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ABSTRACT

In 1997 the Oregon University System (OUS) identified four strategic goals for meeting state higher education needs: (1) strengthening the quality of instructional, research, and service programs; (2) expanding student access; (3) achieving appropriate cost effectiveness; and (4) enhancing graduates' employability. These goals guided the development of nine performance measures and indicators focusing on degree completion (six-year graduation rates), graduate abilities at degree completion, customer satisfaction, new students, student quality and diversity, graduate success and unmet state needs, external resources and entrepreneurship, state investment, and institutional management. An overview of the baseline performance of all OUS campuses found that the six-year graduation rate for entering freshmen had improved at five institutions, remained stable at one, and declined slightly for another. The pass rate for professional licensure examinations exceeded national pass rates for nearly all professional areas. The proportion of racial/ethnic minorities enrolled in regular programs increased for all OUS institutions, and the proportion of recent graduates employed or enrolled in graduate or professional school within 12 months of graduation ranged from 80 to 93 percent. Detailed reports are presented for each of the OUS institutions. (MDM)

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Oregon  
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# Performance Measures and Indicators: 1998 Baseline Performance Reports for Institutions

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# Performance Measures and Indicators: 1998 Baseline Performance Reports for Institutions

## Overview

### Introduction

The performance measures and indicators initiative is a statewide effort to refine priorities, strengthen quality, and improve the productivity of the Oregon University System (OUS). This effort was initiated by the Board of Higher Education in January 1997 under the leadership of Board President Aschkenasy. The Board identified four broad goals, driven by OUS mission and strategy, as a basis for transforming public higher education and meeting the needs of the state of Oregon. These goals are as follows:

1. Strengthen existing quality of instructional, research, and public service programs;
2. Expand access by students of different circumstances;
3. Achieve cost-effectiveness appropriate to institutional missions; and
4. Enhance employability of graduates.

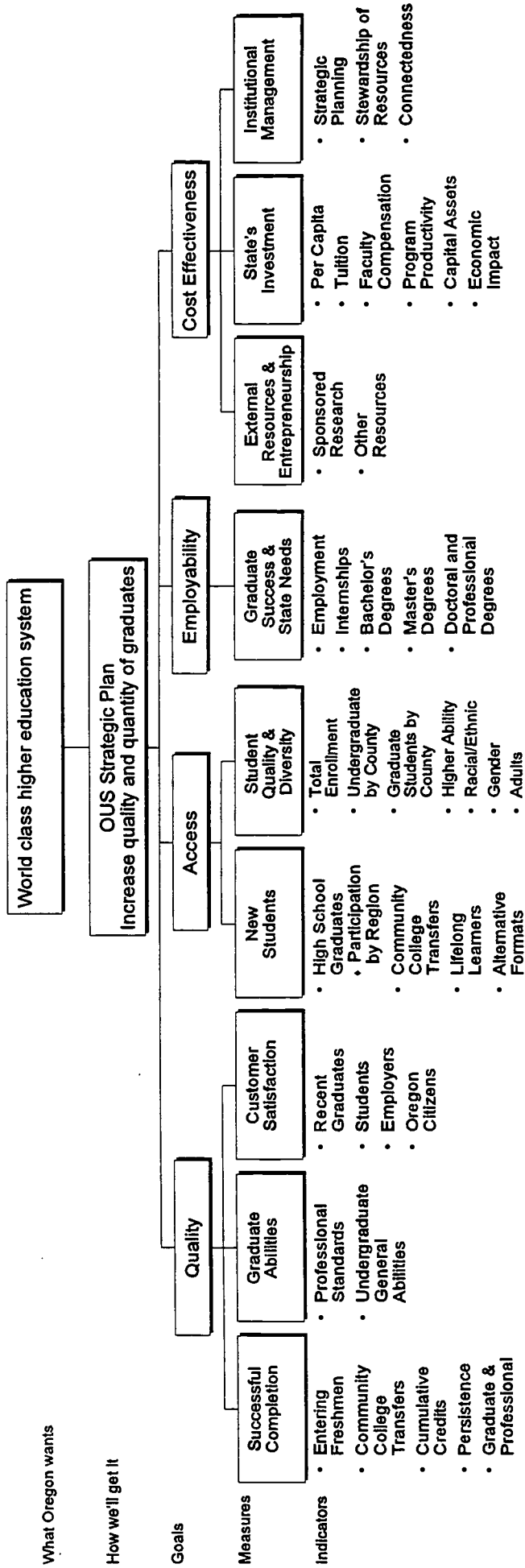
These goals, which were written into law by the 1997 Oregon Legislature and later affirmed by the Governor, were used to guide the development of nine performance measures. The nine measures are:

<u>Measure</u>	<u>Strategic Goal</u>
1. Degree completion (six-year graduation rates)	Quality
2. Graduate abilities at degree completion	Quality
3. Customer satisfaction	Quality
4. New students	Access
5. Student quality and diversity	Access
6. Graduate success and unmet state needs	Employability
7. External resources and entrepreneurship	Cost-effectiveness
8. State's investment	Cost-effectiveness
9. Institutional management	Cost-effectiveness

Most of the measures are complex and require considering several indicators of performance (see Figure 1). The performance measures and indicators form the basis for an information system, which fosters internal improvements and provides external accountability.

At the November 1997 meeting, the Board approved a schedule for implementing the performance indicators in phases. Phase one involved completing analysis of system and campus data for the indicators for which baseline data are already collected and maintained. Baseline data for the performance indicators were to be presented in two installments — a System report and campus reports.

Figure 1  
Oregon University System  
Proposed Performance Measures and Indicators



## **Baseline Performance**

At the March 1998 meeting, the Board reviewed the *Performance Measures and Indicators: 1998 Interim System Report* which presented performance data for phase one and some phase two indicators. The Board also approved the adoption of the target-setting methods used by the Oregon Progress Board in establishing Oregon Benchmarks and directed institutions to return in June 1998 with performance data, improvement targets, and brief descriptions of initiatives to achieve targets.

For the institution reports due in June, the Chancellor's Office supplied most of the data to ensure consistency of data definition and collection conventions. The institutions reviewed the information with their educational communities to develop performance trend descriptions, targets for 2005, and initiatives to achieve targets. Targets were developed based on the historical performance of an institution. In the development of these targets, several institutions aligned the performance indicator effort with ongoing planning activities. For example:

- The University of Oregon completed the issues definition and solution phases of its strategic effort "Process for Change" during the 1997-98 academic year. This process, which engaged more than 200 faculty, staff, and students in working groups, will now move into its five-year implementation phase. Ongoing assessment activities (both as required by OUS and as designed to address specific campus concerns) will guide this process and inform University faculty and administration about the impact of implementing new programs and other changes to meet the challenges of higher education in the 21<sup>st</sup> Century.
- Southern Oregon University recently completed an 18-month strategic planning effort. This plan, rooted in SOU's mission statement, defines the distinctive programs and activities of SOU, helps establish appropriate assessment outcomes, and helps provide faculty and staff with a greater understanding of how their efforts relate to university-wide strategies, forging a stronger sense of teamwork and connections among units and community partners.

