70.0%	365	187	86.0%	\$2.2	106	76.0%
	High	73.0%	375	225	93.0%	\$3.0	117	77.0%
2005-06 (Set 2004)	Low	70.3%	367	160	-	\$2.3	106	76.5%
	High	73.7%	380	225	-	\$3.1	117	77.5%
2006-07 (Set 2004)	Low	70.6%	369	170	86.0%	\$2.4	106	77.0%
	High	74.3%	385	225	93.0%	\$3.3	117	78.0%
2007-08 (Set 2003)	Low	71.0%	370	180	-	\$2.5	106	77.5%
	High	75.0%	390	225	-	\$3.5	117	78.5%
2008-09 (Set 2005)	Low	71.5%	375	190	86.0%	\$2.5	106	78.0%
	High	75.5%	395	225	93.0%	\$3.5	117	79.0%

Notes:

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

² Total degrees (bachelor's and master's) awarded.

³ OIT selected engineering, engineering-related technologies, and computer science fields.

⁴ Percent of recent OIT bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ Women enrolled in traditionally male-dominated engineering fields.

⁷ Percent of new full-time transfer students who return to OIT for a second year.

* Complete data definitions are available in Appendix A.



Oregon Institute of Technology 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators*	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	2,842	629	77.2%	36.2% (excludes) 40.8% (includes)	93.9%	19.0	6.7%	99.5%	\$13.1
2001-02	3,088	709	73.7%	41.1% (excludes) 47.0% (includes)	-	19.3	8.4%	96.3%	\$13.1
2002-03	3,139	700	76.5%	42.1% (excludes) 48.2% (includes)	93.3%	19.6	7.6%	96.8%	\$13.1
2003-04	3,236	672	75.4%	41.8% (excludes) 48.0% (includes)	-	21.4	10.9%	97.3%	\$14.5
2004-05	3,373	725	73.1%	38.8% (excludes) 46.4% (includes)	94.5%	20.6	5.6%	93.8%	\$15.7
2005-06	3,351	670	Avail. May 2007	Avail. May 2007	-	18.8	9.4%	99.9%	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at OIT during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering OIT and graduating from OIT (excludes) or any OUS institution (includes) within six years.

⁵ OIT bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of OIT faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for OIT as a percentage of the average compensation among peer institutions.

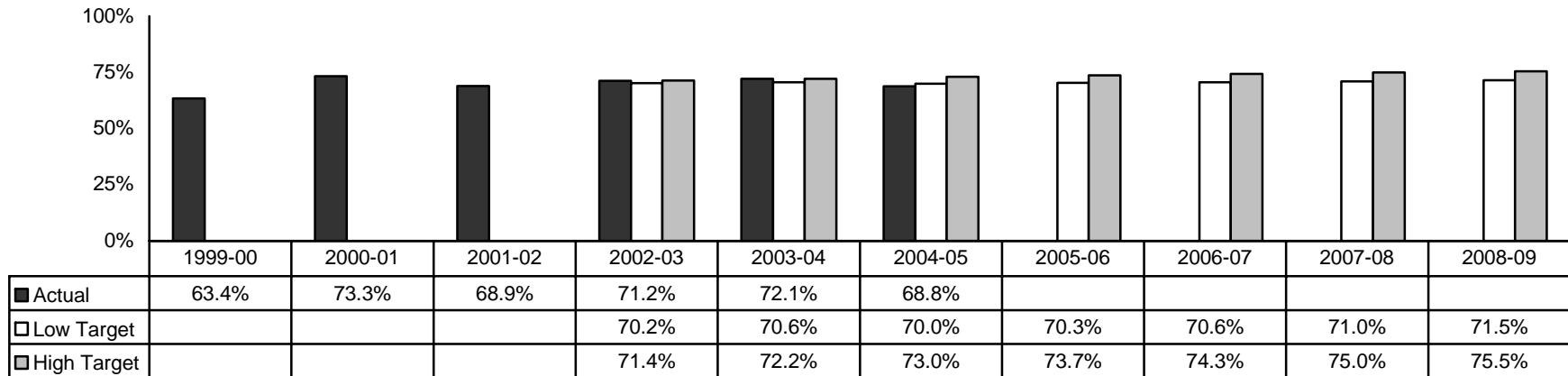
⁹ Net assets of OIT's foundation as reported in the OIT audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



Oregon Institute of Technology 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to Oregon Institute of Technology (OIT) for a second year ⁶



Performance Trend:

OIT first year retention rates vary around a 6-year average of 69.6%. Our goal in 2005-06 is to regain lost ground.

Rationale for Future Targets:

Enrollment capacity limitations in allied health programs at the sophomore level place caps on the number of students who can continue in these programs. The Center for Health Professions, expected to be operational by fall 2007, will help increase freshman to sophomore retention by including accredited baccalaureate degree programs in Medical Imaging, Dental Hygiene, Clinical Lab Sciences, Respiratory Care and Health Sciences.

OIT's freshman retention strategies at OIT are as follows:

- The Center for Learning and Teaching (CFLAT) provides tutoring in several academic subjects, academic success classes, supplemental instruction support and coordination, and accommodations for students with disabilities, test proctoring, a computer laboratory, and the campus writing center. CFLAT also has a Student Leaders and Mentors program (SLAM). Students who are selected as mentors for the SLAM program act as friend and peer advisor to first-year students.

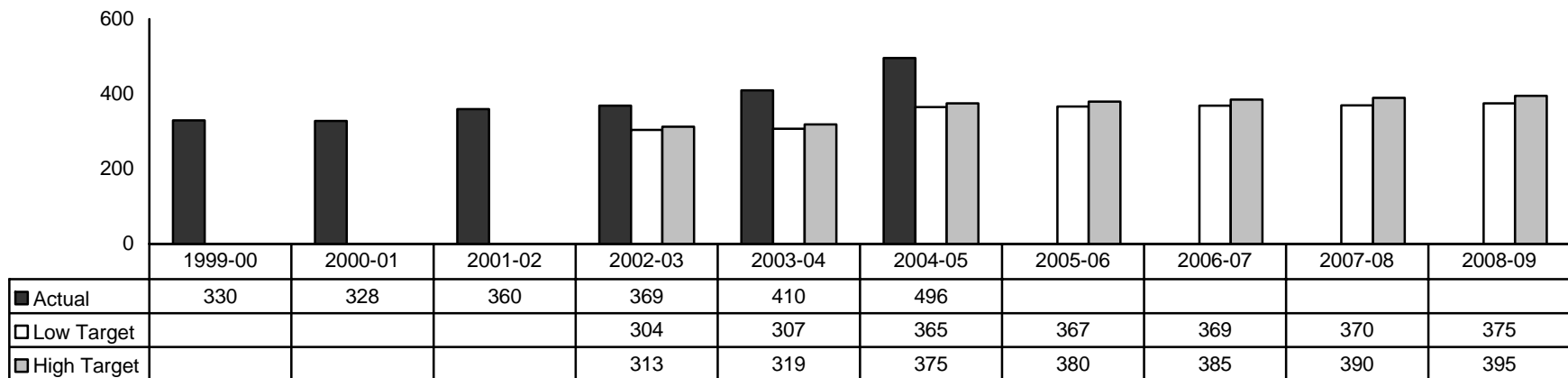
⁶ For example, data for 2004-05 reflect the number of OIT freshmen who entered in fall 2004 and were still enrolled at OIT in fall 2005.

- The university-wide Strategic Enrollment Management (SEM) Plan outlines initiatives for improving student retention. New initiatives will be planned and implemented this year.
- The federally funded Tech Opportunities Program (TOP) provides services to academically under-prepared students to increase academic achievement, retention, and graduation rates at OIT.



Oregon Institute of Technology 2006 Performance Indicator Target Detail

Total Degrees Awarded⁷ – The number of bachelor’s and master’s degrees awarded in a given academic year



Performance Trend:

Currently upward but expected to decline in the future due to large graduating classes and flat enrollment growth.

Rationale for Future Targets:

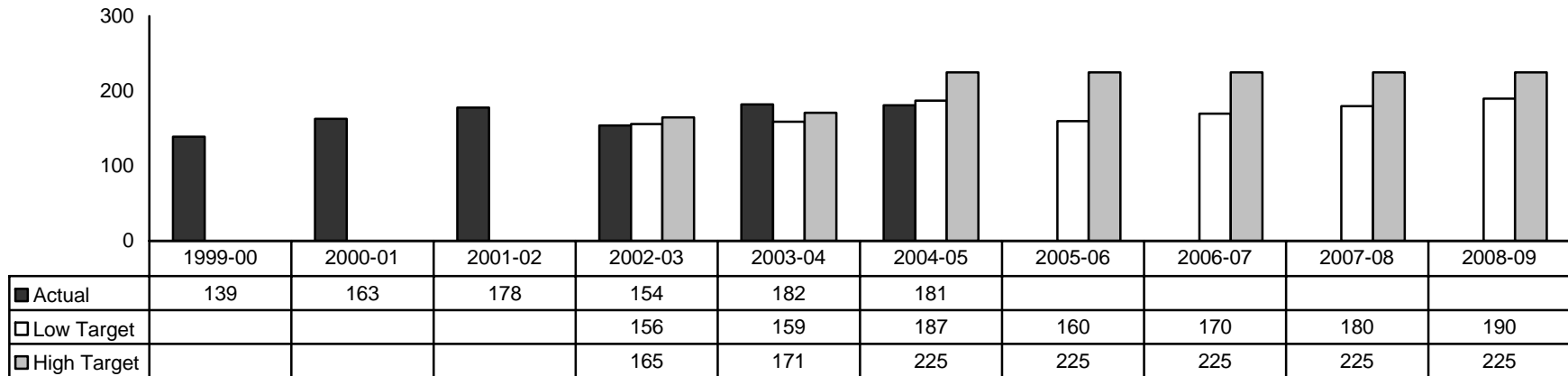
OIT projects only modest increases in this area due to opposing factors impacting the number of degrees that will be awarded in the future. Due to new efforts in the area of student retention and new enrollment capacity in the upper division Allied Health programs--which previously could not meet enrollment demand-- the trend for growth in new graduates seems optimistic. However, on the other hand, there has also been only slight growth in the number of admitted freshmen for the last two years as well as a shrinking demand for the computing sciences. When taken together, these factors will contribute to only a slight increase in the number of projected graduates in the next few years.

⁷ Associate degrees are not counted in this measure.



Oregon Institute of Technology 2006 Performance Indicator Target Detail

Degrees Produced in Engineering, Engineering-Related Technologies, and Computer Science Fields⁸ – The number of degrees awarded in this Oregon shortage area



Performance Trend:

Stable, but increasing in the future.

Rationale for Future Targets:

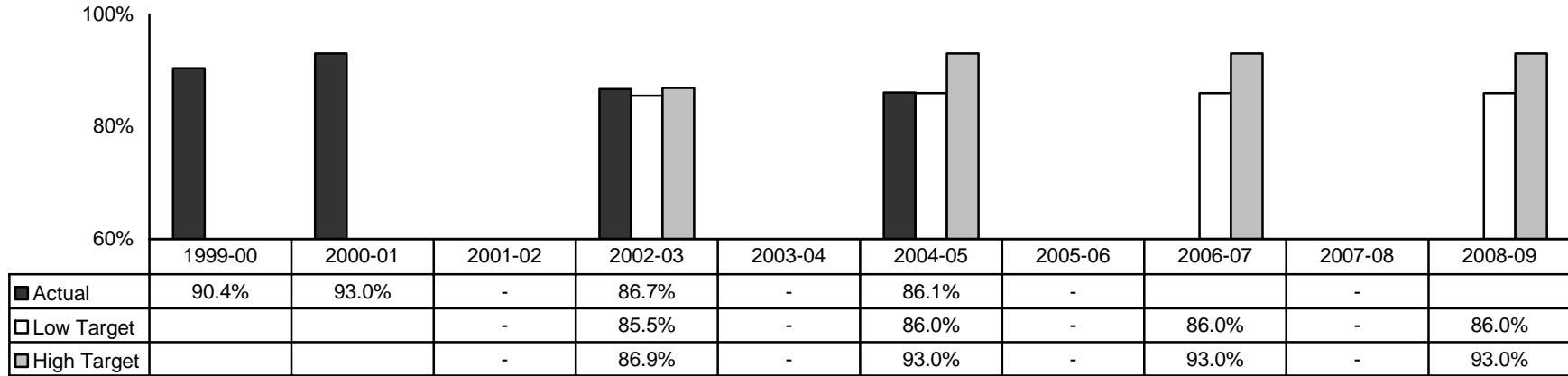
OIT is offering several new degrees that will help increase the number of graduates in these shortage areas as early as June 2006. These new programs include a Master's degree in manufacturing engineering technology, a new degree option in mechanical engineering, an online information technology degree, and the first Bachelor of Science degree in Renewable Energy Systems offered in North America. In addition to these degrees/programs, computing will be offering a program in embedded systems with a strong emphasis in health related technologies which will help mitigate the decline in enrollment in the computing programs.

⁸ OIT also produces associate's degrees in this shortage area. Associate's degrees are not counted in this measure.



Oregon Institute of Technology 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

Stable.

Rationale for Future Targets:

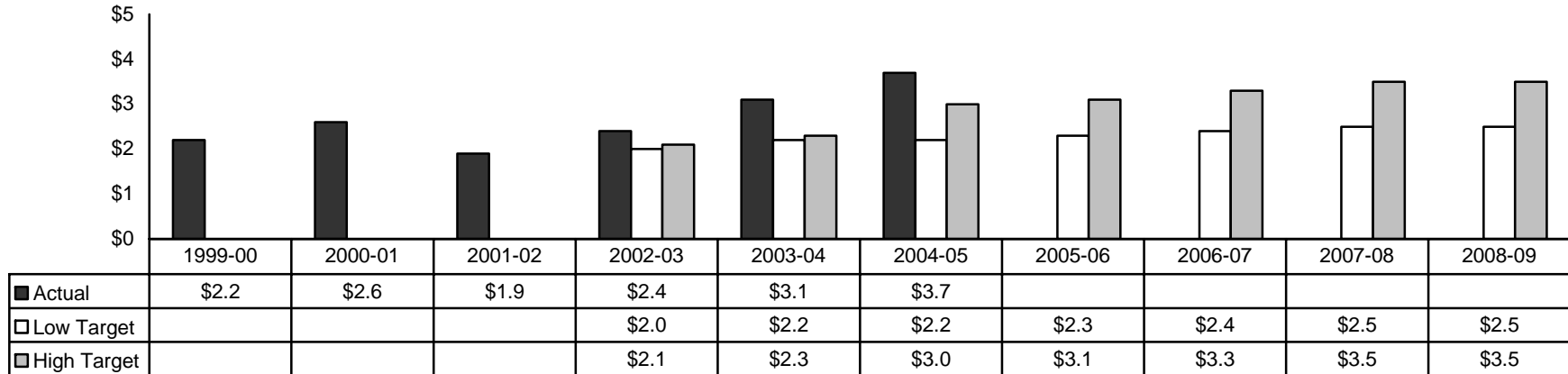
OIT currently enjoys high rankings in graduate satisfaction. While higher tuition and the absence of the tuition plateau will result in less satisfied students, OIT is also adding new academic programs and is incorporating an added emphasis on student retention to maintain continued good marks in graduate satisfaction.

Our alumni continue to get high paying, career related jobs after graduation. For example, 93% of respondents to OIT’s 2005 alumni survey (taken 6 months after graduation) said that they were employed in career related fields and their average starting salary was \$45,932. Average starting salaries have fluctuated with economic conditions within Oregon but have remained over \$40K per year over the past 5 years.



Oregon Institute of Technology 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

Increasing in the future.

Rationale for Future Targets:

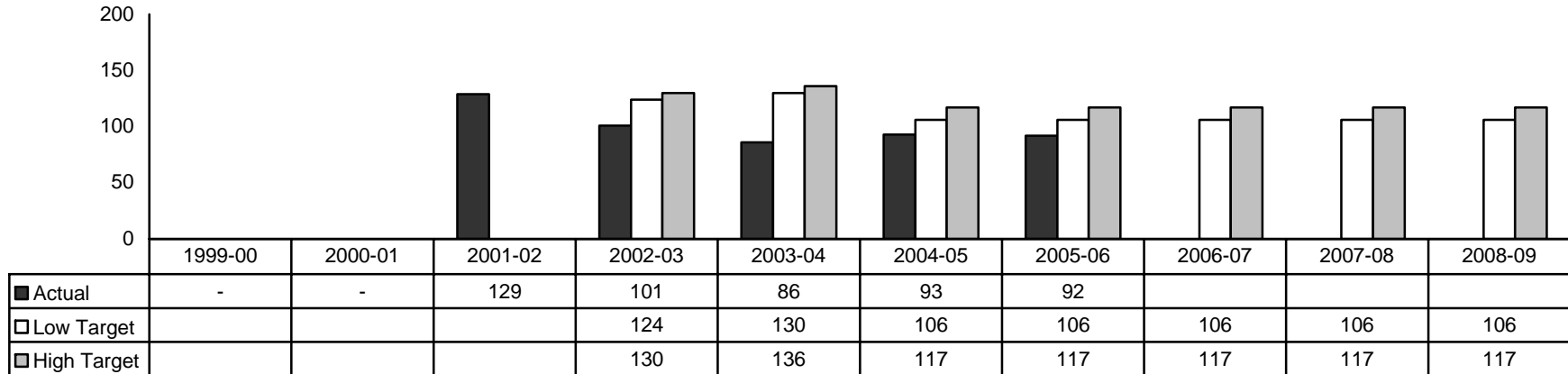
OIT is in transition in terms of expenditures for teaching and research. In 2005, OIT will launch a \$22.5 million capital campaign to fund the Center for Health Professions. OIT will create a new model to advance health care education through applied learning and industry alliances. Over time, OIT plans to double its student body, multiply its educational programs, and establish a new state of the art facility with laboratories, classrooms, clinics, and offices.

OIT will also garner more external support for teaching and research in renewable energy systems. Oregon Renewable Energy Center (OREC) is charged with conducting applied research, providing education and technical assistance, and working with industry and electric utilities in Oregon and the region to make renewable energy the energy of choice for the future of the nation.



Oregon Institute of Technology – Mission Specific Indicator 2006 Performance Indicator Target Detail

Women Enrolled in Engineering-Related Fields – The number of women enrolled in undergraduate or graduate engineering, engineering-related technologies, or computer science programs at OIT



Performance Trend:

Decreasing.

Rationale for Future Targets:

OIT's Women in Engineering committee on campus has provided support and insight on issues affecting women in engineering as well as targeted activities in high schools. OIT is designated the Oregon Affiliate University for the National program entitled Project Lead The Way. PLTW is a not-for-profit organization providing middle and high schools with pre-engineering curriculum. OIT started training Oregon teachers on how to implement the program beginning summer 2006.

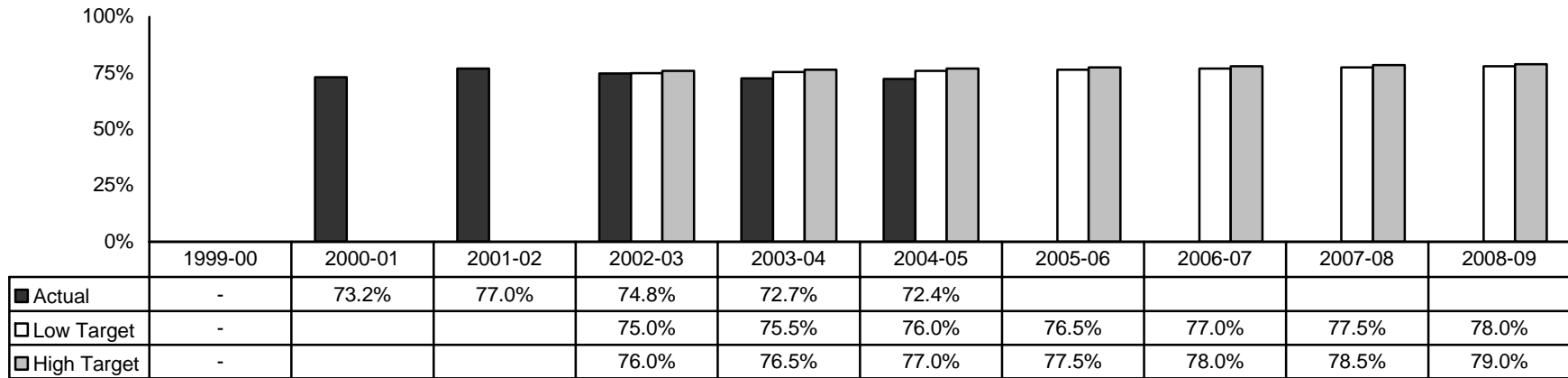
Another program aimed at bringing women into science related fields, T.W.I.S.T. (Team Women in Science and Technology), is a one-week residential career exploration program introducing teen women who will enter grades 9-12 in the fall of 2005 to different technical career areas and the excitement of science and technology through hands-on laboratory.

Furthermore, a grant proposal will be submitted to the NSF for support to women in computing majors.



Oregon Institute of Technology – Mission Specific Indicator 2006 Performance Indicator Target Detail

Retention of new transfer students – The percent of new full-time transfer students who return to Oregon Institute of Technology (OIT) for a second year ⁷



Performance Trend:

Retention of new transfer students varies around a 5 year average of 75%. OIT's goal in 2005-06 is to reverse the current downward trend.

Rationale for Future Targets:

New transfer students are enrolling at OIT in increasingly greater rates than are freshmen from high school. For example, 42% of OIT's newly admitted students in Fall 2002 transferred from other colleges or universities and by fall 2004, 58% of OIT's new admits were from other colleges and universities. While retention of first time freshmen has increased from 69-71% within the past three years, OIT's retention of transfer students is also higher (72-75%) within the same time period.

Retention rates of new transfers are expected to rebound from 72.4% in 2004-05 due to activities in enrollment management and the strategic planning process which began during fall 2006. These activities will focus on student success, retention, and degree attainment. It should also be noted that new transfer retention rates were indirectly affected by the Paramedic Education program starting in Fall 2002. In this program, students may earn their associate degree in four terms. Prior to that time, very few new transfers graduated within a year. An increase in graduation rates – and a subsequent decrease in continuation rates—is the result of this new program in Fall 2002.



Oregon Institute of Technology Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports and *Integrated Postsecondary Education Data System (IPEDS) Fall Cohorts* completed.
2. **Total Degrees Awarded:** 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, *IPEDS Completions Survey* reports.
3. **Degrees Awarded in Shortage Areas:** Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor's, master's, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media. Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports; OUS and Teacher Standards and Practices Commission, *K-12 Educator Supply and Demand: Snapshots*; campus data files.
4. **Recent Graduate Satisfaction:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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 Expenditures:** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

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. At the campus level, graduation rates in these fields are also tracked for women and compared to total graduation rates. Source: OUS Institutional Research Services, fall fourth-week enrollment reports, special report beginning in Fall 2001.
7. **Retention of new transfer students:** The percent of new full-time transfer students who return to Oregon Institute of Technology (OIT) for a second year. New transfers are those students new to OIT fall term of the cohort year who have earned 24 or more college credits prior to enrolling at OIT. Students earning 24 or more college credits while in high school are NOT considered transfer students. Cohorts include students enrolled in nursing programs. Source: OIT student extracts

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

12. **Recent Graduate Success:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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. **Students Per Full-Time Faculty:** The ratio of fall FTE enrollment to full-time instructional faculty headcount. Source: National Center for Education Statistics, IPEDS Fall Enrollment and Faculty Surveys.
14. **Part-Time Faculty:** The percent of faculty employed part-time (headcount). Source: OUS Institutional Research Services.
15. **Average Faculty Compensation to Peer Average:** Data display the average faculty compensation (salary plus benefits) for the OUS institution as a percentage of the average compensation among peer universities. OUS universities are grouped by comprehensive/research universities (OSU, PSU, UO), regional universities (EOU, SOU, WOU), and specialized institutions (OIT). In addition, data are provided for each of the three individual peer groups for OSU, PSU, and UO. Each group is ranked across all faculty ranks. To compare all ranks, the faculty distribution is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors. Source data are reported by universities on November 30th of each academic year; therefore, increases awarded after November are not included in the OUS report. Source: OUS, Office of Institutional Research Services, using data from the American Association of University Professors (AAUP) as published in *ACADEME: The Annual Report on the Economic Status of the Profession* in March/April of each year.
16. **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.

Oregon State University
2006 Annual Report to the Board on
Performance and Target-Setting



Oregon State University 2006 Performance Indicator Target Summary

Targeted Indicators *	Common to All Institutions					Mission-Specific		
	Freshman Retention ¹	Total Degrees Awarded ²	Degrees in Shortage Areas ³	Graduate Satisfaction ⁴	Sponsored Research ⁵ (\$ in millions)	High GPA HS Graduates ⁶	Student Diversity ⁷	
Results								
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	82.2%	\$134.4	30.5%	13.0%	
2003-04	81.1%	4,113	773	-	\$131.0	30.9%	13.6%	
2004-05	80.3%	4,213	751	84.7%	\$141.5	31.6%	13.6%	
2005-06	Avail. May 2007	Avail. Dec. 2006	Avail. Dec. 2006	-	Avail. Jan. 2007	33.7%	14.0%	
Targets								
2003-04 (Set 2001)	Low	80.0%	3,800	600	-	\$130.0	29.7%	13.0%
	High	81.0%	4,000	650	-	\$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	-	\$140.0	30.3%	13.5%
	High	83.0%	4,250	750	-	\$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	-	\$150.0	31.0%	14.0%
	High	85.0%	4,400	800	-	\$180.0	33.5%	15.0%
2008-09 (Set 2005)	Low	82.0%	4,250	750	80.0%	\$160.0	31.5%	14.2%
	High	85.0%	4,450	800	85.0%	\$185.0	34.0%	15.3%

Notes:

¹ Percent of first-time, full-time freshmen who return for a second year at OSU.

² Total degrees (bachelor's, master's, doctorate, and professional) awarded.

³ OSU selected engineering and computer science fields.

⁴ Percent of recent OSU bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ Percent of Oregon freshmen at OSU with a high school GPA of 3.75 or higher.

⁷ Enrollment of students of color in credit courses (percent of total enrollment).

* Complete data definitions are available in Appendix A.



Oregon State University 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators*	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	16,777	3,932	82.5%	58.5% (excludes) 63.7% (includes)	95.2%	25.3	15.9%	94.4% (individual) 94.5% (shared)	\$375.8
2001-02	18,032	4,426	82.5%	58.8% (excludes) 63.7% (includes)	-	26.0	16.9%	90.4% (individual) 90.6% (shared)	\$375.7
2002-03	18,774	4,119	83.8%	60.6% (excludes) 65.1% (includes)	94.3%	26.9	17.1%	90.3% (individual) 90.9% (shared)	\$371.1
2003-04	18,974	4,128	83.9%	59.8% (excludes) 64.8% (includes)	-	29.3	18.6%	92.7% (individual) 93.2% (shared)	\$427.0
2004-05	19,159	4,018	83.5%	61.1% (excludes) 65.1% (includes)	97.8%	27.2	19.7%	91.2% (individual) 91.3% (shared)	\$455.5
2005-06	19,236	3,998	Avail. May 2007	Avail. May 2007	-	25.4	20.3%	92.5% (individual) 93.3% (shared)	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at OSU during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering OSU and graduating from OSU (excludes) or any OUS institution (includes) within six years.

⁵ OSU bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of OSU faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for OSU as a percentage of the average compensation among peer institutions.

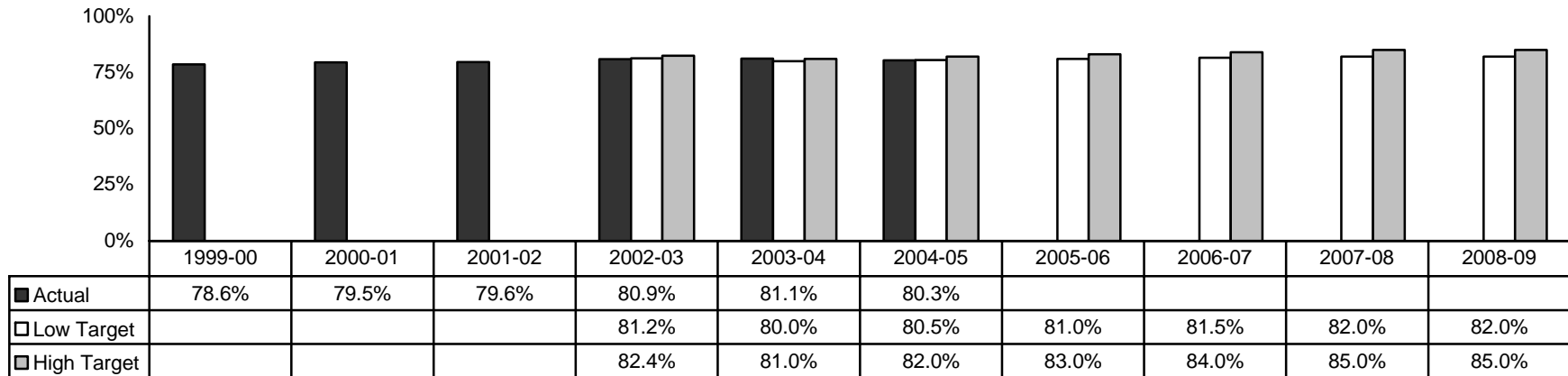
⁹ Net assets of OSU's foundation as reported in the OSU audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



Oregon State University 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to Oregon State University (OSU) for a second year ⁹



Performance Trend:

OSU's freshman retention rate continues to exceed 80%. The slight drop in AY 2004-05, below the low target, is expected to be a one-time aberration, with an increase in freshman retention anticipated in AY 2005-06.

Rationale for Future Targets:

- *Synopsis:* OSU has a new focus on student engagement underway. A comprehensive review of the student experience and of student engagement includes the creation of a new University Council for Student Engagement and Experience. The University will be focusing during the next several years on the improvement of student engagement and student experiences that occur during a student's first two years at OSU. A report by the Student Experience Research Task Force was recently completed with recommendations specifically designed to help improve student engagement, student experience, and student success—all of which are designed to help improve the retention of OSU's entering cohort freshman classes.
- *Student Advising:* Student advising will continue to be enhanced. The Academic Advising Council has brought forth recommendations, along with a new vision, designed for meaningful improvement in student advising across the campus.
- *Centers:* A new Center for Teaching and Learning has recently been established and new director has been hired. Also, the Academic Success Center, new in AY 2004-05, is now assisting students with academic support services. Initiatives from these two centers will be implemented to help improve the learning environment at OSU.

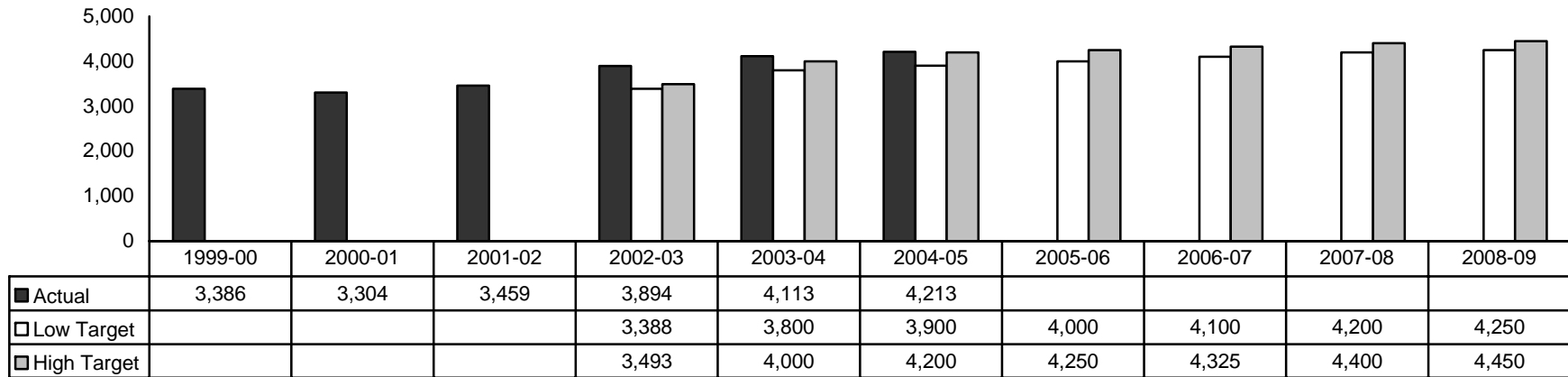
⁹ For example, data for 2004-05 reflect the number of OSU freshmen who entered in fall 2004 and were still enrolled at OSU in fall 2005.

- *Admissions Policy*: OSU has a new admissions policy. It incorporates experiential experience factors which are designed to help predict student success at OSU. The new Insight Resume will help to develop targeted intervention for at-risk students.



Oregon State University 2006 Performance Indicator Target Detail

Total Degrees Awarded – The number of bachelor's, master's, doctoral, and first professional degrees awarded in a given academic year



Performance Trend:

OSU has increased its total degree production by 24.4% in the past six years. This represents an increase of approximately 138 additional degrees annually. In each of the targeted years, the high target has been exceeded.

Rationale for Future Targets:

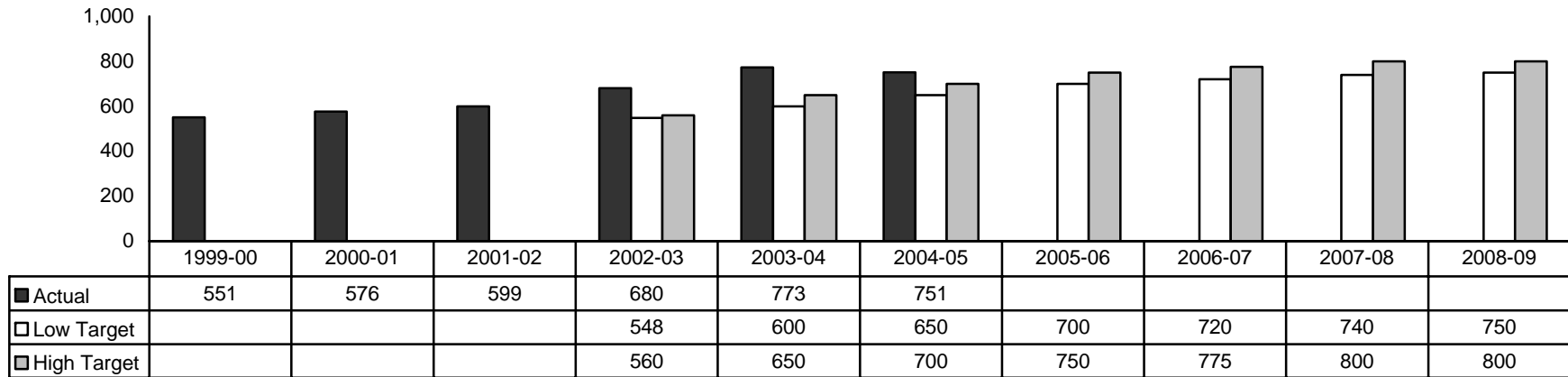
- *Synopsis:* Since degree production lags four to five years behind enrollment, and given the fact that enrollment growth has been slowing down, it is anticipated that degree production will follow the enrollment trends. In the coming years, the University will be focusing on the quality of a student's educational experience and on the improvement of student retention through graduation.
- *Academic Program Relevancy:* The University will continue to monitor the relevancy of its academic degree programs to ensure that they meet the needs of Oregon, the nation, and the world for highly trained and knowledgeable graduates.
- *Extended Campus:* The University will continue to explore the addition of new degree programs offered through Extended Campus (e.g., degree programs specifically designed to meet the needs of local communities and place bound students).
- *Degree Partnership Programs:* The University has been establishing degree partnership programs with Oregon's community colleges. Currently, thirteen agreements have been signed, with the final four anticipated during AY 2006-07. In addition, degree partnership programs have recently been completed with two community colleges in Hawaii. The purpose of these relationships is to establish a block transfer agreement such that students will have completed all of their lower division course work and most of OSU's Baccalaureate Core general education requirements prior to transferring to OSU for their baccalaureate degree program.

- *Graduation Rates:* The new and continued efforts in the areas of student retention, student engagement, and student success will lead to a corollary improvement in OSU's graduation rates and in the total number of degrees awarded.



Oregon State University 2006 Performance Indicator Target Detail

Degree Production in Engineering and Computer Science Fields – The number of licenses awarded in this Oregon shortage area



Performance Trend:

OSU has experienced a steady growth in the number of engineering and computer science degrees being awarded with the exception of AY 2004-05. From AY 1999-00 to AY 2004-05, the number of degrees awarded in these two disciplines has increased by 36%. Even though there was a slight decrease in the number of degrees awarded for AY 2004-05, OSU still exceeded its previously set high target for this performance indicator.

Rationale for Future Targets:

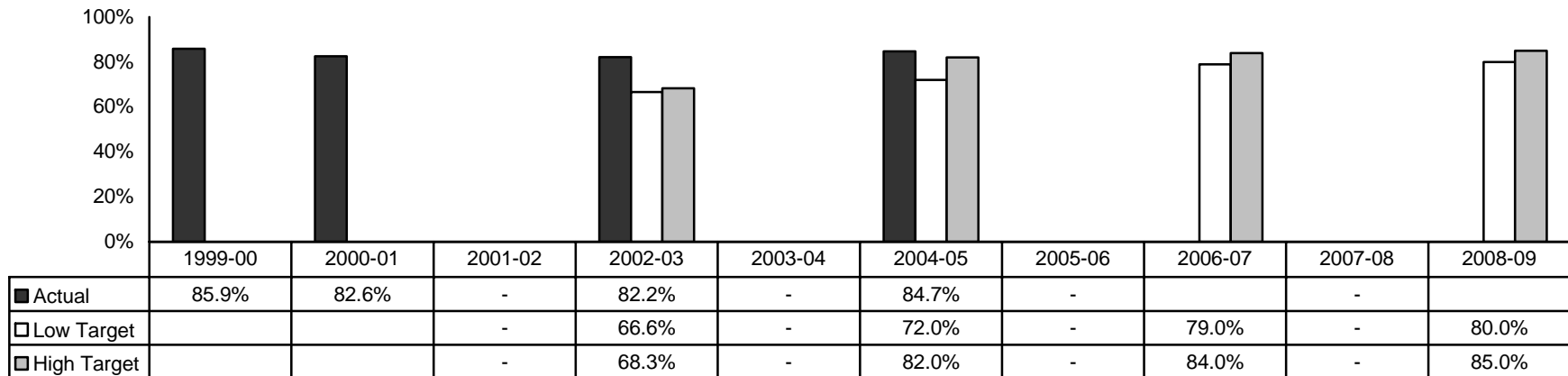
- *Synopsis:* There has been a decrease nationally in the number of students who have decided to pursue a computer science degree program. This trend is reflected in OSU's numbers as well. However, the number of students enrolled in OSU computer science programs actually increased during the past year. The enrollment decreases in Engineering and Computer Science were reversed in AY 2005-06 with both showing a one percent enrollment increase. This enrollment change will later be reflected in the number of degrees being awarded by OSU.
- *Engineering Initiative:* The University is committed to continuing its support of the College of Engineering's Top 25 Initiative.
- *ETIC:* Oregon's investment in engineering and computer science programs through the Engineering and Technology Industry Council (ETIC) will continue to help increase capacity and build excellence in OSU's engineering programs.
- *Strategic Plan:* OSU's strategic plan specifies and articulates the continued support for the University's Engineering and Computer Science degree programs.