Institutions are beginning to use performance measures not only to clarify and communicate strategy, but also to manage strategy. OUS wants to use the new measurement system to communicate its effectiveness and align the System with newer strategies. This means focusing on existing processes as well as on generating growth opportunities by offering innovative educational programs and services desired by customers. The Chancellor's staff anticipates that the indicators will change as the System builds on the anticipated rich implementation experiences over the next years.

## **Limitations of Indicators**

As performance indicators were developed, a primary criterion for their selection was the availability of data. The indicators do not necessarily capture the full complexity and fluidity of the higher education environment. For example, a six-year graduation rate from an institution where the student started is used as an indicator of quality. Yet, some students begin at one institution with the full intention of completing a degree at another for a myriad of reasons (e.g., personal finances,

family responsibilities, program offerings). Others enroll in classes but do not intend to complete a degree.

Implementation of performance indicators will also be affected by factors outside the scope of the institution's control or as a trade-off for other decisions. For example:

### *OUS Process Changes*

- If a new resource allocation method is based on all credit enrollment in the fall, winter, spring, and summer terms, conventions for reporting enrollment (i.e., usually fall term and separating regular programs from extended studies) may need to change (i.e., to include all four-term enrollments for credit courses).

### *Partnerships*

- As community colleges assume a larger role as providers of the first two years of a baccalaureate, actual numbers and proportions of freshmen served by the Oregon University System may be expected to change. As a result of the start-up collaborations with Oregon community colleges, total enrollment may decline for some OUS institutions if new market segments are not identified.

### *Economy*

- Some environmental conditions that affect performance are beyond the control of campuses. Examples of these include economic conditions in Oregon that may affect employment opportunities as well as global market changes that could affect the flow of international students to Oregon.

With these limitations in mind, the campuses are establishing targets for improvement, identifying strategic initiatives, and considering needed investments.

The purpose of the performance indicators is to improve what each institution does in comparison to past performance and external standards (based on an institution's peers). This process prompts three questions: (1) how well are we doing compared to ten years ago? (2) how well are we doing compared to others? and (3) how good do we want to be? The baseline performance of the institutions is summarized in three ways:

- An overview of institution trends
- A summary of performance trends and targets for each campus (Tables 1-7)
- A brief description of institutional context and priorities for each campus.

Detailed institutional reports include performance data, trend directions, targets for 2005, and initiatives. These are provided in a full report in the supplemental section of the Board materials. (The institution reports do not yet provide comparisons with external peers as the identification of peer institutions was not completed in time for setting targets. Later reports will include "stretch targets" based on an analysis of performance of peer institutions.)

## Overview of Institution Reports

An overview of the baseline performance of the institutions provides a different perspective from the *1998 Interim System Report* which focused on how well the System as a whole is doing.

This overview of the campus reports focuses on an aggregate view of how well each campus is doing compared to its own past performance. The overview does not compare the performance of one OUS institution against the performance of another OUS institution. For example, the question is not: Is the graduation rate at Oregon State University higher or lower than the graduation rate of another System university? Rather, the question is: is the graduation rate at Oregon State University improving over time? This view allows for differences in institutions — missions, programs, and customers. In the overview, one is able to quickly determine for a specific indicator how many of the campuses are headed in the right direction. This overview is organized by the four Board goals — quality, access, employability, and cost effectiveness.

### QUALITY GOAL

Rates at which entering freshmen stay in school and graduate within six years (cohorts entering 1987 through 1991 and excluding OUS transfers)

- The persistence rate improved for four campuses (OIT, OSU, PSU, WOU), fluctuated for two campuses (EOU, SOU), and is improving after a slight downward trend for another (UO).
- The six-year graduation rate for entering freshmen improved for five campuses (OIT, OSU, PSU, UO, WOU), remained stable for another campus (SOU) and declined slightly for one campus (EOU). (When OUS transfers are included, all seven institutions show improvement.)
- The total number of credits earned by entering freshmen for a baccalaureate remained low for two campuses (PSU, SOU) and were fewer at five campuses (WOU, UO, EOU, OSU, OIT) reflecting efforts to reduce excess credits accumulated and shorten time-to-degree.

Rates at which Oregon community college transfer students graduate within six years (cohorts entering 1987 through 1989 and including OUS transfers)

- The six-year graduation rate for Oregon community college transfers has improved some for all campuses. The success of community college transfers has improved at all four student levels at entry for two campuses (OSU, PSU), for all but one student level at three campuses (EOU, SOU, WOU), for freshmen and sophomores at one campus (UO), and at the sophomore level only at another campus (OIT).
- The total number of credits earned by community college transfers for a baccalaureate decreased for five campuses (OSU, PSU, SOU, UO) reflecting campus efforts to smooth the transfer process but increased slightly for three institutions (EOU, OIT, WOU).



## Success of graduates on national and state professional licensure and certification exams

- The pass rates for professional licensure exams exceed national pass rates for nearly all professional areas (e.g., architecture, law, pharmacy, engineering, accounting) for all campuses. Data are not available for the recently adopted exams for educators for most institutions.

## Overall student/alumni satisfaction with education received

- All campuses surveyed recent graduates (1994-95) 6 to 12 months following graduation using some common questions to establish a baseline satisfaction measurement. These common questions will be used every two years to determine satisfaction of recent graduates. Recent graduates of all institutions rated highly the education they received (EOU, OIT, OSU, PSU, SOU, UO, WOU). *(Data for 1996-97 graduates will be available in fall 1998.)*

## **ACCESS GOAL**

### Oregon high school completers enrolling as first-time freshmen *(cohorts entering 1987 through 1996).*

- Four institutions are now serving greater numbers of Oregon high school graduates after some initial decline after Measure 5 (SOU, EOU, UO, OSU); Oregon freshman enrollment has fluctuated at two institutions (PSU, WOU), and has declined in another (OIT).
- Of the Oregon high school graduates who selected an OUS institution, two institutions experienced modest growth (EOU, UO), a fairly steady proportion selected three institutions (OSU, SOU, WOU), and a declining proportion enrolled as first-time freshmen at two institutions (PSU, OIT).