- *Facilities:* There are new Engineering and Computer Science facilities either completed or under renovation. The new Kelley Engineering Center Building now houses the Computer Science program, along with the Electrical and Computer Engineering programs. Apperson Hall, which houses many of the Civil Engineering degree programs, is currently being renovated.
- *Retention:* Targeted improvements in student retention will have a positive impact on the production of Engineering and Computer Science degrees.



Oregon State University 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

The percent of recent graduates rating the overall quality of the education they received at OSU as “very good” or “excellent” has improved by 2.5% during the past two years; from 82.2% to 84.7%. OSU continues to exceed its high performance target in the area of graduate satisfaction. The high graduate satisfaction number indicates that OSU continues to provide our students with a quality educational experience that in turn leads to opportunities for gainful and meaningful employment following the completion of their degree program.

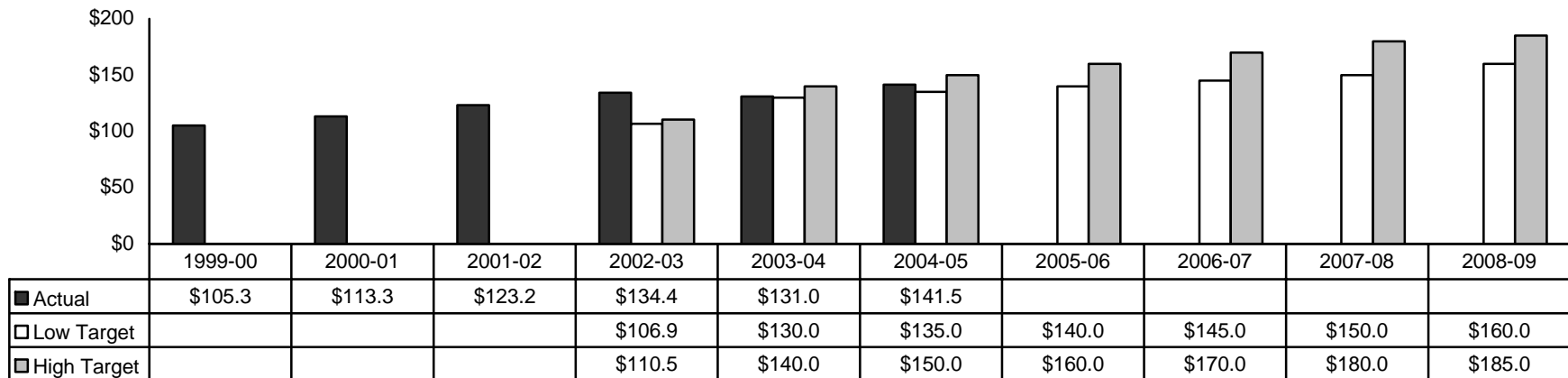
Rationale for Future Targets:

- **Synopsis:** OSU will continue to strive for excellence in all that we do for our students, which includes providing outstanding academic degree programs, exemplary student-focused support services, and in laudable opportunities for student engagement and student experiences inside and outside of the classroom.
- **Academic Programs:** OSU will continue to review and enhance its academic degree programs. These improvements will include the integration of service learning opportunities, internship experiences, and international study abroad programs.
- **Services:** OSU will continue to offer a quality educational experience that will include outstanding support services and an exciting array of co-curricular activities. During AY 2005-06, OSU conducted a comprehensive review of student experiences. The recommendations coming from this study will be implemented during AY 2006-07 for the purpose of furthering student success and student engagement.



Oregon State University 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

OSU's research and development expenditures, which are crucial to Oregon's competitiveness, have increased significantly over the past six years. From FY 1999-00 to FY 2004-05, the annual expenditures for research and development have increased by 34.4%. The rate of growth during FY 2004-05, continues to place OSU research expenditures between its low and high previously set targets.

Rationale for Future Targets:

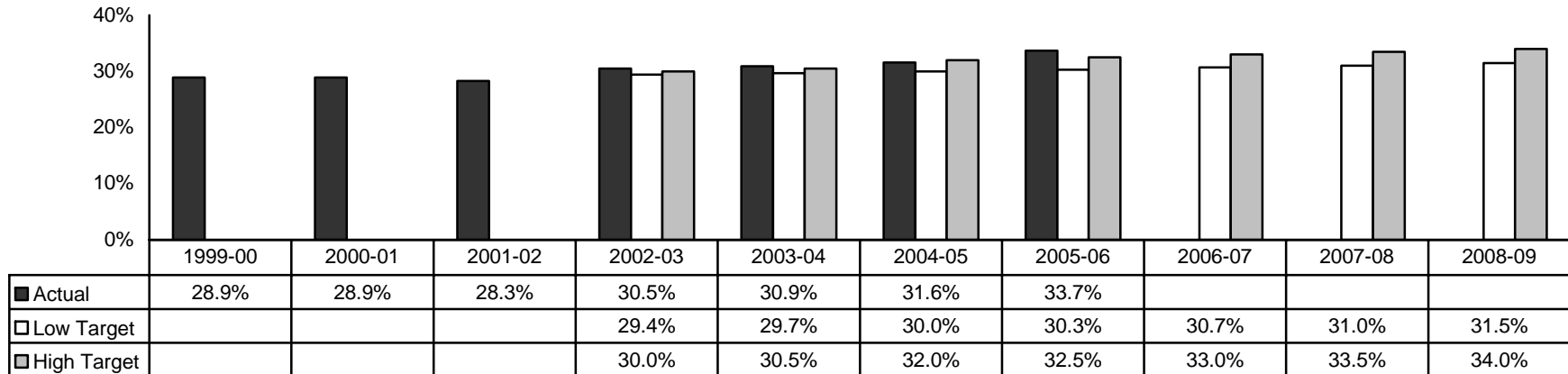
- **Synopsis:** OSU is Oregon's premier public research institution and one of only two higher education institutions in the country that are designated as land grant, sea grant, space grant, and sun grant. OSU is one of only four institutions in the Pacific Northwest classified by the Carnegie Foundation as a "Very High Research Activity" University. As such, OSU is a powerful research engine for the state of Oregon. OSU faculty have been particularly successful in obtaining research grants and contracts that in turn enables the University to seek scientific discoveries that sustain and mature Oregon's industries, expand knowledge, and provide students with an opportunity to expand classroom learning.
- **Research Activities:** OSU will continue to pursue targeted initiatives and multi-disciplinary research centers to enhance its research activities in promoting entrepreneurship activities, in aligning its federal agenda with its strategic priorities, and in developing new initiatives in our statewide operation to address evolving economic and societal issues in Oregon. In addition, there will be a continuing effort to target federal, state, and private initiatives and sources of revenue for increased research and development growth.

- *Strategic Planning Initiative:* OSU will be investing approximately \$2 million per year for the next five years in selected research/outreach programs that will benefit Oregon. The expectation is that this investment will provide excellence in the targeted areas and will help to leverage external resources.



Oregon State University – Mission Specific Indicator 2006 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



Performance Trend:

The percentage of high achieving Oregon high school graduates choosing to attend OSU has been increasing over the past seven years. This percentage has increased from 28.9% in AY 1999-00 to 33.7% in AY 2005-06. OSU is attracting some of the best and brightest high school graduates from Oregon. In three out of the past four years, OSU has exceeded the high target mark for this mission specific performance indicator.

Rationale for Future Targets:

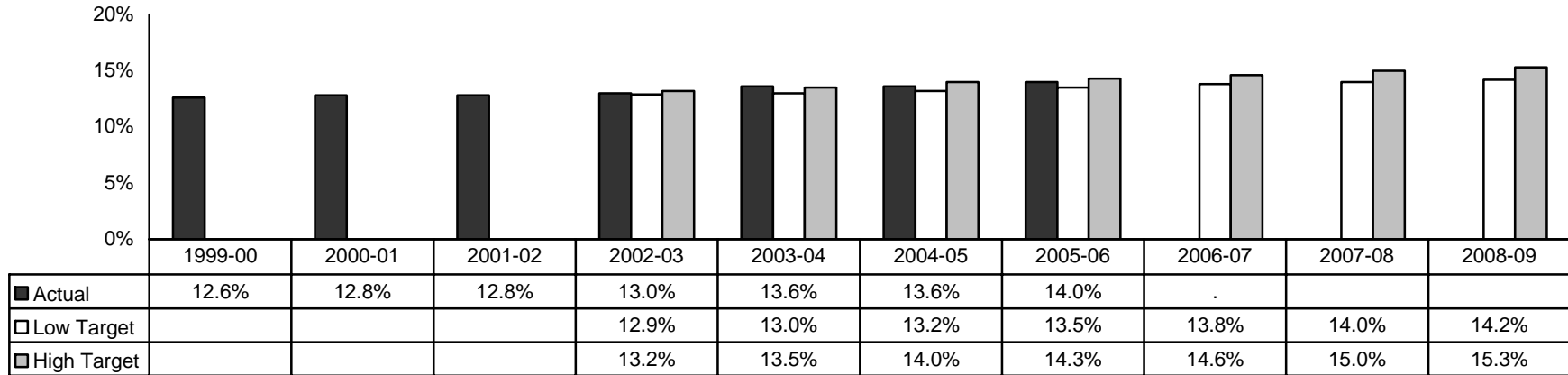
- *Synopsis:* OSU is committed to attracting high achieving graduates from Oregon high schools. Steady increases in the enrollment of such students for the past seven years attests to the fact that students, and their parents, recognize that a quality education can be received by attending OSU.
- *Honors College:* OSU has continued to support an increased capacity of the University Honors College.
- *Recruitment:* OSU continues to target and actively recruit high school students who are in the top ten percent of their senior class; both in-state and out-of-state. OSU's flagship engineering and computer science programs, for example, are attracting some the best, most highly motivated high school students from Oregon.
- *Resources:* OSU will continue to acquire and invest private resources at the institution and unit level to attract and retain high achieving students through scholarships and other forms of financial aid.

- *Research and Internship Opportunities:* OSU will continue to develop and expand the URISC program. This unique program offered by OSU allows undergraduate students to work with faculty on actual research projects. Coupled with many internship programs, international experience opportunities, over 300 co-curricular activity groups, and nearly one hundred outstanding undergraduate degree programs, OSU offers students a strong portfolio of choice, opportunity, and quality that will continue to attract high achieving students to the University—now and into the foreseeable future.



Oregon State University – Mission Specific Indicator 2006 Performance Indicator Target Detail

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



Performance Trend:

The percentage of students of color who have enrolled at OSU has been increasing slowly, but steadily, during the past seven years. The percentage of U.S. minority students has increased from 12.6% in AY 1999-00 to 14.0% in AY 2005-06 (an 11.1% increase). The goal for the University has been to increase the percentage of students of color enrolled to 15% by AY 2007-08.

Rationale for Future Targets:

- *Synopsis:* OSU will continue its efforts to attract and retain students and faculty of color. Several initiatives have been launched at the University-level and in each of the academic and support units, to improve and enhance the campus climate for students and faculty of color.
- *Community Diversity Office:* A new Community and Diversity Office has been created. New initiatives have been developed and implemented during its first year of operation. Additional initiatives are on the horizon.
- *Diversity Action Plan:* Each academic and support unit has now developed a Diversity Action Plan. These plans will provide guidance and recommendations for changes and improvements in our current services and programs, as well as identifying new initiatives that will be beneficial in attracting and retaining new students of color to OSU.
- *Recruitment and Retention:* OSU will continue its efforts to not only attract students of color, but to recruit and retain faculty of color through the OSU Faculty Diversity Initiative. An increase in the number of faculty of color will serve as role models and mentors that will help lead to an increase in the number of student of color choosing to come to OSU for their college education.



Oregon State University Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, *Integrated Postsecondary Education Data System (IPEDS) Fall Cohorts* completed.
2. **Total Degrees Awarded:** 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, *IPEDS Completions Survey* reports.
3. **Degrees Awarded in Shortage Areas:** Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor's, master's, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media. Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports; OUS and Teacher Standards and Practices Commission, *K-12 Educator Supply and Demand: Snapshots*; campus data files.
4. **Recent Graduate Satisfaction:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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 Expenditures:** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

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 the 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. **Freshman Retention Within OUS:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered at one OUS institution but transferred to another OUS institution for the second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS *Fall Cohorts* completed.
11. **Graduation Rate:** Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”), the other 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.

12. **Recent Graduate Success:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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. **Students Per Full-Time Faculty:** The ratio of fall FTE enrollment to full-time instructional faculty headcount. Source: National Center for Education Statistics, *IPEDS Fall Enrollment and Faculty Surveys*.
14. **Part-Time Faculty:** The percent of faculty employed part-time (headcount). Source: OUS Institutional Research Services.
15. **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 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 of each year.
16. **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.

Portland State University
2006 Annual Report to the Board on
Performance and Target-Setting



Portland State University 2006 Performance Indicator Target Summary

Targeted Indicators *	Common to All Institutions					Mission-Specific		
	Freshman Retention ¹	Total Degrees Awarded ²	Degrees in Shortage Areas ³	Graduate Satisfaction ⁴	Sponsored Research ⁵ (\$ in millions)	Science & Engineering R&D ⁶	Community-Service Learning ⁷	
Results								
2000-01	68.5%	3,432	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	79.1%	\$28.5	\$9.9	7,432	
2003-04	66.0%	4,390	409	-	\$30.5	\$11.0	7,789	
2004-05	67.1%	4,496	461	80.0%	\$33.6	\$14.0	8,020	
2005-06	Avail. May 2007	Avail. Dec. 2006	Avail. Dec. 2006	-	Avail. Jan. 2007	\$17.2	8,296	
Targets								
2003-04 (Set 2001)	Low	65.4%	3,267	284	-	\$23.6	\$6.9	7,036
	High	68.6%	3,387	310	-	\$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	-	\$34.0	\$9.2	8,003
	High	72.0%	4,275	334	-	\$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	-	\$38.1	\$9.7	8,409
	High	76.0%	4,525	358	-	\$41.2	\$11.0	9,485
2008-09 (Set 2005)	Low	72.3%	4,500	475	72.9%	\$40.3	\$12.5	8,600
	High	77.0%	4,850	540	81.5%	\$44.0	\$14.0	9,700

Notes:

¹ Percent of first-time, full-time freshmen who return for a second year at PSU.

² Total degrees (bachelor's, master's, and doctorate) awarded.

³ PSU selected engineering and computer science fields.

⁴ Percent of recent PSU bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ Science and engineering R&D expenditures at PSU. 2004-05 data corrected in 2006 to account for a previous typographical error

⁷ Number of students who enrolled in a community-service learning project.

* Complete data definitions are available in Appendix A.



Portland State University 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators *	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	19,029	3,210	72.0%	30.5% (excludes) 37.1% (includes)	95.9%	24.8	34.8%	90.0% (individual) 85.9% (shared)	\$25.7
2001-02	20,185	3,389	71.3%	33.2% (excludes) 39.3% (includes)	-	24.4	42.0%	89.2% (individual) 84.8% (shared)	\$28.4
2002-03	21,841	3,778	71.1%	33.2% (excludes) 40.4% (includes)	93.6%	26.1	45.8%	88.8% (individual) 85.2% (shared)	\$33.1
2003-04	23,117	3,916	69.5%	34.0% (excludes) 41.4% (includes)	-	31.3	47.6%	91.2% (individual) 87.5% (shared)	\$36.8
2004-05	23,486	4,045	71.1%	34.6% (excludes) 39.3% (includes)	96.7%	29.8	51.1%	90.4% (individual) 86.4% (shared)	\$34.8
2005-06	24,015	4,175	Avail. May 2007	Avail. May 2007	-	28.9	49.7%	90.3% (individual) 86.9% (shared)	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at PSU during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering PSU and graduating from PSU (excludes) or any OUS institution (includes) within six years.

⁵ PSU bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of PSU faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for PSU as a percentage of the average compensation among peer institutions.

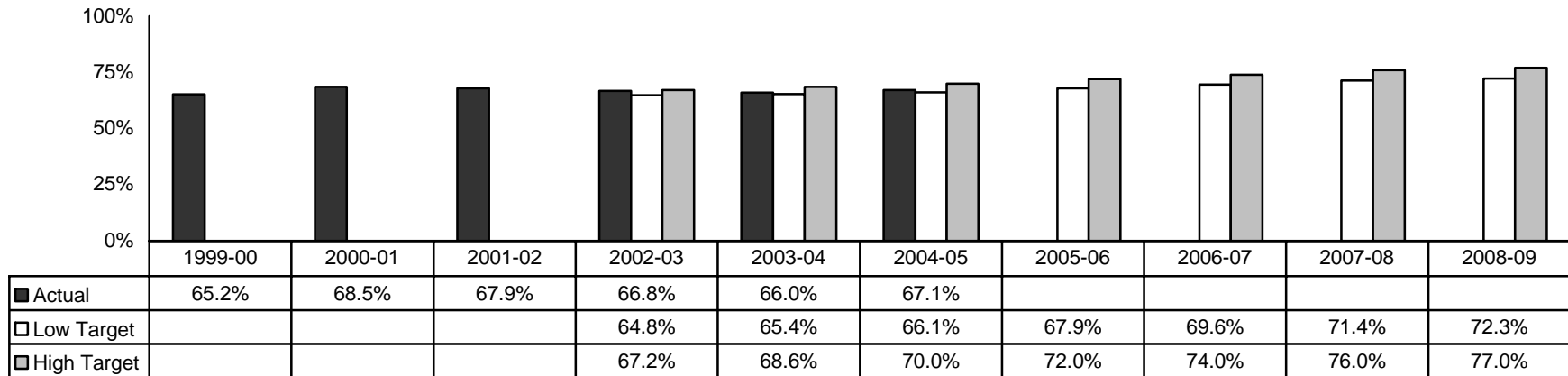
⁹ Net assets of PSU's foundation as reported in the PSU audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



Portland State University 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to Portland State University (PSU) for a second year ¹⁰



Performance Trend:

Freshman persistence increased in 2004-2005 over the previous two years. Persistence rates have exceeded Portland State's low targets every year.

Rationale for Future Targets:

Portland State's planning priorities include its commitment to attract and retain a student body that is excellent and diverse. As part of this, Portland State 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. In Fall Term 2004, Portland State instituted new admissions requirements for freshmen that increased the entering GPA to 3.00 and included special admissions procedures for promising students who do not meet the new GPA requirement. The University expected to see increased retention within two to three years as a result, so the one year increase of 1.1% in 2004-2005 will be monitored closely. (Retention data for 2005-2006 will be analyzed shortly after the 4th week of the term.) By retaining freshmen at or above the average of its peers, Portland State will ensure student success and continuity in the educational careers of a larger number of students. Co-enrollment and co-admissions agreements with area community colleges facilitate enrollment and completion for transfer students, who represent the largest proportion of Portland State students. Retention of students of color has consistently exceeded the overall retention rate.