### Regional access for undergraduate and graduate students *(baseline data for 1996 only).*

- All universities serve a regional market (EOU, OIT, OSU, PSU, SOU, UO, WOU). Two institutions (UO, OSU) also serve a substantial statewide market as well as attract some students from national and international markets.

### Top high school scholars attending Oregon universities *(cohorts entering 1987 through 1997).*

- For all institutions (EOU, OIT, OSU, PSU, SOU, UO, WOU), the proportion of higher-ability entering freshmen has increased in the most recent years.

### Diversity of students attending Oregon universities *(cohorts entering 1987 through 1997).*

- The proportion of women enrolled in public higher education increased and stabilized in the 1970s and 1980s for five institutions (EOU, PSU, SOU, UO, WOU). The proportion of women has increased for two institutions (OSU and OIT).



- The proportion of racial/ethnic minorities enrolled in regular programs has increased for all campuses (EOU, OIT, OSU, PSU, SOU, UO, WOU).
- Enrollment of adults aged 25 and older in undergraduate programs has remained fairly steady at two institutions (OSU, OIT) but appears to be trending downward at others (EOU, SOU, UO, WOU, PSU).

## **EMPLOYABILITY GOAL**

### Percentage of graduates who are employed and/or enrolled in graduate/professional schools (baseline data for 1994-95 graduates).

- All institutions surveyed 1994-95 graduates six to twelve months following graduation to determine success as measured by employment, furthering education, salaries, and location of employment. The proportion of recent graduates employed or enrolled in graduate or professional school within 12 months of completion ranges from 80-93 percent at different campuses. (Data for 1996-97 graduates will be available fall 1998.)

### Percentage of graduates who complete internships (baseline data for 1994-95 graduates).

- All institutions surveyed 1994-95 graduates six to twelve months following graduation. The proportion of recent graduates who say they completed an internship or senior project/capstone experience ranged from one-third to 100 percent at different campuses. (Data for 1996-97 graduates will be available fall 1998.)

## **COST-EFFECTIVENESS GOAL**

### Research grants and contract expenditures

- Since 1992-93 three universities (OSU, UO, PSU) have experienced substantial growth in sponsored research revenue (as reflected in increased expenditures) to provide a more diversified revenue mix consistent with their research and/or doctoral-granting missions.

### Alternative revenue sources (e.g., fundraising)

- Four universities have put their energies into generating new resources to support their missions and develop a more diversified revenue mix (OIT, UO, PSU, SOU, EOU, OSU), but baseline data are needed for one campus (WOU).

The trends and targets are summarized in separate tables for each campus (Tables 1 -7). Because this overview does not provide explanations for performance trends, readers are directed for context information to the profiles written by the campuses (see following sections), and to the detailed institution reports included in the supplemental Board material.

## **Reports to Board and Legislature**

Baseline data for phase one and phase two indicators for which data are maintained were to be presented in two installments. Baseline data for phase two indicators that involve new data collection efforts (e.g., return on the state's investment, cost measures, unmet workforce needs, and faculty salaries) are to be reported to the Board in November 1998. Thereafter, institutions will report annually on their accomplishments. The Chancellor's Office will track achievement of common and mission-specific goals. An annual report on System performance will be made to the Board in November. A biennial report for the legislature will be prepared based on System performance. A format and process for this performance report needs to be developed.

## **Staff Recommendation to the Board**

Staff recommends that the Board direct Chancellor's staff to return in July 1998 with a format for a performance report and a recommendation process for "grading" system performance.

**Eastern Oregon University**

# Eastern Oregon University

## *Profile*

Eastern Oregon University is a trail-blazing institution — within Oregon and nationally — in the development of strategies for effectively and economically serving the needs of a large, rural region. These strategies include the extension of degree programs (not just courses) to those who are time as well as place-bound; the development of myriad partnerships, both public and private; the creation of strong residential programs; the extension of targeted attention to community and economic development; and the employment of cutting-edge, as well as established, technologies. EOU has established a capacity to flourish within an emerging competitive environment where the requirements are to seek out, fully comprehend, and quickly and creatively respond to people's needs. Growth — through new programs, on- and off-campus expansion, and improved recruitment and retention — becomes a paramount strategic objective if EOU is to have the cost structure that will allow it to fully apply its demonstrated entrepreneurial capacity in service to Oregon. Growth alone is not enough, though, and will be complemented by attention to continually improving the quality of the undergraduate experience. EOU also believes that, within such an environment, the need for regional institutions — and EOU's regional mission — is increased. The role of a regional institution derives not from attempting to control access but springs from aggressively expanding access by articulating regional needs and then meeting those needs through creative collaboration and partnerships.

### Priorities for Targets

- EOU's aspiration is to have the highest retention and graduation rates in the State System.
- EOU will increase enrollment — including students attending programs on the La Grande campus as well as those completing degrees at a distance — by 25 percent.
- While growing, EOU will increase the proportion of this increased student body who are ethnic or racial minority students, doing so at a rate of increase at least comparable to that achieved over the preceding decade.
- The University will seek to provide opportunities for internships, international experiences, and meaningful involvement with faculty on research or creative activities for all undergraduates.
- Working in close partnership with Blue Mountain Community College and Treasure Valley Community College, EOU must assure the success of the Eastern Oregon Collaborative Colleges Center.
- The University will significantly build its endowment as one means of providing the resources necessary to reach other targets.
- Freed from traditional concerns and constraints having to do with "turf" and seeming duplication, Eastern will add academic programs as both a means of growth and as a method of providing the resources necessary to grow.

EOU intends to provide an ever better quality of education to more students while working in close collaboration with partners, to ever more effectively meet the cultural, community development, and economic development needs of the eastern Oregon community.

**Eastern Oregon University**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	EOU Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Declining (excluding OUS transfers)  Positive (including OUS transfers)	The graduation rate of first-time freshmen has declined slightly. 20.5% of the 1991 freshmen cohort graduated within six years compared to 22.6% of the 1987 cohort (excluding OUS transfers).  When OUS transfers are included, the graduation rate improved modestly from 27.7% in 1987 to 29.9% in 1991.	60% of those who enter intending to graduate
1.2 Entering freshmen persisting to second year	Fluctuating (excluding OUS transfers)  Positive (including OUS transfers)	The persistence of first-time freshmen (excluding OUS transfers) from their first year to their second year has fluctuated 12 percentage points between 1987 and 1994, and was at 57% in 1994.  When OUS transfers are included, the persistence of first-time freshmen is trending positively, at 64.3% in 1994.	75%
1.3 Community college transfers graduating within six years (cohorts entering 1987 through 1989)	Positive	Graduation rate for community college transfers shows an overall upward trend. Comparing 1987 cohort data to the most recent data, graduation rates after six years have increased for those transferring as sophomores. Rates for those transferring as freshmen, juniors and seniors have fluctuated.	Increase 10%
1.4 Cumulative credits earned for baccalaureate by community college transfers compared to freshmen	Positive (for first-time freshmen)  Slight increase (community college transfers)	The number of cumulative credits earned by first-time freshmen for a baccalaureate declined from 207.1 credits for the freshmen cohort entering 1987 to 204.8 credits for the 1991 cohort.  The cumulative credits earned by community college students increased from 288.7 for the 1987 cohort to 293.0 for the 1989 cohort.	Reduce 10% for transfers from Blue Mt. and Treasure Valley Community Colleges



Indicator	Trend Direction	EOU Performance	2005 Target
<b>2. Graduate Abilities</b>			
2.1 Pass rates for professional licensure exams	Positive	Graduates taking the CPA exam exceed the national pass rates while graduates from the OHSU nursing program do not exceed national pass rates for the nursing exam. Over recent years, 100% of graduates of the teacher preparation program pass national tests required for licensure in Oregon.	Maintain: CPA and Teacher Raise: Nursing
2.2 Undergraduate general skills and abilities	Assessments in place	Implemented an assessment of writing and critical thinking for all undergraduates beginning Fall 1975. Most major programs also regularly assess program outcomes.	Expand assessments to include major program outcomes by 2001
<b>3. Customer Satisfaction</b>			
3.1 Satisfaction of recent graduates and alumni	Baseline data only	Baseline data for graduate satisfaction was established for 1994-95 graduates. More than 90% of students surveyed were satisfied with their education experience.	Continually improve
3.2 Satisfaction of currently enrolled students	Baseline data only	Baseline data for current student satisfaction was established in Spring 1997. On 12 scales, Eastern ranked above national comparators on 9 scales and closely resembled comparators on the other 3.	Maintain and improve
<b>4. New Students</b>			
4.1 Freshmen participation rates for Oregon high school graduates (in the fall after graduation)	Positive	The percentage of Oregon first-time freshmen attending EOU increased from 3.3% in 1987 to 5.2% in 1997. Over half of the first-time freshmen from the Northeast region attend EOU. EOU attracts a significant percentage of first-time freshmen from Baker-Malheur and North Central regions of the state.	Increase by 20%



Indicator	Trend Direction	EOU Performance	2005 Target
4.2 Community college transfers	Declining	The number of EOU community college transfers has declined by almost 50 percentage points in the last ten years (from 60 students in 1987 to 33 students in 1997); EOU data suggest a 50% increase (from 66 students in 1987 to 98 in 1991).	Increase by 25%
<b>5. Student Quality and Diversity</b>			
5.1 Total unduplicated headcount enrollment (base and extended)	Positive	Enrollment, although fluctuating year-to-year, has increased by almost 6% between 1987 and 1996 to 4008. EOU has experienced enrollment increases in both regular programs and extended study programs. Regular program enrollment in 1996 was 2,138.	2,200 students headcount (regular program)
5.2 Students by Oregon county (base enrollment)	Constant	EOU draws the majority of its Oregon undergraduates from Umatilla, Union, and Baker counties.	Maintain number
5.3 Higher ability freshmen GPA 3.75+	Positive	The proportion of higher ability entering freshmen as measured by high school GPA has increased substantially over the last ten years. The mean high school GPA has improved from 2.98 in 1987 to 3.40 in 1997. The percentage of freshmen entering with a high school GPA of 3.75 or above has increased by more than 14 percentage points during this period to 22.6% in 1997.	Maintain
SAT 1200+	Positive	The proportion of higher ability entering freshmen as measured by SAT scores also has increased over the past ten years. The mean SAT score has improved from 925 in 1987 to 989 in 1997 and the percentage of students entering with a mean SAT score of 1200 or above has increased by approximately 7 percentage points during the same period to 9.9% in 1997.	Increase to 10.5%



Indicator	Trend Direction	EOU Performance	2005 Target
5.4 Ethnic/racial minority students	Positive	Minority students as a percentage of enrollment has increased over the last ten years by slightly more than 2 percentage points. In 1997, 9.1% of students identifying their race/ethnicity were minority students. Hispanic/Latino students represent the largest minority group.	10.5%
5.5 Enrollment of women	Constant	The enrollment of women remained constant over the last ten years at slightly more than half of the student enrollment.	Maintain
5.6 Undergraduates aged 25 and older	Declining	The total number of students over age 25 declined by 30% percent between 1987 and 1996. As a portion of the total student enrollment students over 25 declined by over 17 percentage points during the same period to 35%.	Maintain at 1/3 of student population
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	98.3% of surveyed 1994-95 graduates were either employed and/or continuing their education.	Maintain above the average for OUS institutions
6.2 Completed internships	Baseline data only	More than 50% of surveyed 1994-95 graduates reported completing an internship as part of their education.	100%
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Positive	Sponsored research dollars have increased by approximately 12% between 1992-93 and 1996-97 to \$2.4 million.	+30%
7.2 Revenue from fundraising and other sources	Positive	The endowment has increased four-fold since 1988 for a total of \$1.6 million in 1997.	Double

# Eastern Oregon University

## 1998 Baseline Performance Report

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at Eastern Oregon University within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	296		389		327		no data available	361	
% Graduated (excludes OUS transfers)	67	22.6	87	22.4	70	21.4		74	20.5
% Graduated (includes OUS transfers)	82	27.7	103	26.5	94	28.7		108	29.9

Note: Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees counted for an academic year are those awarded fall through following summer.

**Trend:** Institutional trends show slight declines in graduation rates from Eastern and modest increases when transfers to Oregon University System institutions (largely Eastern/OSU Agricultural Sciences students) are included. Increases in admission standards should lead to higher graduation rates; none of the cohorts shown in the graduation rates table were admitted under the new admission standards. However, 30 percent of EOU students never intend to graduate from here and plan to transfer to another institution. This puts a significant upper limit on achievable graduation rates. Further, Eastern serves a large percentage of non-traditional students through its extended program efforts — about 29 percent of its student headcount. As Oregon University System moves toward integrating residential and extended programs — a move we strongly encourage — the implications for the targets that we are setting now will have to be considered. Our extended program students usually work full-time, are place-and/or time-bound, and often require more than a total of six years to graduate. The effects of their inclusion in any future statistical reports will require corresponding adjustments in targets for graduation rates for entering freshman students.