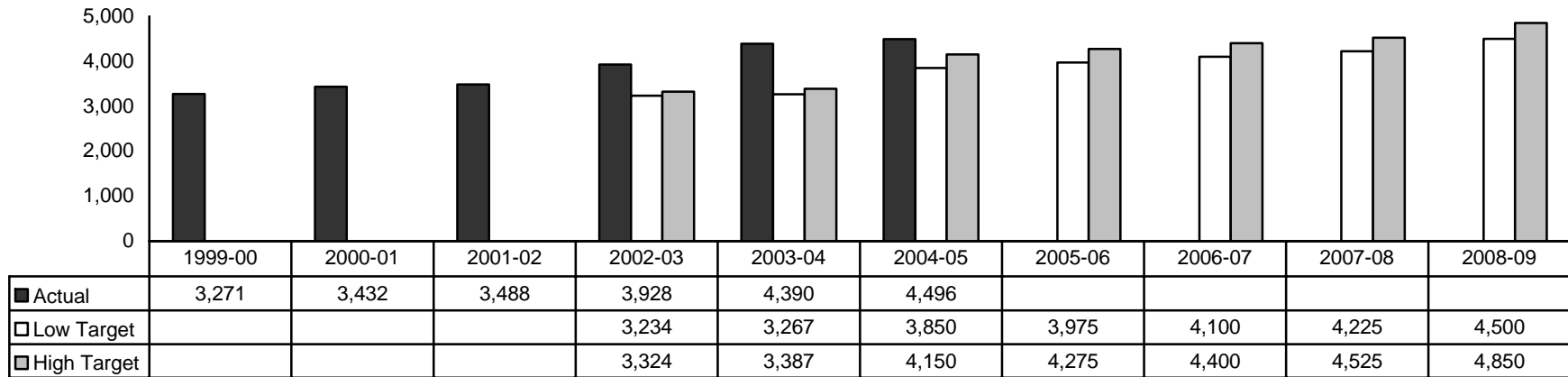
¹⁰ For example, data for 2004-2005 reflect the number of Portland State freshmen who entered in fall 2004 and were still enrolled in fall 2005.

The University has met or exceeded its targets for this indicator over the reporting years and the targets set through 2008-2009 are consistent with its plans and past performance.



Portland State University 2006 Performance Indicator Target Detail

Total Degrees Awarded – The number of bachelor's, master's, and doctoral degrees awarded in a given academic year



Performance Trend:

The University's performance in degrees granted has continually exceeded its high targets. Total degree production continues to trend upward, with 4,519 degree awards estimated in 2005-2006.

Rationale for Future Targets:

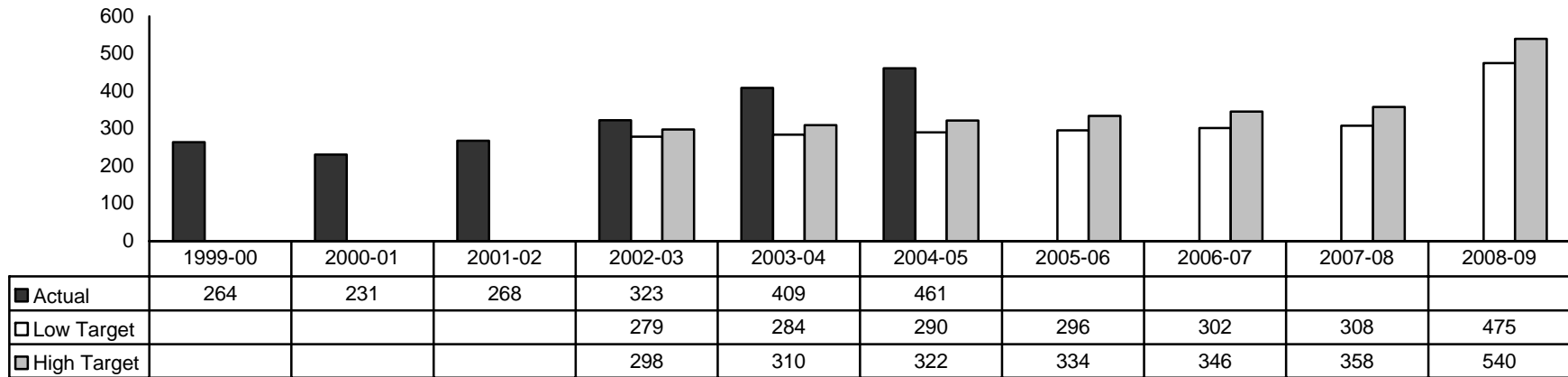
Increased retention and graduation rates at the undergraduate level, high demand for degrees at the graduate levels, and high enrollments are expected to contribute to increased degree production across the institution through 2008-2009. At the graduate level, the University continues to see growth in Masters and Ph.D.s awarded in both professional and traditional academic disciplines. Portland State attracts resident and non-resident students who are drawn to its high quality programs, emphasis on community engagement, and opportunities for research at the undergraduate and graduate levels. Degrees earned at Portland State are tied to economic development in the region, support an engaged citizenry, and provide life-long learning opportunities for Oregon citizens, as well as students from the U.S. and abroad.

Portland State has met or exceeded its targets for this indicator over the reporting years and the targets set through 2008-2009 are consistent with its plans and past performance.



Portland State University 2006 Performance Indicator Target Detail

Degree Production in Engineering and Computer Science Fields – The number of degrees awarded in this Oregon shortage area



Performance Trend:

Degree production, estimated at 371 in 2005-2006, has slowed over previous years but exceeds high targets set through 2007-2008.

Rationale for Future Targets:

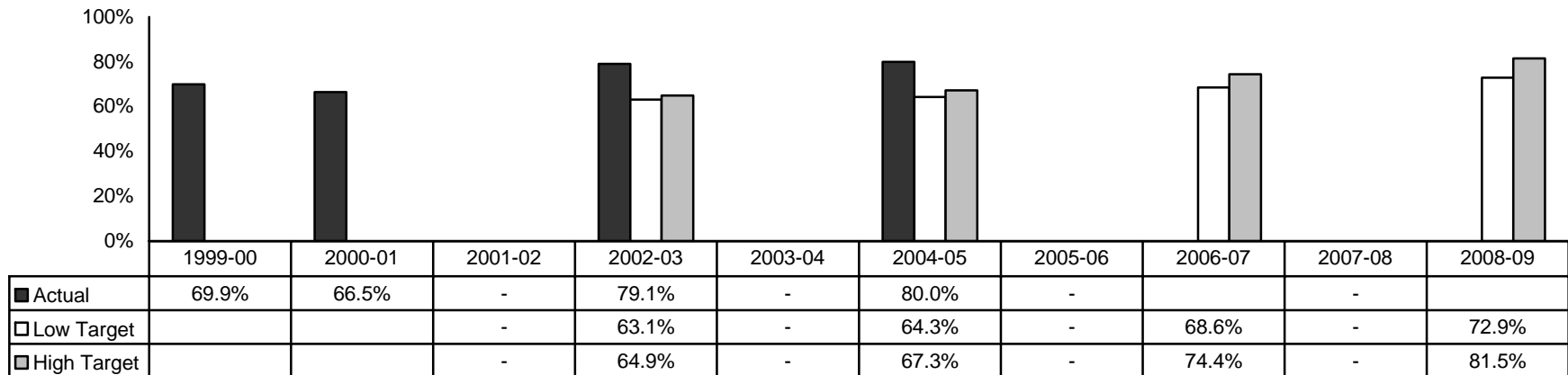
Enrollment in engineering graduate programs has grown steadily since 1999-2000, leading to increased degree production in the Maseeh College of Engineering and Computer Science. Degree production slowed in 2005-2006, particularly for Computer Science, which has been strongly affected by national declines in computer-related industries. Performance, however, continues to exceed high targets for the indicator. Portland State expects to see growth in degrees granted in engineering and science fields that are tied to targeted industries in the region. Improvements to science and engineering labs have provided additional opportunities for research and development. The University'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.

Portland State has exceeded its targets for this indicator over the past four reporting years and the targets set through 2008-2009 are consistent with its plans and past performance.



Portland State University 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

Portland State’s recent satisfaction ratings have increased substantially over prior years for which data are available, reflecting institutional initiatives to streamline procedures and enhance the student experience. Ratings have exceeded high targets by 13% or more over the last two years.

Rationale for Future Targets:

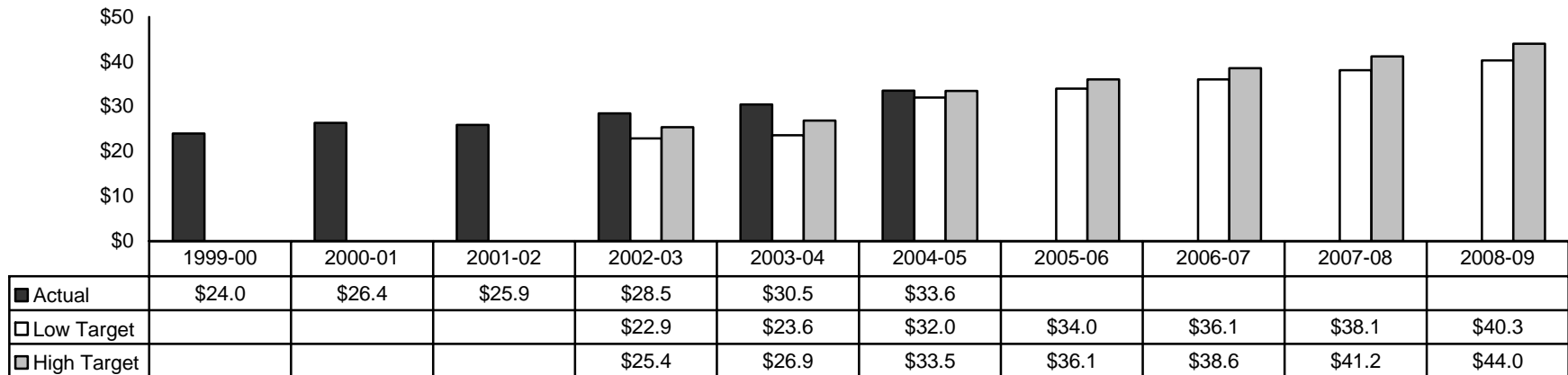
Portland State seeks to provide an educational experience for undergraduates that emphasizes access for diverse populations, opportunities for academic achievement, and co-curricular activities that enhance learning. Opportunities for community-based learning, involvement of undergraduates in research, and innovative approaches to teaching and learning contribute to a high quality education for undergraduates. The University is implementing a multi-year plan to create greater housing capacity and support, including residential life programs and specific activities to support students of color and other underrepresented groups. President Bernstine’s Campus Climate Initiative, begun in 1999, has improved student satisfaction and led to increased degree completion, which is reflected in the increased performance in this target area. Targets set through 2008-2009 continue to be in line with institutional priorities. The University has focused on improved advising; streamlined admissions, registration, and financial aid processes; and access to technology for all students, resulting in improved student satisfaction with the quality of education and the environment for learning at Portland State.

Portland State has exceeded its targets for this indicator over the reporting years and targets set through 2008-2009 are consistent with its plans and past performance.



Portland State University 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

Research and Development expenditures have increased steadily over the reporting period, with a substantial increase to \$41 million estimated for 2005-2006. Portland State continues to exceed the high target for each year.

Rationale for Future Targets:

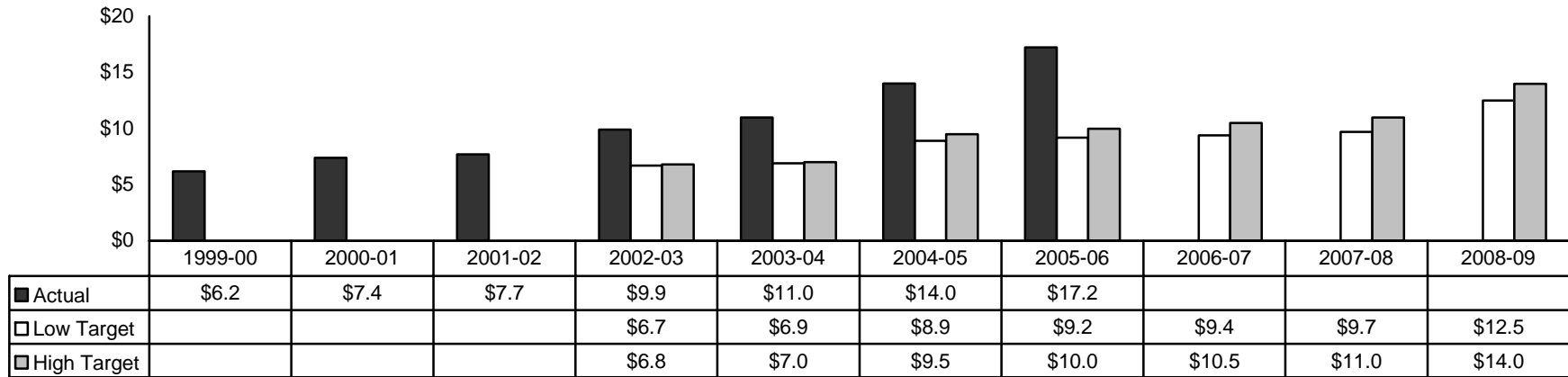
Portland State's increases in R&D expenditures are consistent with its institutional priorities. Growth in the number and quality of engineering and science laboratories and recent hires of faculty with specific expertise in areas related to increased funding opportunities, such as transportation, nanometrology and nanofabrication, the biological sciences, Social Work, and sustainability, are expected to lead to continued increases in research and development expenditures. Increases during the reporting period have been substantial; the University has committed resources to improving infrastructure and staff support for research through a planning process that includes an increased emphasis on graduate programs and opportunities for student involvement in research at the Ph.D. level. The campus physical planning process also includes a focus on developing the physical infrastructure necessary to support a higher level of research activity across the campus.

Portland State has exceeded its targets for this indicator each year and targets set through 2008-2009 are consistent with its plans and past performance.



**Portland State University – Mission Specific Indicator
2006 Performance Indicator Target Detail**

Research and Development (R&D) Expenditures in Science and Engineering (Dollars in millions) ¹¹



Performance Trend:

Research and Development expenditures have increased steadily over the reporting period at 3% each year for the past two years. Activity is widespread across science and engineering departments, with nearly every department contributing to the growth in R&D. Portland State continues to exceed the high target for each year. Targets set to 2008-2009 are in line with institutional priorities in this area.

Rationale for Future Targets:

Portland State’s increases in R&D expenditures are consistent with its institutional priorities. Growth in the number and quality of science and engineering laboratories in the College of Liberal Arts and Sciences and in the Maseeh College of Engineering and Computer Science are expected to lead to increases in research and development expenditures. Targeted faculty hires in growth areas, such as the biological sciences and nanofabrication and nanometrology, and investments in infrastructure and physical planning have led to increased grant activity and increased enrollment at the Master’s and Ph.D levels. Research and development that responds to the needs of the region is a priority.

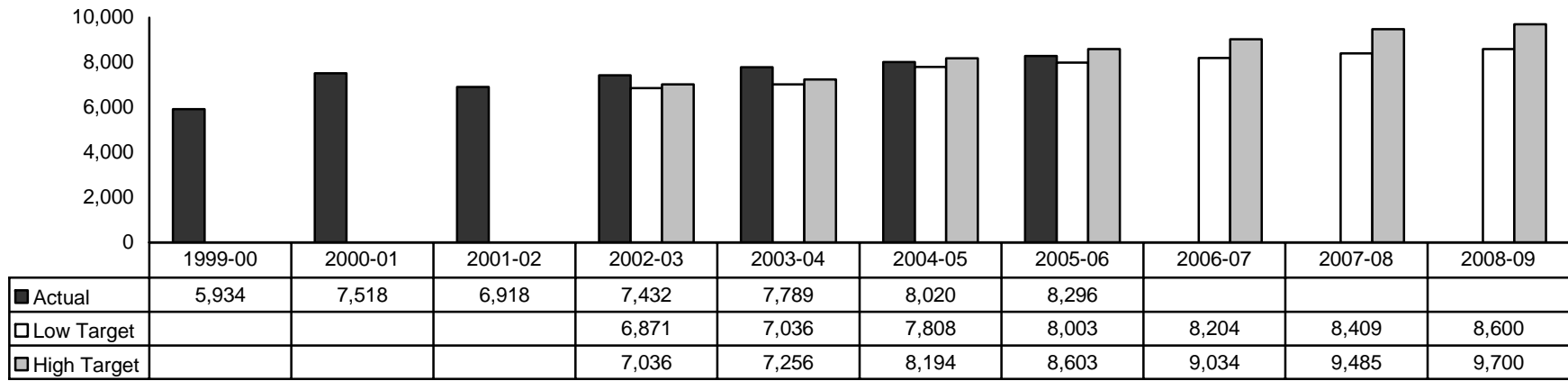
Portland State has exceeded its targets for this indicator each year and targets set through 2008-2009 are consistent with its plans and past performance.

¹¹ 2004-05 data corrected in 2006 to account for a previous typographical error



Portland State University – Mission Specific Indicator 2006 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 in the workplace



Performance Trend:

Enrollment in community-based learning courses has increased each year for the past five years. Growth continues to exceed Portland State's low targets for this indicator.

Rationale for Future Targets:

Portland State's mission emphasizes community engagement. Its location in the Portland metropolitan area provides a unique learning environment for students. The 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. In addition, numerous courses at the undergraduate and graduate levels include a community service component (Community-Based Learning). All undergraduate students are expected to complete a Capstone or community-based learning course by the time they graduate. Portland State is a leader in the national and international arena of community engagement and community-based learning, and is committed to providing international and local community-based learning opportunities for all of its students.

Portland State has exceeded its low targets for this indicator each year and targets set through 2008-2009 are consistent with its plans for increased student participation in community-based learning.



Portland State University Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, *Integrated Postsecondary Education Data System (IPEDS) Fall Cohorts* completed.
2. **Total Degrees Awarded:** Bachelor's, master's, and doctoral 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, *IPEDS Completions Survey* reports.
3. **Degrees Awarded in Shortage Areas:** Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor's, master's, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media. Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports; OUS and Teacher Standards and Practices Commission, *K-12 Educator Supply and Demand: Snapshots*; campus data files.
4. **Recent Graduate Satisfaction:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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 Expenditures:** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

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:** Number of students who enrolled in a community-service learning project. Through the University Studies Program and civic engagement initiatives, PSU is committed to increasing student involvement in community based learning. Source: Portland State University, special report.

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 the 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. **Freshman Retention Within OUS:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered at one OUS institution but transferred to another OUS institution for the second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS *Fall Cohorts* completed.
11. **Graduation Rate:** Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”), the other 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.

12. **Recent Graduate Success:** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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. **Students Per Full-Time Faculty:** The ratio of fall FTE enrollment to full-time instructional faculty headcount. Source: National Center for Education Statistics, *IPEDS Fall Enrollment and Faculty Surveys*.
14. **Part-Time Faculty:** The percent of faculty employed part-time (headcount). Source: OUS Institutional Research Services.
15. **Average Faculty Compensation to Peer Average:** Data display the average faculty compensation (salary plus benefits) for the OUS institution as a percentage of the average compensation among peer universities. OUS universities are grouped by comprehensive/research universities (OSU, PSU, UO), regional universities (EOU, SOU, WOU), and specialized institutions (OIT). In addition, data are provided for each of the three individual peer groups for OSU, PSU, and UO. Each group is ranked across all faculty ranks. To compare all ranks, the faculty distribution is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors. Source data are reported by universities on November 30th of each academic year; therefore, increases awarded after November are not included in the OUS report. Source: OUS, Office of Institutional Research Services, using data from the American Association of University Professors (AAUP) as published in *ACADEME: The Annual Report on the Economic Status of the Profession* in March/April of each year.
16. **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.