**Target:** By year 2005, we will reverse the downward trend in percentages of students graduating from Eastern and by year 2010, we will have increased the freshman graduation rate for three consecutive years. Of those students who intend to graduate from Eastern, 60 percent will graduate within six years for the cohort entering 2005.

**Initiatives:** Initial increases in graduation rates will be accomplished by already introduced admissions standards that focus more directly on the courses needed for success in college. President-designate Creighton has established improvements in retention and graduation rates as one of the central focuses of the campus for the next five years and discussion has already begun on how means by which students' identity with the campus can be improved including planning for a substantially revised student orientation program to be implemented this fall.

**1.2 Student persistence. What percentage of Eastern Oregon University first-time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	296		359		327		no data available	361		no data available	no data available	426	
Continuing (excludes OUS transfers)	170	57.4	182	50.7	203	62.1		189	52.4			243	57.0
Continuing (includes OUS transfers)	177	59.8	194	54.0	209	63.9		200	55.4			274	64.3

**Trend:** The freshman to sophomore persistence rate has fluctuated 12 percentage points since 1987. Of the first-time, full-time freshman cohort fall 1996, 64.2 percent continued to Fall 1997 (including OUS transfers). Eastern serves a large percentage of nontraditional students through its extended program efforts — about 29 percent of its student headcount — and, if these students are brought into the statistical calculations, then targets will need to be readjusted accordingly. This is because these students, being place- and/or time-bound and working full-time, have a high probability of “stopping out” any given term. They may not appear to be persisting in any narrowly defined measure although, in fact, and in their own minds, they are, indeed, persisting in terms meaningful to a nontraditional, extended programs student.

**Target:** Eastern will increase the freshman to sophomore persistence rate to 70 percent by year 2001. This persistence rate for year 2005 will increase to 75 percent and be maintained at this rate through year 2010.

**Initiatives:** Recent improvements result from improved admission standards, the improvement being not simply in level or rigor but, more importantly, in a clearer focus upon predictors of college-level success. We intend to maintain these admission standards in the future. They are unique among Oregon University System institutions in their focus on demonstrated ability to succeed in college preparatory courses. This same philosophy underlies PASS and so, as Oregon University System moves to PASS, our efforts in this area will not be disrupted. Further, and as a strong emphasis under the new President, we expect the campus to give focused attention to a series of opportunities to improve retention.

**1.3 Cumulative credits. How many credits do students accumulate for a baccalaureate?**

Entering Status	1987	1988	1989	1990	1991
Freshmen	207.1	208.9	202.7	no data available	204.8
CC Transfers	288.7	281.0	293.0		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

**Trend:** The cumulative number of credits earned by transfer students at graduation has increased slightly. The cumulative number of credits earned by freshmen at graduation has decreased slightly. Eastern serves a large percentage of nontraditional students through its extended program efforts – about 29 percent of its student headcount – and, if these students are brought into the statistical calculations, then targets will need to be readjusted accordingly. This is because these students, having many years of experience both at other campuses and in the workplace, often transfer in many credits that do not count toward their current (likely changed) degree aspirations.

**Target:** Transfer students of traditional age from Blue Mountain Community College (BMCC) and Treasure Valley Community College (TVCC) will graduate with 10 percent fewer credits in 2005 compared to 1997. Serving large numbers of nontraditional students — and expecting to do an even better job of this in the future — and serving them as the only Oregon University System institution offering credit for experiential learning and for agency-sponsored learning — these students have accumulated collections of myriad credits from numerous institutions, from employment-related instruction, and from life experience before finding success of Eastern. Consequently, we do not expect this measure to decline for non-traditional transfer students. If we are successful in our efforts to reach more nontraditional students, the measure may increase for students of nontraditional age.

**Initiatives:** For transfer students from BMCC and TVCC, we do expect the EOCCC-related activities (concurrent admission, better advising, baccalaureate programs on TVCC and BMCC campuses, "deep articulation") to reduce this measure.

**1.4 Community college transfers. How many Oregon community college transfers complete a bachelor's degree at Eastern Oregon University within six years?**

*Completions including transfers within OUS*

	Total Cohort	After 1 Year		After 2 Years		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
	N	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45)</b>													
1987-88	38	0	0	0	0	4	10.5	5	13.2	11	28.9	12	31.6
1988-89	29	0	0	1	3.4	2	6.9	4	13.8	7	24.1	7	24.1
1989-90	21	0	0	1	4.8	1	4.8	3	14.3	6	28.6	8	38.1
<b>Sophomore (45-89)</b>													
1987-88	16	0	0	0	0	5	31.3	6	37.5	7	43.8	8	50.0
1988-89	11	0	0	0	0	4	36.4	5	45.5	6	54.5	6	54.5
1989-90	12	0	0	0	0	4	33.3	6	50.0	7	58.3	8	66.7
<b>Junior (90-134)</b>													
1987-88	24	0	0	6	18.2	17	51.5	19	57.3	19	57.6	20	60.6
1988-89	18	0	0	5	27.8	8	44.4	11	61.1	12	66.7	12	66.7
1989-90	17	1	5.9	5	29.4	9	52.9	10	58.8	10	58.8	10	58.8
<b>Senior (135+)</b>													
1987-88	4	0	0	3	42.9	4	57.1	4	57.1	4	57.1	5	71.4
1988-89	1	0	0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
1989-90	5	1	20.0	3	60.0	4	80.0	4	80.0	4	80.0	4	80.0

Note: Community College Transfers: New undergraduates admitted as transfer students from an Oregon community college during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term.

**Trend.** Eastern's graduation rate for community college transfers shows an uneven but overall upward trend. Graduation rates have increased for those transferring as sophomores; rates for those transferring as freshmen, juniors, and seniors have fluctuated. Eastern serves a large percentage of nontraditional students through its extended program efforts — about 29 percent of its student headcount — and, if these students are brought into the statistical calculations, then targets will need to be readjusted accordingly for many of these students enter with credits earned elsewhere and so appear as transfer students.

**Target:** The graduation rate will increase by 10 percent over the next six years. By 2010, the completion rate will be the same as the (improved) rate for entering freshmen.

**Initiatives:** Our efforts through the EOCCC (concurrent admission, improved advising, baccalaureate programs delivered on community college campuses, and interinstitutional articulation efforts) are targeted at further improvements in this area. Through the EOCCC, academic advising early in the student's educational process will result in a more seamless transition from the community colleges to Eastern as will attention to what we call "deep articulation": agreement not just on common numbers and descriptions for transfer courses but also faculty-to-faculty agreement on outcomes for common transfer courses.



**2.1 Professional standards. Do Eastern Oregon University graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1993	1994	1995	1996	1997
Accounting (CPA)	✓	✓	✓		
Education	✓	✓	✓		
Nursing					

Note: ✓ = goal achieved n/d = no data

Accounting (CPA) Trends: Eastern students taking the CPA Examination exceed the national pass rates. For example, in 1997, the national pass rate of all parts of the exam for the first time was 17 percent, and Eastern’s pass rate was 25 percent.

Target: Eastern will maintain the pass rates for the CPA Examination at or above the national average even as the ground rules for the CPA undergo substantial change.

Initiatives: The movement to a five-year requirement for taking the CPA will change the ground rules; indeed, Eastern is still considering how it will adapt to this legislative change (e.g., develop its own program, broker in a program, etc.) Just as our strategies for how we will adapt to this change are not worked out at this time, so, too, our projections here must be necessarily uncertain.

Teacher Trends: In recent years, 100 percent of Eastern’s students who complete the teacher preparation program have also passed the tests required for licensure in Oregon. We have maintained our standards for admission while expanding the program and expect this pattern to persist.

Target: Eastern will attempt to maintain the 100 percent pass rate even as the programs substantially expand as they are taken, in various partnerships with other institutions, to Bend, Pendleton, Ontario, and Portland.

Initiatives: Eastern regularly reviews statistical analyses of student performance to study relationships between performance on program admission criteria and scores on tests required for licensure. This has led to improvements in admissions requirements. This attention will continue.

Nursing Trends: Oregon Health Sciences University (OHSU) students at Eastern taking the National Council Licensure Examination (NCLEX) have scored lower than the national average for the past three years.

Target: OHSU nursing students at Eastern will continue to pass the NCLEX and increase their scores to the level of the national average.

Initiatives: While strategies in this area fall almost entirely within the purview of the Oregon Health Sciences University, Eastern stands ready to work with OHSU to reexamine content and standards for the Eastern courses that are prerequisites for the nursing program.

## **2.2 Undergraduate general abilities. *Do Eastern Oregon University bachelor's graduates possess the general abilities and skills for success in their workplace and life?***

Trend: EOU implemented an assessment of writing and critical thinking for all undergraduates beginning fall 1975. Most major programs also regularly assess program outcomes. Consistently over the last decade, 100 percent of Eastern graduates demonstrate critical thinking and writing abilities through the Writing Proficiency Examination (WPE).

Target: Eastern will continue to have 100 percent of all baccalaureate graduates demonstrate college-level critical thinking and writing ability through the WPE. Eastern will expand assessment to include major program outcomes for all programs by 2001. By 2005 all Eastern undergraduates will have had a practicum, internship, or cooperative education experience; and will have had an undergraduate research or creative experience. By 2010 all baccalaureate graduates will have had an international experience.

Initiatives: Eastern requires a diverse range of courses and programs which develop abilities and skills for success in the workplace and life. Higher admission standards combined with placement testing, a comprehensive orientation program, required academic advising, and priority registration facilitate matriculation. Writing across the curriculum, passage of the Writing Proficiency Examination, writing intensive courses, and the senior Capstone Experience focus on critical thinking, literacy skill, and discipline knowledge. A summary of assessment activities at Eastern is included as a separate report.

EOU continues to analyze and improve the relevance, accuracy, and rigor of the WPE. Objectives in the areas of practicum experiences, undergraduate research experiences, and international experiences have been offered by President-designate Creighton in discussions with campus groups. Development of strategies to achieve these targets will be given high priority over the next five years.



**3.1 Recent graduates. *How do recent graduates of Eastern Oregon University rate the quality of education they received?***

	1994-95	1996-97
Excellent	37.5%	data fall 1998
Very Good	33.3%	
Good	23.6%	
Fair	5.6%	
Poor	0.0%	

**Trend:** According to the single data point (1994), Eastern’s recent graduates are generally satisfied with the quality of the education that they have received. Further survey results will be available in August 1998.

**Target:** As meaningful surveys of satisfaction cover many dimensions and summary measures mask significant opportunities for improvement, we state an inclusive target to continually improve all reported levels of satisfaction with the quality of education and the quality of academic support services.

**Initiatives:** By taking actions in response to the measured levels of satisfaction of current students, Eastern expects to find that the levels of satisfaction of recent graduates will consequently also increase. Further, Eastern has recently implemented a teaching assessment program that includes interviews with alumni about their satisfaction with the teaching of specific, named faculty. The conduct of a more general biennial alumni survey is also being planned.

**3.2 Current students. *How do currently enrolled students perceive their educational experience (programs, services, activities)?***

**Trend:** The Student Satisfaction Survey (Noel-Levitz) was administered Spring 1997. The overall student satisfaction results compare favorably to the norms of other four-year public institutions. On a total of 12 scales, Student Centerness, Service Excellence, Safety and Security, and Instructional Effectiveness, Eastern students’ ratings were more positive than those at four-year public institution counterparts on 9 scales and the other three were near national comparators.

**Target:** Maintain and improve ratings that, relative to national comparators, are above average and improve the lower ratings to an above average level.

**Initiatives:** The lower ratings define areas where improvement is needed and steps have already been taken to address deficiencies. For example, Eastern students reported satisfaction levels with financial aid services that were below the national average and immediate attention was given to that office. The Financial Aid Office was remodeled to create a friendlier atmosphere, all staff are concentrating on customer service, and the implementation of a web-based financial aid information system now permits students to access the status of their applications and awards. The survey will be repeated on a biennial

basis and will continue to be used to help target institutional efforts to improve. It should be stressed, though, that on 9 of 12 scales, Eastern ranked above national comparators and closely resembled national comparators on the other scales.

### **3.3 Employers. *Are employers satisfied with the quality of Eastern Oregon University graduates?***

Trend: Eastern does not have trend data in this area. During the last academic year, Eastern did conduct a series of professionally lead focus groups involving employers throughout the region. The focus was on the Business/Economics degree, a program pursued by close to one-third of Eastern's students. This approach does not result in specific numbers but did provide an extensive report rich with detail that proved valuable as Eastern revised its Business/Economics degree program.

Target: To continually and regularly involve employers, through professionally conducted focus groups, in the evaluation of all professional programs and to utilize the results in regular revision of professional curricula.

Initiatives: The target here focuses on an outcomes-oriented process. The strategy is to see that the process continues to occur.