Southern Oregon University
2006 Annual Report to the Board on
Performance and Target-Setting



Southern Oregon University 2006 Performance Indicator Target Summary

Targeted Indicators *	Common to All Institutions					Mission-Specific		
	Freshman Retention ¹	Total Degrees Awarded ²	Degrees in Shortage Areas ³	Graduate Satisfaction ⁴	Sponsored Research ⁵ (\$ in millions)	Transfer Student Completion ⁶	Philanthropy ⁷	
Results								
2000-01	68.4%	1,008	59	79.7%	\$3.2	48.2%	\$14.2	
2001-02	68.8%	1,030	56	-	\$4.0	49.7%	\$13.6	
2002-03	69.2%	985	33	75.9%	\$3.8	47.6%	\$14.4	
2003-04	62.8%	1,073	39	-	\$4.1	51.4%	\$17.0	
2004-05	65.2%	1,005	29	79.2%	\$4.1	49.5%	\$16.8	
2005-06	Avail. May 2007	Avail. Dec. 2006	Avail. Dec. 2006	-	Avail. Jan. 2007	Avail. May 2007	Avail. Jan. 2007	
Targets								
2003-04 (Set 2001)	Low	65.6%	891	49	-	\$2.3	-	\$16.0
	High	66.4%	923	57	-	\$2.5	-	\$18.4
2004-05 (Set 2003)	Low	69.0%	980	35	78.3%	\$3.0	-	\$13.6
	High	70.8%	1,000	40	80.0%	\$3.5	-	\$14.5
2005-06 (Set 2004)	Low	68.0%	990	35	-	\$3.5	48.0%	\$15.0
	High	71.0%	1,020	40	-	\$4.5	53.0%	\$17.0
2006-07 (Set 2004)	Low	69.0%	990	30	79.0%	\$3.5	48.0%	\$16.0
	High	72.0%	1,020	40	81.0%	\$4.5	53.0%	\$18.0
2007-08 (Set 2003)	Low	69.3%	990	35	-	\$3.6	48.0%	\$17.0
	High	73.8%	1,020	50	-	\$4.6	53.0%	\$19.0
2008-09 (Set 2005)	Low	69.5%	990	40	80.0%	\$3.6	48.0%	\$18.0
	High	74.0%	1,020	60	82.0%	\$4.6	53.0%	\$20.0

Notes:

¹ Percent of first-time, full-time freshmen who return for a second year at SOU.

² Total degrees (bachelor's and master's) awarded.

³ SOU selected computer science fields.

⁴ Percent of recent SOU bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ Six-year graduation rate for students who entered SOU as transfer students.

⁷ Net assets of each foundation plus the value of obligation to the university as reported in the audited financial statements.

* Complete data definitions are available in Appendix A.



Southern Oregon University 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators*	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	5,502	1,168	74.1%	32.7% (excludes) 43.3% (includes)	95.1%	22.7	19.5%	94.8%	\$14.2
2001-02	5,469	1,330	74.1%	32.3% (excludes) 43.1% (includes)	-	23.2	25.8%	90.6%	\$13.6
2002-03	5,478	1,359	74.9%	34.6% (excludes) 45.3% (includes)	96.8%	23.2	19.7%	91.9%	\$14.4
2003-04	5,505	1,444	71.2%	36.0% (excludes) 45.1% (includes)	-	24.7	30.3%	94.0%	\$17.0
2004-05	5,161	1,287	73.8%	39.9% (excludes) 49.6% (includes)	96.3%	23.0	31.0%	92.0%	\$16.8
2005-06	4,989	1,236	Avail. May 2006	Avail. May 2006	-	21.3	20.6%	94.4%	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at SOU during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering SOU and graduating from SOU (excludes) or any OUS institution (includes) within six years.

⁵ SOU bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of SOU faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for SOU as a percentage of the average compensation among peer institutions.

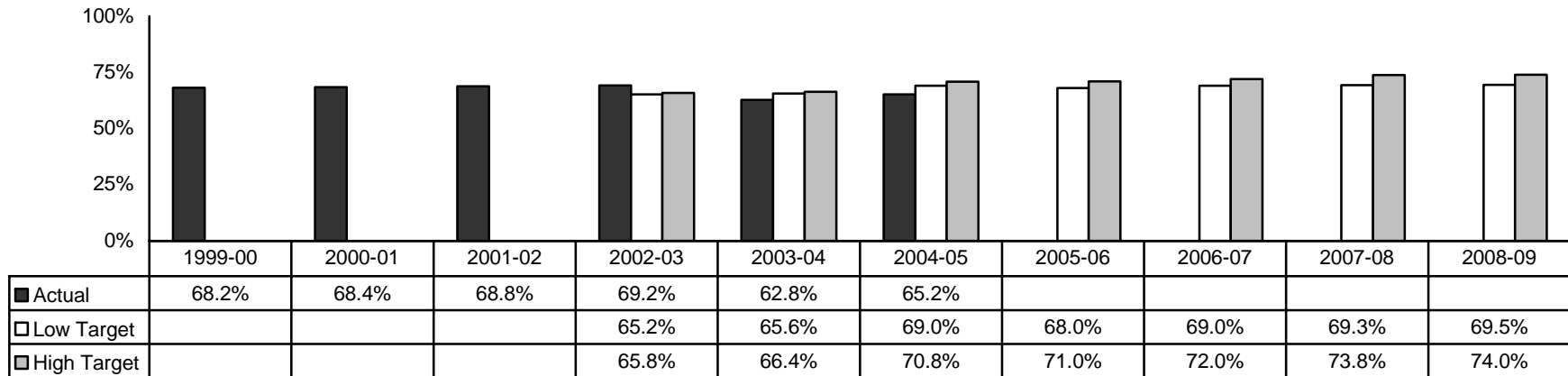
⁹ Net assets of SOU's foundation as reported in the SOU audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



Southern Oregon University 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to Southern Oregon University (SOU) for a second year ¹²



Performance Trend:

While SOU has failed to achieve minimum freshman retention targets for the second year, both data and planned interventions suggest that this trend will change and that established target ranges for 2006-07 to 2008-09 remain reasonable. In the short term, however, the retention rate for 2005-06 is expected to fall below target.

Rationale for Future Targets:

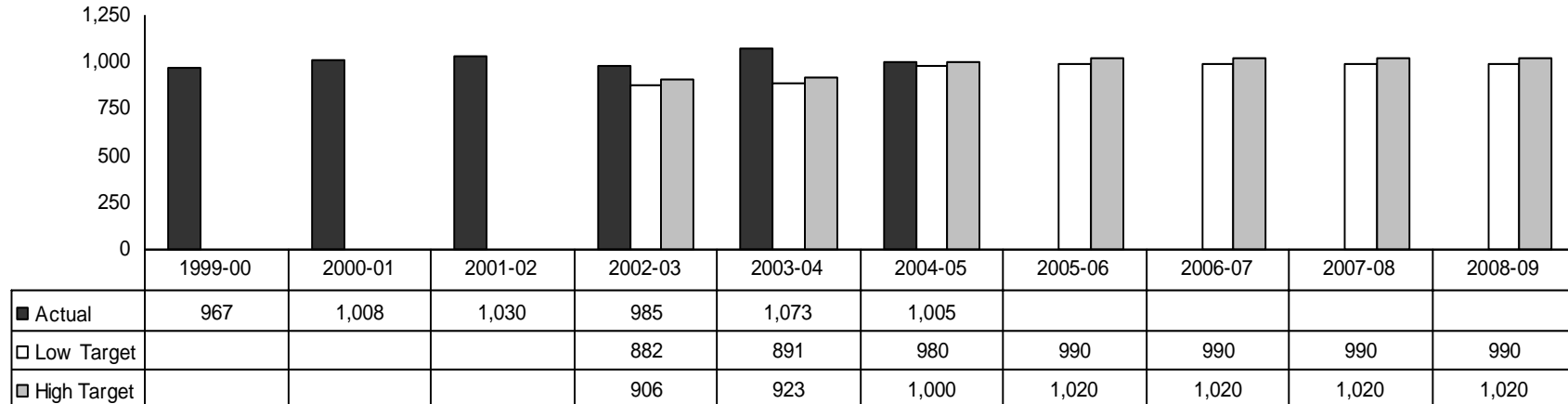
We now have two years of National Survey of Student Engagement (NSSE) data and National College Health Assessment (NCHA) data to inform our retention strategies. These strategies include a comprehensive new student orientation based on best-practice models; an early intervention web-reporting system for faculty use; a consolidated student handbook focused on academic planning; communicating consistent messages about expectations from the admissions process through the first year; and developing collaborations between all units of the University that focus policies, procedures, and practices on student success. SOU is also participating in the “Foundations of Excellence” program through the Policy Center on the First Year of College. The outcomes of this study will provide further and specific interventions that will enhance student success.

¹² For example, data for 2004-05 reflect the number of SOU freshmen who entered in fall 2004 and were still enrolled at SOU in fall 2005.



Southern Oregon University 2006 Performance Indicator Target Detail

Total Degrees Awarded – The number of bachelor's and master's degrees awarded in a given academic year



Performance Trend:

SOU has exceeded the high performance target for total degrees awarded for the past three years. 2005-06 degree awards are expected to increase and again exceed high targets. However, with three smaller classes working through toward graduation without improved retention rates associated with them, exceeding the existing performance targets for 2006-07 to 2008-09 will likely not continue.

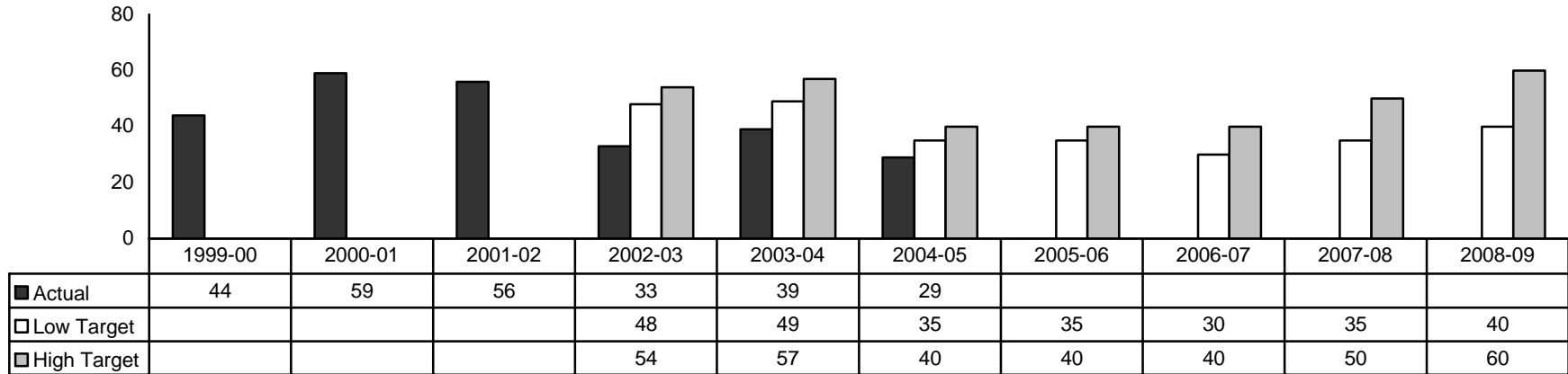
Rationale for Future Targets:

It is recommended that for the years 2006-07 to 2008-09 the performance targets be adjusted to 990-1,020, the same targets for 2005-06. Current smaller class sizes will likely not allow for total degrees to exceed 1,020 until retention efforts for the class of 2010 and beyond can take effect. Previously-established low targets were 1,000 to 1,050 and high targets were 1,050 to 1,100.



Southern Oregon University 2006 Performance Indicator Target Detail

Degree Production in Computer Science Fields – The number of degrees awarded in this Oregon shortage area



Performance Trend:

Nationwide, the number of students entering computer science programs has declined significantly over the past few years. However, SOU's admissions data suggest that this decline has ceased and we expect student interest to begin to grow starting next academic year.

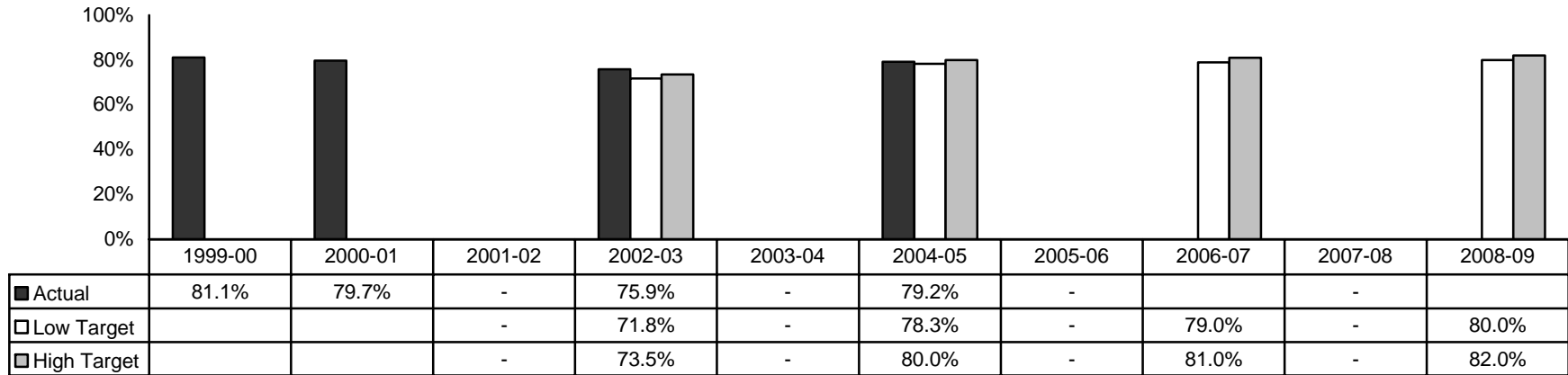
Rationale for Future Targets:

The growth in degrees will lag increasing student interest, so we expect to grant a similar number of degrees in the next two reporting periods and then to see a slow growth in number of degrees starting in 2007-08. In addition, SOU has added an option in Materials Science to its Physics degree; the first degrees in Materials Science should be awarded in 2008-09.



Southern Oregon University 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

SOU has been meeting or exceeding established targets and future targets only escalate performance by slight increments.

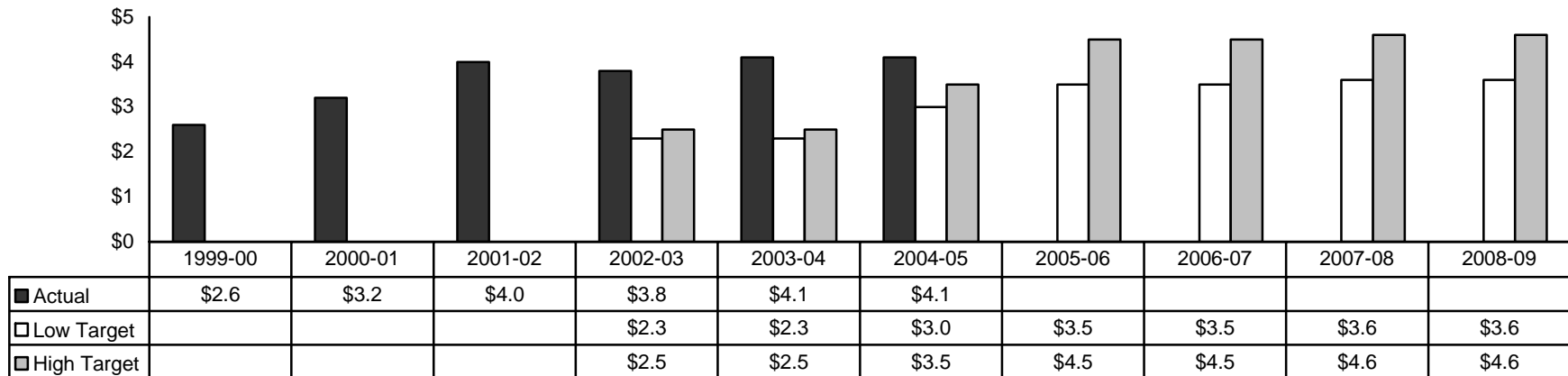
Rationale for Future Targets:

SOU is utilizing the National Survey of Student Engagement data to identify drivers of satisfaction for both first year and senior undergraduate students and to implement appropriate measures to improve satisfaction. Improvement beyond the level of established targets cannot be gauged closely enough at this point to warrant changes to the 07-08 and 08-09 targets.



Southern Oregon University 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

Data demonstrates relatively flat levels of sponsored research expenditures and modest, incremental growth is expected. Rates of growth, however, are not fully indicative of current success and future potential. SOU efforts to obtain external funding frequently focus on sources that provide significant amounts of student support due to high levels of need in our serving area. Amounts shown above exclude student aid.

In addition, several long term initiatives for which external funding will be sought continue to evolve. These include:

1. Community Based Learning/Community Based Participatory Research
2. SOU and Rogue Community College joint Medford facility
3. Illinois Valley Deer Creek Field Station

Rationale for Future Targets:

Sponsored research is driven by institutional priorities established through a strategic initiative evaluation process. Strategic initiatives are implemented based on positive potential impact on scholarship, health, literacy, and economic development. In fulfilling this mandate, SOU is emerging as a leader in creating research opportunities for faculty and students based on community needs and involvement of diverse stakeholders. Increasing numbers of contracts with both public and private entities, particularly in Education, Science, and Social Science, are indices of recognition of faculty as scholars whose knowledge can be applied in real world practice.

Numbers (and percentages) of SOU faculty engaged in seeking external funding are growing as institutional expectations are more clearly articulated. Support for externally funded projects is evident in alignment of internal resources. Examples include:

1. Collaboration with the Center for Teaching and Learning to provide professional development opportunities for faculty in identifying funding sources and proposal preparation.
2. Pilot incentive program through the School of Social Science to support proposal development during the summer.
3. Close affiliation of Grants Administration (pre-award) and Business Services (post-award), Purchasing & Contracts, and Human Resources to provide comprehensive support in all areas of project development and management.

Despite more effective support for research activity, securing adequate resources remains a challenge. Full collection of Facilities & Administrative costs (F&A) is often waived or reduced due to program exclusions. Cost sharing and match requirements also exert significant strain.

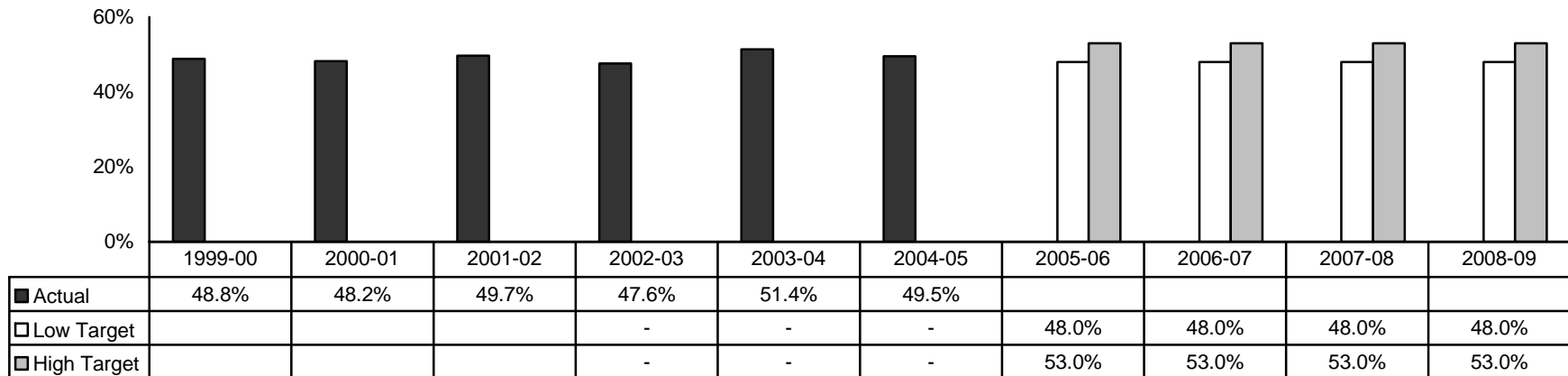
SOU's strategy to mitigate these challenges is threefold:

1. Identify funding sources and opportunities that provide seed money that will build a foundation for viable, long term initiatives.
2. Manage current projects with a level of excellence that will favorably position requests for ongoing funding.
3. Identify projects likely to close-out within the next 2 academic years and initiate follow-up or replacement projects.



Southern Oregon University – Mission Specific Indicator 2006 Performance Indicator Target Detail

Transfer Student Graduation Rate – The percentage of full-time and part-time transfer students who enroll at the start of an academic year and receive a degree within six years.



Performance Trend:

SOU has been achieving within the targeted range and the 2005-06 transfer graduation rate is estimated to be 51.2%.

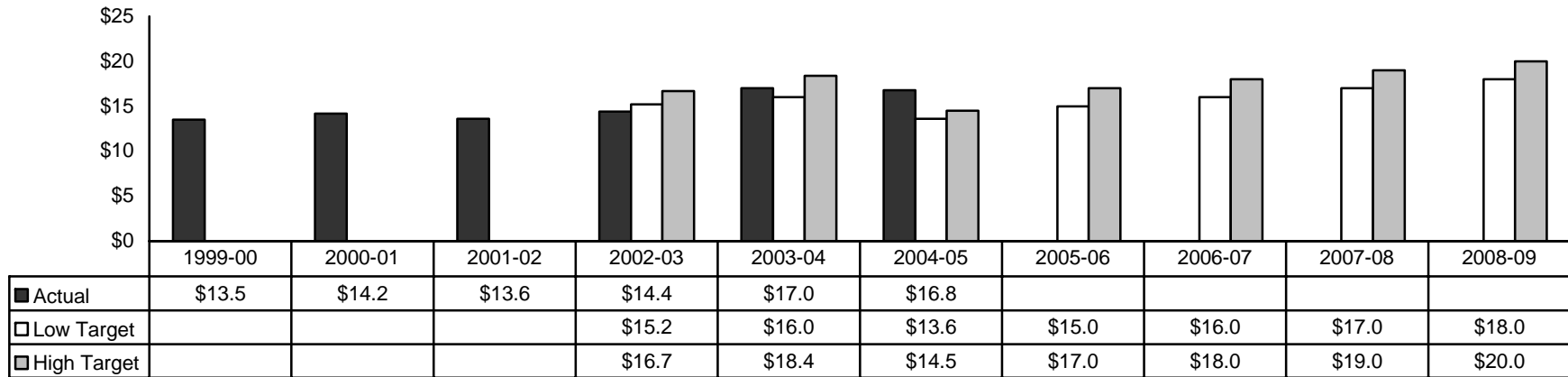
Rationale for Future Targets:

There is currently no data to suggest that this trend will change significantly in the coming years and thus the established targets remain reasonable and attainable.



Southern Oregon University – Mission Specific Indicator 2006 Performance Indicator Target Detail

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



Performance Trend:

The 2005 high target was exceeded and net assets for 2006 are again estimated to do so, largely due to unrealized market gains on investments and realized gains on the sale of real estate.

Rationale for Future Targets:

1. A fund raising campaign is underway to secure \$2.5 million for the new Medford building, to be shared by SOU and Rogue Community College. This may be partly funded by the sale of an existing facility, which would result in a decrease of net assets.
2. The annual fundraising campaign has increased fund raising goals, which will be achieved by increased coordination among campus units and an improved and enlarged constituent database.
3. SOU will commence a fund raising campaign for the enhancement of its theatre complex. Initial pledges and gifts tend to increase net assets on a longer term campaign, though future transfers to the university when construction begins will offset this increase.



Southern Oregon University Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention:** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, *Integrated Postsecondary Education Data System (IPEDS) Fall Cohorts* completed.
2. **Total Degrees Awarded:** 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, *IPEDS Completions Survey* reports.
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5. **Sponsored Research Expenditures:** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

Mission Specific Indicators

6. **Transfer Student Graduation Rate:** The six-year graduation rate of transfer students who enter SOU with 36 credit hours or more. Cohorts include both full-time and part-time transfer students who were enrolled at the start of the academic year (fall term) and who receive a degree within six years. Source: Southern Oregon University, special report.
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.
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University of Oregon
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University of Oregon 2006 Performance Indicator Target Summary

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2000-01	81.5%	3,985	84	74.8%	\$59.4	85.6%	4.4	
2001-02	83.0%	4,010	79	-	\$67.4	82.9%	4.6	
2002-03	82.3%	4,534	73	83.6%	\$68.2	86.0%	13.1	
2003-04	84.8%	4,593	96	-	\$78.0	87.8%	14.3	
2004-05	83.5%	4,839	76	87.4%	\$80.9	85.8%	24.0	
2005-06	Avail. May 2007	Avail. Dec. 2006	82	-	Avail. Jan. 2007	91.2%	30.3	
Targets								
2003-04 (Set 2001)	Low	83.2%	3,800	64	-	\$56.1	93.0%	3.1
	High	84.0%	4,000	70	-	\$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	-	\$81.6	83.8%	15.0
	High	84.0%	4,300	84	-	\$83.6	85.0%	16.0
2006-07 (Set 2004)	Low	84.0%	4,000	78	87.0%	\$83.2	87.0%	15.8
	High	85.0%	4,400	88	89.0%	\$85.3	91.0%	16.8
2007-08 (Set 2003)	Low	84.0%	4,000	80	-	\$84.9	91.0%	16.5
	High	85.0%	4,400	90	-	\$87.0	93.0%	17.6
2008-09 (Set 2005)	Low	84.0%	4,000	80	87.0%	\$86.6	93.0%	17.3
	High	85.0%	4,400	90	89.0%	\$88.7	95.0%	18.5

Notes:

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

² Total degrees (bachelor's, master's, doctorate, and professional) awarded.

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

⁴ Percent of recent UO bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ Average compensation of UO faculty as a percent of the average faculty compensation at UO peer institutions.

⁷ Ratio of industrial support for R&D, income from tech transfer, and jobs supported by R&D compared to the base year of 1995.

* Complete data definitions are available in Appendix A.



University of Oregon 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators*	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	17,843	4,172	83.7%	58.8% (excludes) 62.2% (includes)	95.1%	23.9	25.4%	85.9% (individual) 91.0% (shared)	\$335.6
2001-02	19,008	4,488	85.2%	58.1% (excludes) 61.8% (includes)	-	26.2	30.0%	83.3% (individual) 88.0% (shared)	\$310.5
2002-03	20,044	4,641	84.9%	59.8% (excludes) 63.8% (includes)	92.9%	25.9	26.0%	86.2% (individual) 90.3% (shared)	\$303.0
2003-04	20,034	4,292	87.5%	62.2% (excludes) 65.8% (includes)	-	25.9	29.4%	88.0% (individual) 92.6% (shared)	\$352.4
2004-05	20,339	4,532	86.0%	63.0% (excludes) 66.6% (includes)	98.1%	26.6	28.0%	86.1% (individual) 90.6% (shared)	\$428.5
2005-06	20,394	4,569	Avail. May 2007	Avail. May 2007	-	25.6	27.1%	91.3% (individual) 96.1% (shared)	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at UO during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering UO and graduating from UO (excludes) or any OUS institution (includes) within six years.

⁵ UO bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of UO faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for UO as a percentage of the average compensation among peer institutions.

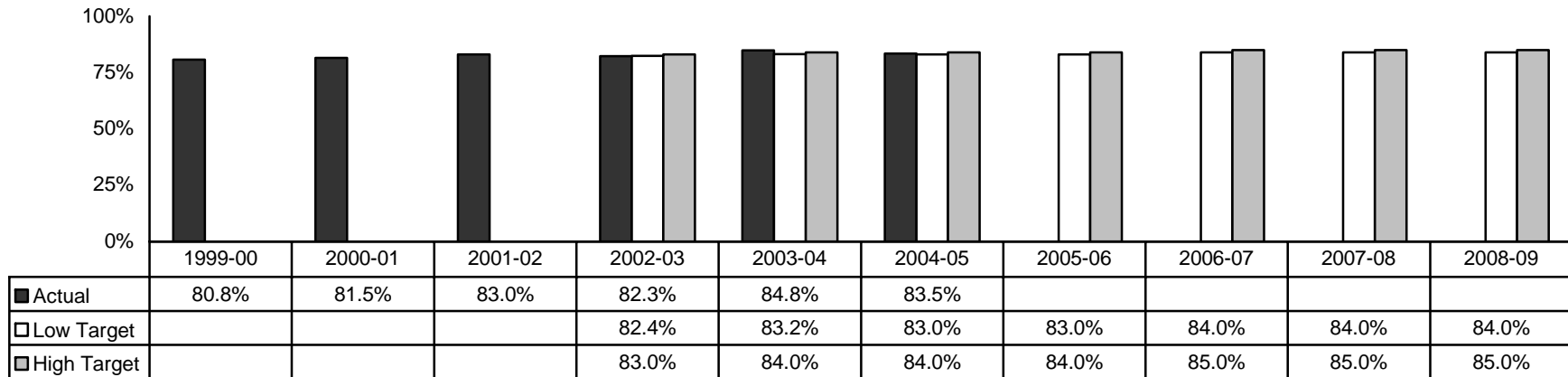
⁹ Net assets of UO's foundation as reported in the UO audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



University of Oregon 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to University of Oregon (UO) for a second year ¹³



Performance Trend:

The University of Oregon has made significant progress in freshman persistence over the past six years, although the freshman retention rate has shown some variance across the 2001-02 to 2004-05 cohorts. The slight drop in 2002-03 was followed by an increase in 2003-04, which was then followed by a decrease for the 2004-05 cohort. However, these variations are small and freshman retention has remained within or above predicted targets.

Rationale for Future Targets:

The UO has implemented several initiatives aimed at maintaining and improving persistence and remains committed to developing additional programs to help students succeed in their first year and continue on to receive a Bachelor's degree. Dean's Access Awards, a new program in place for Fall 2006, are intended to better meet the financial needs of students who have demonstrated significant academic achievement. Ongoing programs include opportunities to study and participate in research with outstanding faculty through the Clark Honors College, the Society of College Scholars within the College of Arts and Sciences, and Undergraduate Research and Honors programs in individual academic departments; increasing opportunities for Participatory Learning Experiences and internship programs; expansion of learning communities for freshmen and transfer students such as Freshman Interest Groups, Freshman Seminars, and Williams Seminars; expanding programs in the residence halls that encourage academic engagement, including residential Freshman Interest Groups, Community Conversations panel discussions, and Faculty in Residence; construction of the new Living - Learning Center,

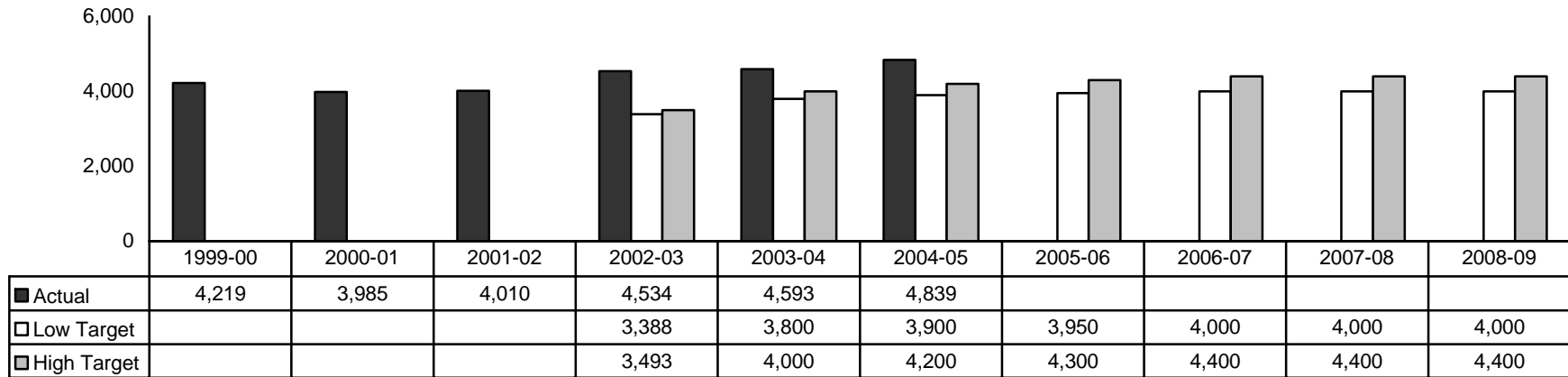
¹³ For example, data for 2004-05 reflect the number of UO freshmen who entered in fall 2004 and were still enrolled at UO in fall 2005.

which will promote community among students by providing integrated spaces for classes, study groups, faculty advising, and arts performances in addition to dining and living spaces; providing effective academic orientation for new students, and continued interaction with academic advisors for all students; and continued focus on retention by the deans, Enrollment Management Council, and other appropriate committees. The University of Oregon exceeded its 2003-04 targets, and was solidly between the high and low targets for the 2004-05 freshman cohort. Given the University's ongoing commitment to student retention and the retention rates of recent years, it seems appropriate to adjust the University of Oregon's future freshman retention targets by increasing the low to 84 percent and the high to 85 percent.



University of Oregon 2006 Performance Indicator Target Detail

Total Degrees Awarded – The number of bachelor's, master's, doctoral, and first professional degrees awarded in a given academic year



Performance Trend:

Between Fall 1999 and Fall 2001, the University of Oregon expanded undergraduate enrollment by 1,700 students, which accounts for the record number of degrees awarded in the 2004-05 academic year.

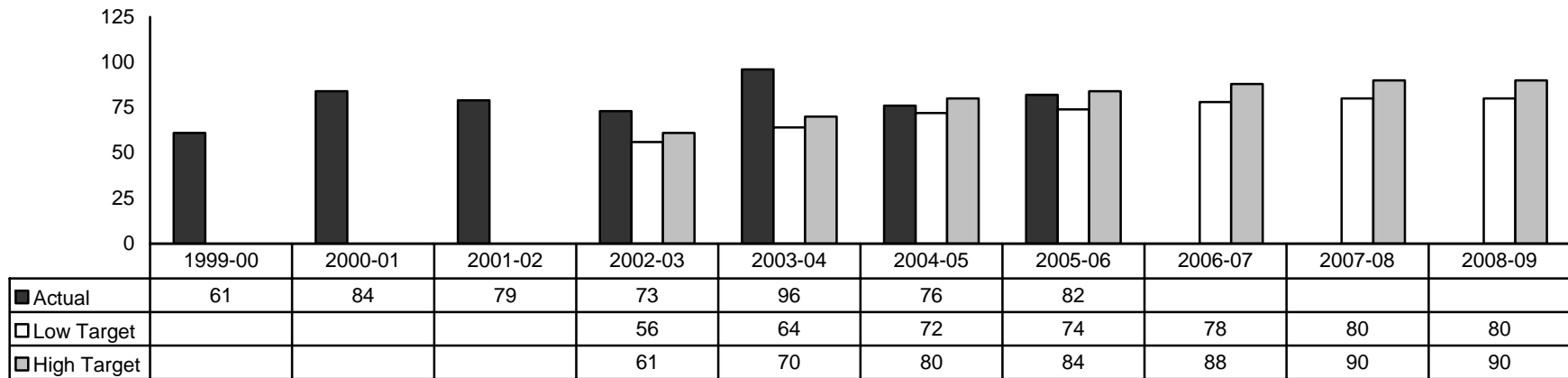
Rationale for Future Targets:

In an effort to meet the university's enrollment management goals, new admissions standards were implemented in the fall of 2003, stabilizing undergraduate enrollment between 16,300 and 16,500. Consequently, it is anticipated that degree production will have a slight decrease from the number of degrees awarded in the 2004-05 academic year and then remain relatively steady. Although the number of degrees has exceeded targets in each of the previous three academic years, it is anticipated that the numbers will be more in line with current targets as students admitted under the new admissions standards begin to graduate.



University of Oregon 2006 Performance Indicator Target Detail

Endorsements Produced in K-12 Principal/Superintendent Administrators – The number of individuals endorsed for licensure in this Oregon shortage area



Performance Trend:

Several factors contribute to a somewhat irregular pattern of completions in the Principal/Superintendent Administrator programs. Those offered on the UO campus are typically completed in one or two years, whereas those in other areas of Oregon are offered as two-year programs. In partnership with the Bend La Pine School District, the University of Oregon offers M.Ed. and initial administrator licensure programs in Bend. These programs alternate every other year. This year, a continuing licensure program was implemented in Central Oregon, with enrollment of 32 students. The Metro Program is a collaborative effort between educational leadership, administrator licensure, the UO Continuing Education Center, and Portland metro area school districts to support the strengthening of systemic leadership capabilities and organizational capacity in schools and districts.

Rationale for Future Targets:

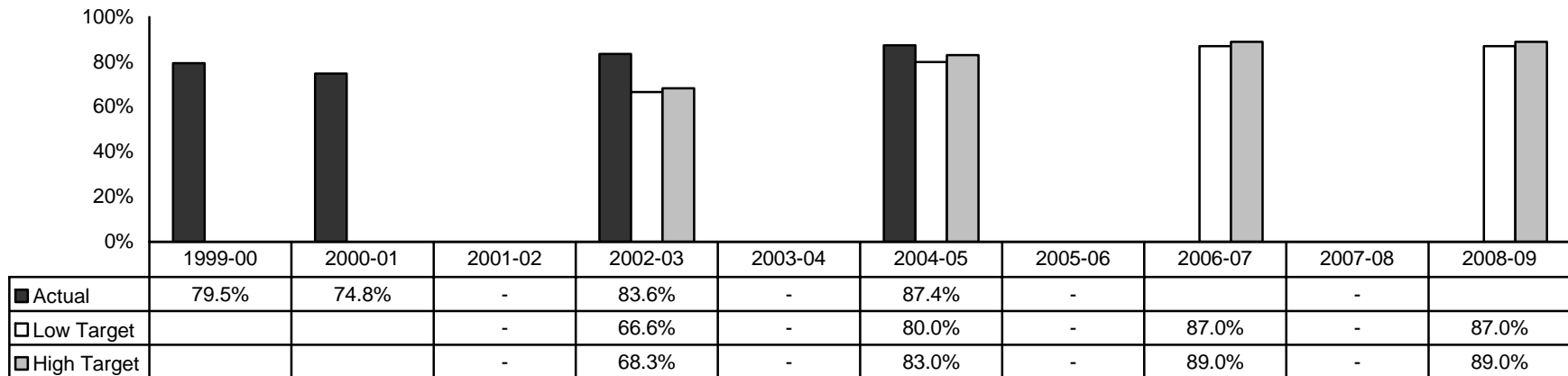
The educational leadership doctoral program in the UO College of Education focuses on the development of a community of practice with a network of educational leaders. The aim is to foster leadership and systems learning within a collaborative relationship with districts. The UO College of Education leadership program is working to meet the educational leadership needs in the state. Conversations are ongoing with Vicki Phillips, superintendent of Portland Public Schools, discussing partnerships to develop leadership capacity in the district. This possible new source of students is offset by the loss of potential students from Southern Oregon, where the Teacher Standards and Practices Commission (TSPC) has approved a program at SOU. In 2006, the state moved from a three-tier licensure system for

administrators to a two-tier system, with extended deadlines for completion of continuing licenses (6yrs-9yrs). Thus, projected targets remain stable.