**4.1 Freshmen participation rate by Oregon counties. What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by Eastern Oregon University?**

Economic Region	1987			1989			1991			1993			1995		
	OUS N	EOU N	%	OUS N	EOU N	%	OUS N	EOU N	%	OUS N	EOU N	%	OUS N	EOU N	%
Baker-Malheur	91	30	33.0%	78	23	29.5%	66	41	62.1%	44	24	54.5%	73	30	41.1%
Benton-Lane-Lincoln-Linn	1,053	7	0.7%	958	5	0.5%	818	17	2.1%	893	10	1.1%	1,082	20	1.8%
Central Oregon	160	7	4.4%	168	5	3.0%	125	7	5.6%	135	13	9.6%	186	18	9.7%
Coos-Curry-Douglas	295	2	0.7%	267	3	1.1%	232	4	1.7%	243	10	4.1%	247	5	2.0%
Harney-Klamath-Lake	356	12	3.4%	346	3	0.9%	306	5	1.6%	260	8	3.1%	285	22	7.7%
Jackson-Josephine	601	1	0.2%	548	1	0.2%	472	5	1.1%	509	6	1.2%	561	2	0.4%
Metro	2,054	14	0.7%	1,831	19	1.0%	1,521	28	1.8%	1,518	25	1.6%	1,675	22	1.3%
Mid-Valley	651	4	0.6%	640	9	1.4%	492	12	2.4%	576	19	3.3%	640	21	3.3%
Mt. Hood	652	6	0.9%	637	13	2.0%	521	13	2.5%	509	26	5.1%	607	22	3.6%
North Central	124	22	17.7%	122	20	16.4%	80	16	20.0%	81	16	19.8%	90	25	27.8%
Northeast	237	105	44.3%	178	102	57.3%	187	126	67.4%	190	121	63.7%	195	111	56.9%
Northwest	182	6	3.3%	174	12	6.9%	110	2	1.8%	104	3	2.9%	157	5	3.2%
Unknown	4	0	0.0%	0	0	0.0%	32	0	0.0%	47	0	0.0%	54	7	13.0%
<b>Total</b>	<b>6,460</b>	<b>216</b>	<b>3.3%</b>	<b>5,947</b>	<b>215</b>	<b>3.6%</b>	<b>4,930</b>	<b>276</b>	<b>5.6%</b>	<b>5,062</b>	<b>281</b>	<b>5.6%</b>	<b>5,798</b>	<b>303</b>	<b>5.2%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa Northwest: Clatsop, Columbia, Tillamook.

High school completers represent regular high school diplomas; unknown are Oregon first time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools."

**Trend:** The percentage of Oregon high school graduates enrolling in EOU in the fall after graduation increased from 3.3 percent in 1987 to 5.2 percent in 1997. Over half of the first-time freshmen from the Northeast region attend EOU. EOU attracts a significant percentage of first-time freshmen from Baker-Malheur and North central regions of the state.

**Target:** Maintain.

**Initiatives:** None targeted.

**4.2 Community college transfers. How many Oregon community college students transferred to EOU?**

	1987	1989	1991	1993	1995	1997
CC Transfers	60	47	no data available	22	31	33

Trend: Although system reports indicate the number of EOU community college transfers has declined by almost 50 percentage points in the last ten years (from 60 students in 1987 to 33 students in 1997), EOU data suggest a 50 percent increase (from 66 students in 1987 to 98 in 1991).

Target: Increase by 25 percent.

Initiatives: Unspecified.

**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate and master's students at Eastern Oregon University?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	2,016	2,214	2,215	2,106	2,099	2,138
Extended Studies	1,770	3,677	1,987	1,684	1,726	1,870
Total	3,786	5,891	4,202	3,790	3,825	4,008

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

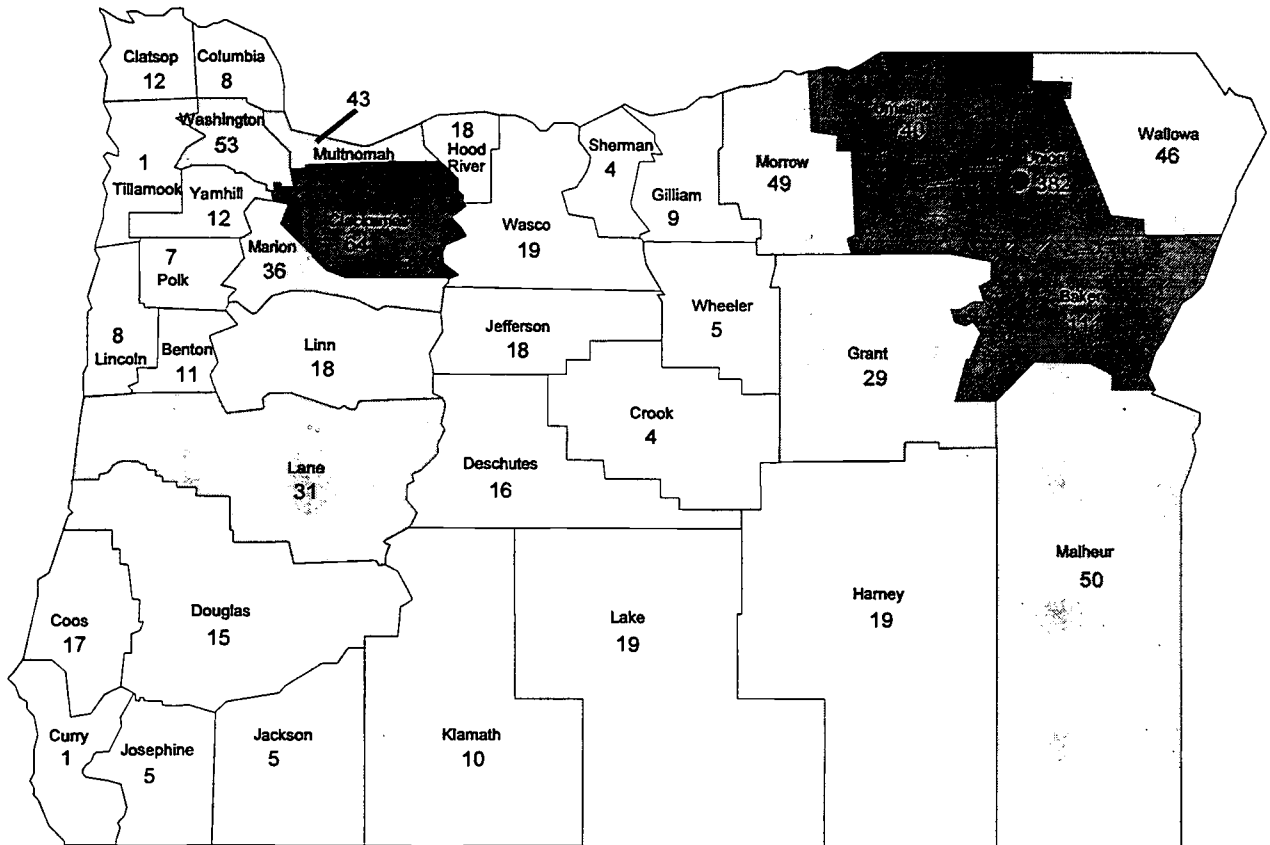
**Trend:** Total enrollment on an annual basis shows an overall increase since 1987.