University of Oregon 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

The University of Oregon has again shown a significant increase in satisfaction between the sampling of 2002-03 bachelor’s degree recipients in 2003-04 and the sampling of 2004-05 bachelor’s degree recipients in 2005-06. The University of Oregon is particularly pleased with this result because the 2005-06 survey process included extensive recommendations from the institutions for improving the survey questions and the services of a new contractor. These changes to the survey instrument and survey contractor, coupled with an oversample that doubled the number of responses from UO graduates, contributed greatly to the validity of the results.

Rationale for Future Targets:

The fact that student satisfaction at the University of Oregon continues to rise indicates that students are participating in quality educational experiences that prepare them to take advantage of opportunities and to generally succeed in their post-graduation lives, as well as making use of outstanding services while at the UO that help them to get to that point. The UO remains committed to maintaining class sizes at current levels and providing course offerings that allow students to have small, interactive learning experiences in a wide range of disciplines. The university also continues to work to keep the faculty-to-student ratio low to assure that faculty are available to provide one-on-one instruction and guidance to their students.

The UO continues to expand opportunities for students to learn to question critically, think logically, communicate clearly, act creatively, and live ethically. Living and learning situations such as Freshman Interest Group (FIG) residence halls and the Residential Academy

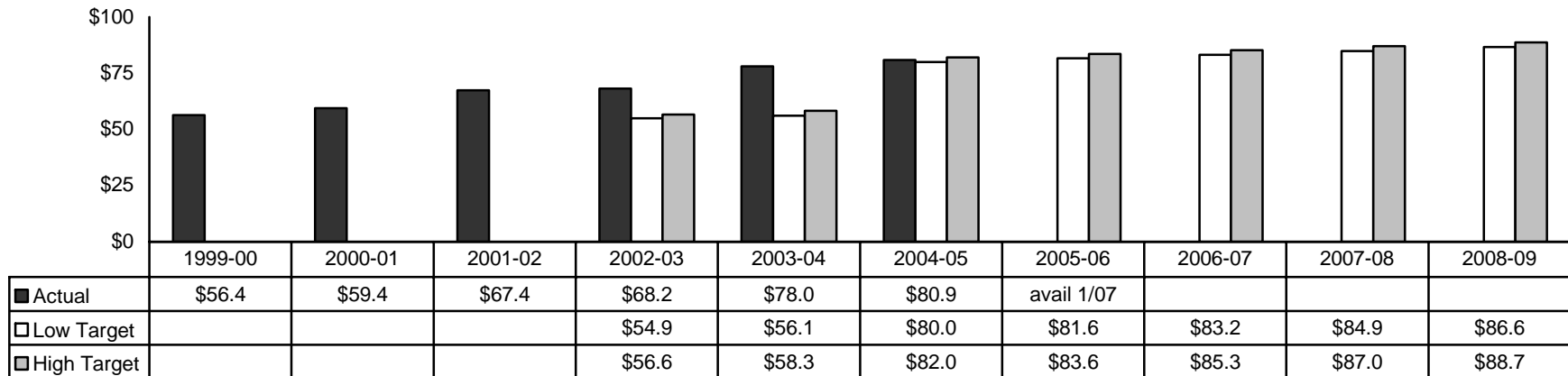
continue to expand, as do opportunities for traditional FIGs and Transfer Interest Groups (TRIGs). The Clark Honors College and the Society of College Scholars within the College of Arts and Sciences allow highly motivated students to challenge themselves while interacting with outstanding faculty, both in the classroom and through research opportunities. The opening of the new Living - Learning Center in Fall of 2006 is also expected to have a positive impact on students' satisfaction with their UO experience, as it will contribute to a sense of community by providing integrated spaces for classes, study groups, faculty advising, and musical and theatrical performances in addition to dining and living spaces.

In previous years, the University of Oregon has maintained that it would be difficult to improve student satisfaction given the impact of financial difficulties. However, the UO has succeeded in increasing student satisfaction in spite of limited funds. New leadership at the University of Oregon has emphasized a renewed commitment to excellence in education and overall operations. The combination of this renewed focus on excellence, the UO's continued work in implementing programs and initiatives to better serve students' needs, and the increases being seen in student satisfaction suggests that the targets for this indicator should be adjusted. Therefore, the 2006-07 and 2008-09 low and high targets have been changed to 87 percent and 89 percent, respectively.



University of Oregon 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

The University of Oregon is experiencing continued growth in R&D expenditures, up 43% over the five-year period from FY00 to FY05. Although FY06 R&D expenditures, as calculated by OUS, are not available until 1/07, the FY06 sponsored research awards to the UO increased to a record level of \$96.5 million. Thus, the University of Oregon's R&D expenditures are expected to mirror the growth in awards.

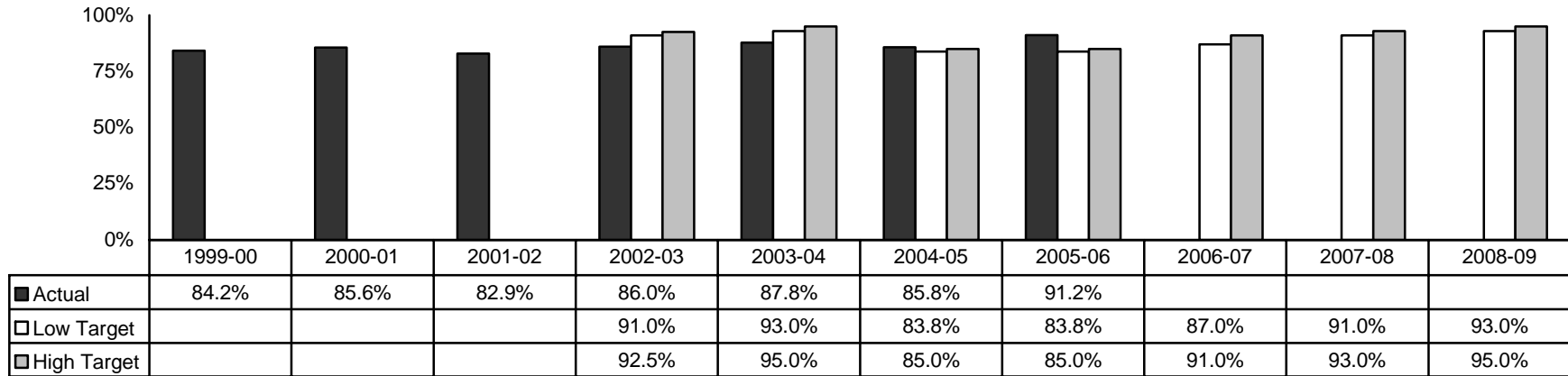
Rationale for Future Targets:

A number of variables, including the huge federal budget deficit, likely shifts in federal spending priorities, relatively flat federal academic R&D budgets, recurring concerns about Oregon's investments in higher education, relatively constant graduate enrollments, and continuing concerns about the retention of top research faculty, 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 estimated to slow to approximately 2% per year on average. The University of Oregon continues to place emphasis on enhancing grant proposal development and post-award administrative support services, sustaining federal support that currently represents the vast majority of sponsored program awards, elevating corporate and foundation funding of research, and attracting targeted state and/or federal investments in areas of UO research strengths such as education, bioscience, nanotechnology, and sustainability. Private funding for research and associated outreach efforts is also a priority in the current University of Oregon fund-raising campaign.



University of Oregon – Mission Specific Indicator 2006 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 the UO peer group



Performance Trend:

Total faculty compensation at the University of Oregon as a proportion of peers' average total compensation increased from 2001-02 to 2003-04, but dropped by 2% in 2004-05 due to the effects of the state-wide salary freeze. The decrease might well have been greater if not for the large increases in the cost of benefits that the Oregon University System continues to fully cover for all of its employees. The proportion of UO faculty compensation to peers' compensation increased again in 2005-06, a result of the positive effect of salary increases and continued benefits coverage. It is expected to improve further during 2006-07.

Rationale for Future Targets:

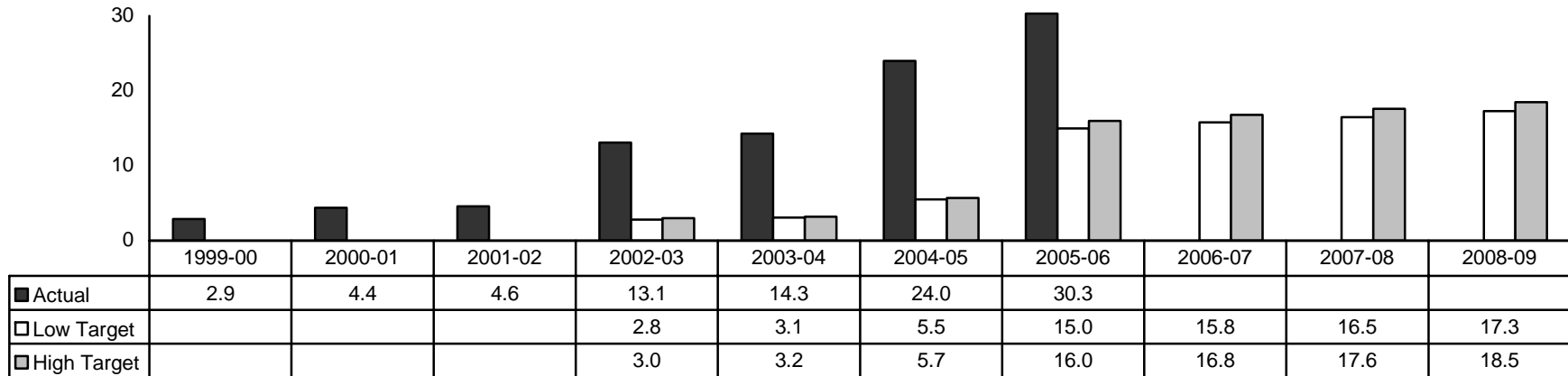
Benefit costs continue to increase and the University of Oregon remains committed to covering them. With the salary freeze removed and salary increases scheduled for 2007, it is time to return to the University of Oregon's commitment to meeting the UO Faculty Senate's white paper recommendation of bringing faculty to 95% parity with their peers. New leadership at the University of Oregon has emphasized a renewed commitment to excellence in education and overall operations, both of which include a focus on faculty compensation. The combination of renewed focus on faculty parity and the governor's stated commitment to higher education suggest that it would be appropriate to set future targets for this indicator at increasingly higher levels until faculty compensation reaches the goal of 95% parity with peers.

As stated in previous reports, although faculty compensation continues to be a challenge at the UO, the administration remains committed to maintaining progress in this area. Without serious attention to this issue, the University of Oregon will find itself in an increasingly poor competitive position for recruiting faculty and will become increasingly vulnerable to losing more top faculty to other institutions. As we have said before, the University of Oregon's reputation and its future as an AAU institution are 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.



University of Oregon – Mission Specific Indicator 2006 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 base year of 1995



Performance Trend:

The University of Oregon continues to make dramatic improvements in the metric that recognizes the economic impacts of research at the UO, including three categories involving industry-sponsored research dollars, job creation associated with the University of Oregon's total R&D expenditures, and direct income that is produced through out-licensing of University of Oregon inventions. The resultant index is normalized to a value of 1.0 for the base year of FY95 and combines the above metrics. The 30-fold increase in this index over the last decade reflects very strong growth in all areas.

Rationale for Future Targets:

The rising value of the index has been most heavily influenced by increases in licensing revenues associated with the University of Oregon's technology transfer activities. Because continued strength in gross licensing revenues was expected, the UO revised its targets upward to a new baseline for FY06 that was approximately a three-fold increase compared to FY05. Although licensing revenues can be very volatile from year to year and thus could have a major negative impact on the index, it is presumed that the index will continue to grow at an average rate of 5% per year. However, results for FY06 still exceeded even the rescaled target by a factor of two, owing primarily to another major gain in gross licensing revenues. Because of the potential variability in licensing revenues year to year, it is not suggested to rescale the targets for FY07 and beyond to even higher performance goals. The on-going targets represent more than a 15-fold improvement in the index over the period since 1995.



University of Oregon Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports and *Integrated Postsecondary Education Data System (IPEDS) Fall Cohorts* completed.
2. **Total Degrees Awarded.** 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, *IPEDS Completions Survey* reports.
3. **Degrees Awarded in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor's, master's, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media. Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports; OUS and Teacher Standards and Practices Commission, *K-12 Educator Supply and Demand: Snapshots*; campus data files.
4. **Recent Graduate Satisfaction.** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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 Expenditures.** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

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 the 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. **Freshman Retention Within OUS.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered at one OUS institution but transferred to another OUS institution for the second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS *Fall Cohorts* completed.
11. **Graduation Rate.** Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”), the other 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.

12. **Recent Graduate Success.** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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. **Students Per Full-Time Faculty.** The ratio of fall FTE enrollment to full-time instructional faculty headcount. Source: National Center for Education Statistics, *IPEDS Fall Enrollment and Faculty Surveys*.
14. **Part-Time Faculty.** The percent of faculty employed part-time (headcount). Source: OUS Institutional Research Services.
15. **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 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 of each year.
16. **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.

Western Oregon University
2006 Annual Report to the Board on
Performance and Target-Setting



Western Oregon University 2006 Performance Indicator Target Summary

Targeted Indicators *	Common to All Institutions					Mission-Specific	
	Freshman Retention ¹	Total Degrees Awarded ²	Degrees in Shortage Areas ³	Graduate Satisfaction ⁴	Sponsored Research ⁵ (\$ in millions)	Transfer Student Completion ⁶	First Generation Retention ⁷
Results							
2000-01	69.6%	783	-	80.6%	\$7.7	-	-
2001-02	74.9%	924	73	-	\$8.6	59.0%	68.0%
2002-03	71.2%	984	79	81.5%	\$8.4	60.0%	60.0%
2003-04	65.3%	1,110	105	-	\$8.6	60.0%	60.0%
2004-05	66.5%	1,038	119	81.6%	\$9.2	56.0%	57.0%
2005-06	Avail. May 2007	Avail. Dec. 2006	Avail. Dec. 2006	-	Avail. Jan. 2007	Avail. May 2007	Avail. May 2007
Targets							
2003-04 (Set 2001)	Low	72.2%	-	-	\$5.9	-	-
	High	74.6%	-	-	\$6.5	-	-
2004-05 (Set 2003)	Low	75.0%	-	82.0%	\$8.9	58.0%	-
	High	75.0%	-	82.0%	\$8.9	63.0%	-
2005-06 (Set 2004)	Low	65.0%	975	60	\$9.1	60.0%	60.0%
	High	68.0%	1,050	68	\$9.1	65.0%	65.0%
2006-07 (Set 2004)	Low	69.0%	950	62	\$9.3	61.0%	62.0%
	High	70.0%	1,025	70	\$9.3	65.0%	66.0%
2007-08 (Set 2003)	Low	70.0%	975	65	\$9.5	62.0%	65.0%
	High	71.0%	1,046	73	\$9.5	66.0%	68.0%
2008-09 (Set 2005)	Low	72.0%	1,000	67	\$9.6	63.0%	70.0%
	High	74.0%	1,075	75	\$9.6	68.0%	70.0%

Notes:

¹ Percent of first-time, full-time freshmen who return for a second year at WOU.

² Total degrees (bachelor's and master's) awarded.

³ WOU selected teaching endorsements in special education, bilingual or ESOL, math, science, and rehabilitative counseling.

⁴ Percent of recent WOU bachelor's degree recipients rating the quality of their overall experience as "4" or "5" on a 5-point scale, with 5 representing "excellent" and 1 representing "poor."

⁵ Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal, private). Includes teaching/training grants, student services grants, library grants, and similar support.

⁶ Percent of entering community college transfers who graduate within four years of matriculation with WOU.

⁷ Persistence of freshmen from first generation groups. WOU will be modifying this target to focus on first generation college students beginning 2005-06.

* Complete data definitions are available in Appendix A.



Western Oregon University 2006 Non-Targeted Indicator Summary

Common to All Institutions

Indicators*	Total Credit Enrollment ¹	New Undergraduate Enrollment ²	Freshman Retention within OUS ³	Graduation Rate ⁴	Graduate Success ⁵	Students per Full-time Faculty ⁶	Part-Time Faculty ⁷	Faculty Compensation ⁸	Philanthropy ⁹ (\$ in millions)
Results									
2000-01	4,731	1,377	75.4%	39.5% (excludes) 51.6% (includes)	96.1%	25.6	36.8%	87.2%	\$5.5
2001-02	4,878	1,376	79.1%	41.1% (excludes) 53.2% (includes)	-	27.7	40.5%	94.6%	\$5.7
2002-03	5,030	1,311	75.8%	41.6% (excludes) 54.4% (includes)	93.2%	27.7	39.8%	96.4%	\$5.4
2003-04	5,032	1,412	70.7%	42.9% (excludes) 52.9% (includes)	-	28.5	42.4%	96.2%	\$6.1
2004-05	4,772	1,323	71.8%	44.4% (excludes) 54.8% (includes)	95.6%	26.0	42.3%	93.3%	\$6.6
2005-06	4,879	1,343	Avail. May 2007	Avail. May 2007	-	24.4	43.2%	90.4%	Avail. Jan. 2007

Notes:

¹ Total unduplicated headcount of all students enrolled at WOU during fall term, regardless of course load.

² Headcount enrollment of newly admitted undergraduates. Includes both full- and part-time students and regular and extended studies enrollment.

³ Percent of first-time, full-time freshmen who return to any OUS institution for a second year.

⁴ Proportion of first-time, full-time freshmen entering WOU and graduating from WOU (excludes) or any OUS institution (includes) within six years.

⁵ WOU bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

⁶ The ratio of fall FTE enrollment (calculated as full-time headcount plus one-third of part-time headcount) to full-time faculty headcount, reported in IPEDS to the National Center for Education Statistics.

⁷ The percent of WOU faculty employed part-time. This is not a performance measure per se, but is displayed here to provide context for the student-faculty ratio measure.

⁸ The average faculty compensation (salary plus benefits) for WOU as a percentage of the average compensation among peer institutions.

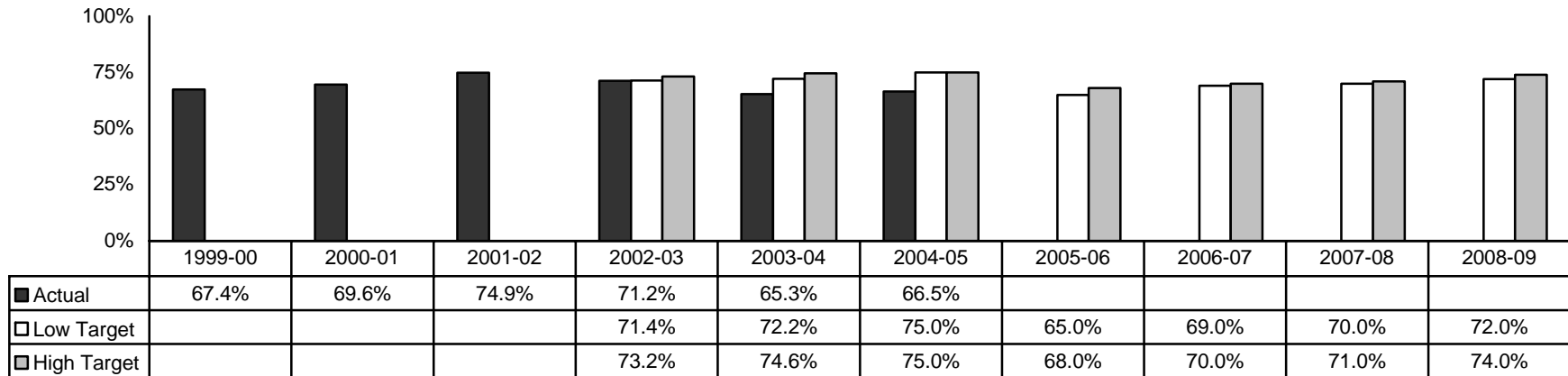
⁹ Net assets of WOU's foundation as reported in the WOU audited financial statement (\$ in millions).

* Complete data definitions are available in Appendix A.



Western Oregon University 2006 Performance Indicator Target Detail

Freshman Retention – The percent of full-time freshmen who return to Western Oregon University (WOU) for a second year ¹⁴



Performance Trend:

WOU has looked at retention figures for the past three years and evaluated targets in order to generate new goals that are realistic given the population we serve, the transitional climate around campus, the national trends for our peer institution, and resource allocation. These reconfigured targets reflect established predictive factors, internal challenges, the economic profile of areas in which we have the most yield (Polk, Marion, Yamhill), and projections at the national level.

Rationale for Future Targets:

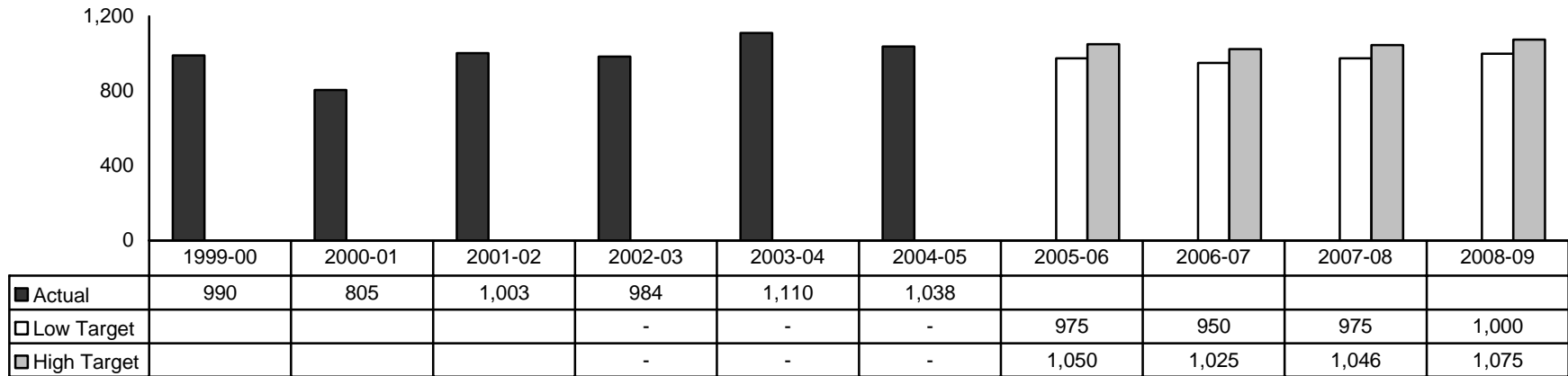
Several action steps have been identified and implemented in light of WOU's trend data and institutional dialogue. We have allocated fiscal resources to several critical areas with the anticipation this investment will sustain our current retention rate and strengthen our efforts to reach long-term goals. We have revamped our Freshman Experience program, strengthened advising, moderately increased selectivity and made student success an institutional priority.

¹⁴ For example, data for 2004-05 reflect the number of WOU freshmen who entered in fall 2004 and were still enrolled at WOU in fall 2005.



Western Oregon University 2006 Performance Indicator Target Detail

Total Degrees Awarded – The number of bachelor's and master's degrees awarded in a given academic year



Performance Trend:

Performance on this measure has been variable. Until recently, performance monitoring was complicated by difficulties in maintaining accurate storage and retrieval systems. Given the recent data that reflect a decline in freshmen retention, we anticipate a drop in degree awards, but plan on recuperating from the loss within the next four to six years.

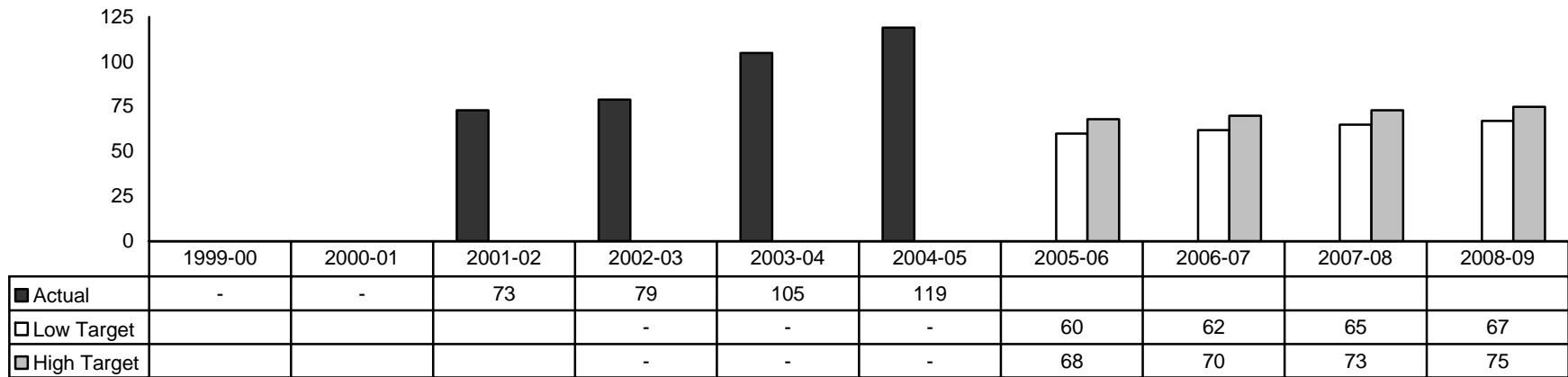
Rationale for Future Targets:

As enrollment and retention continue to improve we anticipate a commensurate increase in total degrees awarded.



Western Oregon University 2006 Performance Indicator Target Detail

Degree Production in Education ¹⁵ – The number of licenses awarded in this Oregon shortage area (special education, math, science, rehabilitative counseling)



Performance Trend:

In keeping with its historical mission, WOU, in 2005, identified education as its performance area for shortage degrees, specifically focusing on preparation in special education, math, science, and rehabilitative counseling. Earned degrees reflect Bachelor's and Master's degrees in Education from content areas that represents critical shortages across Oregon.

Rationale for Future Targets:

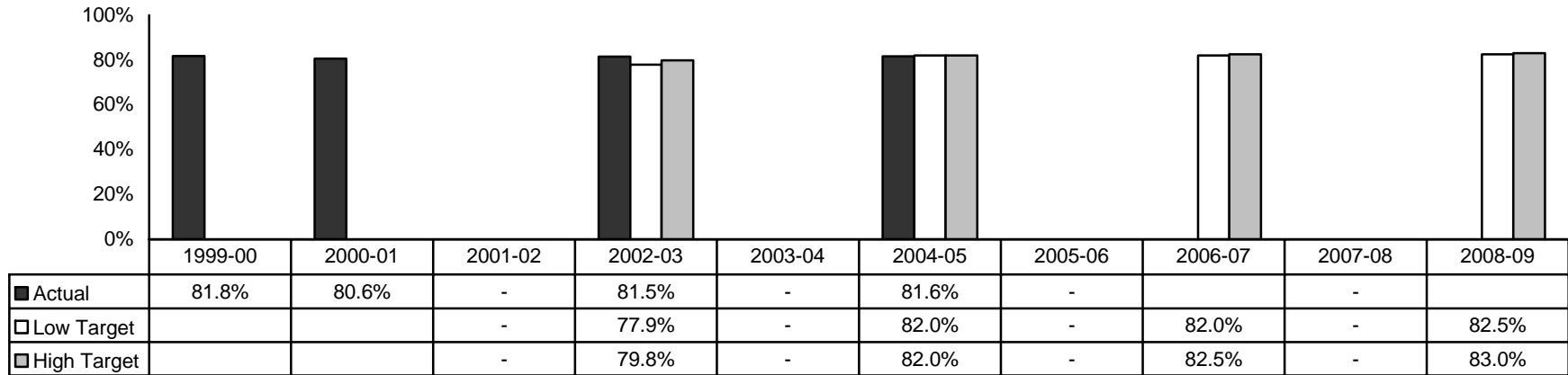
These are based on overall increases in enrollment and improved retention.

¹⁵ The total is a duplicated headcount. A person with endorsements in two shortage area disciplines (e.g., chemistry and biology) would be counted twice. A person with endorsements in mathematics and English would be counted once.



Western Oregon University 2006 Performance Indicator Target Detail

Graduate Satisfaction – The percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as a “4” or “5” on a scale of 1 to 5, with 5 representing “excellent” and 1 signifying “poor”



Performance Trend:

We have been consistent in this area and would like to set our targets at 83% satisfaction.

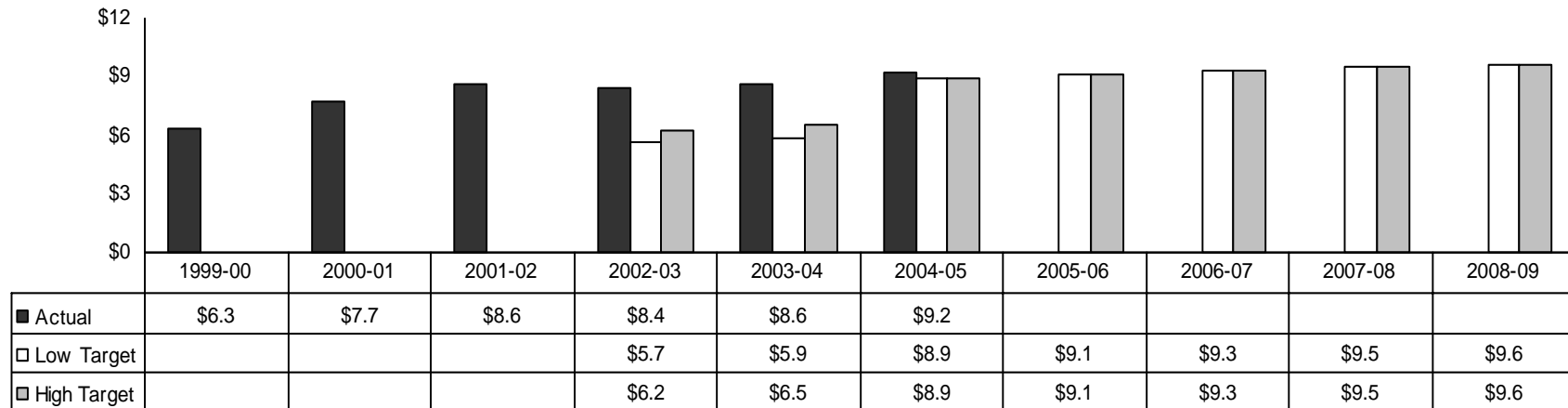
Rationale for Future Targets:

It is anticipated that continuous enhancement of the WOU experience as well as more alumni outreach will reflect positively on alumni rating of the WOU experience.



Western Oregon University 2006 Performance Indicator Target Detail

Sponsored Research Expenditures – Annual expenditures for research, training/teaching, and public service supported by grants from federal and private sources (*Dollars in millions*)



Performance Trend:

While the actual numbers are expected to be received in January 2007, we expect them to be relatively stable with a modest upward trend.

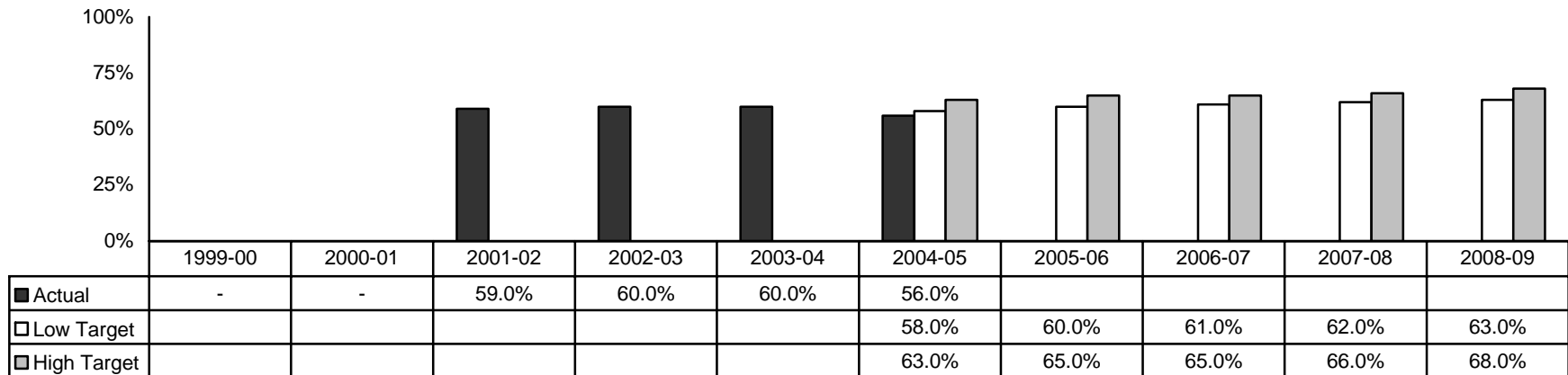
Rationale for Future Targets:

Largely due to the efforts of the Teaching Research Institute, WOU continues to be highly competitive for innovative research in areas such as traumatic brain injury as well as national technical assistance and information dissemination for deaf-blind individuals and their families.



Western Oregon University – Mission Specific Indicator 2006 Performance Indicator Target Detail

Degree Completion of Community College Transfers – Percent of community college transfer cohort starting and completing a bachelor's degree at WOU within four years



Performance Trend:

This indicator is defined as any community college transfer who graduates within four years of matriculation at WOU. WOU's efforts have been moderately successful in this area. It is anticipated the conclusion of articulation agreements with Chemeketa Community College will improve our performance in this area.

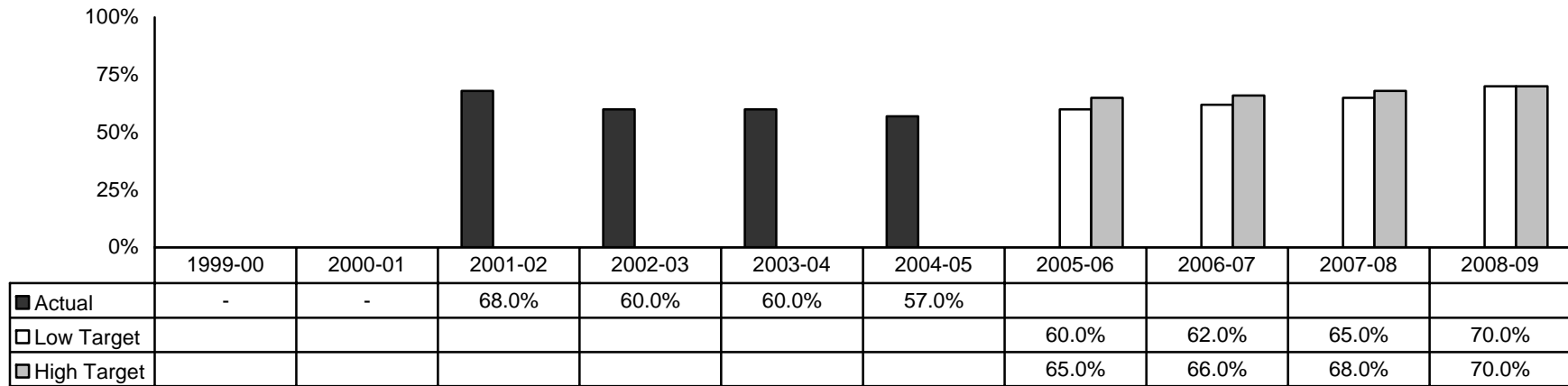
Rationale for Future Targets:

With the completion of dual enrollment agreements with Chemeketa and other community colleges, WOU expects modest growth in the enrollment of community college transfers. WOU currently enrolls about 375 community college transfers a year. As advising improves and pathways are created in highly-trafficked majors, it is anticipated the graduation rate and degree completion of community college transfers will show a modest gain.



Western Oregon University – Mission Specific Indicator 2006 Performance Indicator Target Detail

Retention of First Generation College Students – Number of full-time freshmen from groups who persist to their second year and are the first in their families to attend postsecondary institutions



Performance Trend:

Each year, approximately one-half of the entering freshmen class is reported as “first generation,” defined as students who are the first members of their families to attend college. WOU considers this a key mission-specific indicator. WOU considers this a service to the state and an institutional mission to recruit, regulate, and retain first generation college students and help them succeed at obtaining a postsecondary degree. Our current trend indicates moderate success and stability in maintaining enrollment of our first generation students. We are setting our goals higher and will be implementing programs and processes in support of meeting our targets.

Rationale for Future Targets:

Continued investment in advising, implementation of dual enrollment agreements and Curriculum, Advising, And Program Planning (CAPP) will enhance the prospects of first-generation students.



Western Oregon University Appendix A - Performance Indicator Data Definitions

1. **Freshman Retention.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered and returned to the same institution for a second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, *Integrated Postsecondary Education Data System (IPEDS) Fall Cohorts* completed.
2. **Total Degrees Awarded.** 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, *IPEDS Completions Survey* reports.
3. **Degrees Awarded in Shortage Areas.** Campuses selected one of two identified shortages areas in Oregon. The measure reports bachelor's, master's, and doctoral degrees awarded in selected fields by Classification of Instructional Program code (the CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (CIP14), engineering-related technologies (CIP15), and computer and information sciences (CIP11). Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media. Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports; OUS and Teacher Standards and Practices Commission, *K-12 Educator Supply and Demand: Snapshots*; campus data files.
4. **Recent Graduate Satisfaction.** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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 Expenditures.** Expenditures for sponsored research and other activities using grant funds from external sources. Includes restricted fund expenditures for sponsored research, teaching/training grants, student services grants, library grants and similar support, but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report. Source: OUS Annual Financial Reports, Controller's Office.

Mission Specific Indicators

6. **Degree Completion of Community College Transfers.** Percent of entering community college transfers who graduate within four years of matriculation at WOU. Source: Western Oregon University, special report.
7. **Retention of First Generation College Students.** Number of full-time freshmen from groups who persist to their second year and are the first in their families to attend postsecondary institutions. Source: Western Oregon University, special report.

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 the 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. **Freshman Retention Within OUS.** Fall term freshman cohort drawn from the fourth week fall file. Cohort is tracked fall-to-fall (fourth week) for one year. Percentage represents students who entered at one OUS institution but transferred to another OUS institution for the second year. Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS *Fall Cohorts* completed.
11. **Graduation Rate.** Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. Two rates are reported: one reports only students who entered and graduated from the same institution (“excludes intra-OUS transfers”), the other 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.
12. **Recent Graduate Success.** Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed approximately twelve months following graduation. Surveys are conducted biennially 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. **Students Per Full-Time Faculty.** The ratio of fall FTE enrollment to full-time instructional faculty headcount. Source: National Center for Education Statistics, IPEDS *Fall Enrollment and Faculty Surveys*.
14. **Part-Time Faculty.** The percent of faculty employed part-time (headcount). Source: OUS Institutional Research Services.
15. **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 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 of each year.
16. **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.