**Target:** By year 2005, regular program enrollment will be 2,200 students. By year 2010, regular program enrollment will be 2,350.

**Initiatives:** Constrained by faculty FTE and facilities, Eastern sought to maintain steady-state enrollments using strategies such as increases in admission standards. As new approaches to budgeting can be expected to provide resources in response to growth and through funding provided via the EOCCC, growth — while maintaining quality and regional service — is a key strategic objective for Eastern. Our actions in this area include those focused upon improvements in retention, the expansion of academic programs with a demonstrated capacity to grow, and the addition of academic programs that will attract students who would not otherwise attend Eastern. Further, we intend, through improved marketing, to remove the all too frequent and all too unfortunate characterization of Eastern as "Oregon's best kept secret." Eastern also is planning to survey those students who it has not retained.

5.2 Oregon resident students by county. How many Oregon residents are served by Eastern Oregon University in undergraduate and graduate programs?

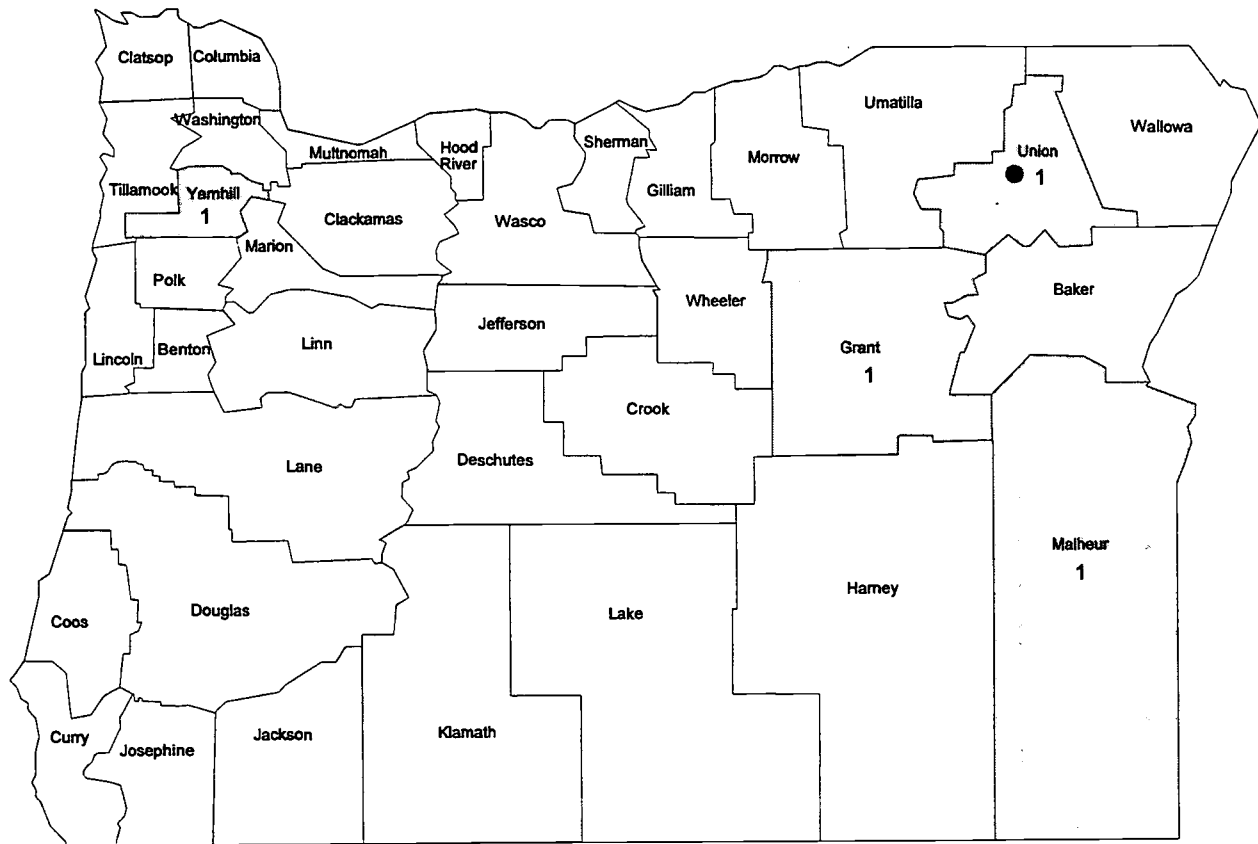
Undergraduate Students by County of Origin, Fall 1997



■ >60    ● EOU —  
 □ 21-60    County unknown: 59  
 □ 11-20    Undergraduates from Oregon, Fall 1997: 1,354  
 □ 0-10     All undergraduates, Fall 1997: 1,885

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**Graduate and Professional Students by  
County of Origin, Fall 1997**



1      ● EOU —  
 0      County unknown: 1  
 Graduate and professional students from Oregon, Fall 1997: 5  
 All graduate and professional students, Fall 1997: 6

**Trend:** Admission of freshmen from Oregon has increased 50 percent between 1987 and 1997. This reflected a period of growth in overall enrollments followed by a period in which Eastern sought to shift limited capacity from out-of-state to Oregon residents while raising admission requirements. Most Oregon residents attending Eastern come from the eastern region; those from other areas — within Oregon and out-of-state or international — tend to come from rural areas.

**Target:** Eastern will seek to maintain the current ratio of in-state to out-of-state students as it increases the overall size of its student body. Eastern will seek to maintain the number of students attending from Umatilla, Union and Baker counties.

**Initiatives:** Eastern has sought to keep a constant ratio of in-state to out-of-state students, at times setting differential admission standards for the two groups. Precisely how this objective is pursued in the future and, indeed, the extent to which it is pursued — will depend much upon the goals and incentives expressed through the emerging but as yet unclear OUS approach to budget allocation. These data exclude 49 students enrolled in summer term in master's-level credit courses in education (1997).



**5.3a Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to Eastern Oregon University?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	2.98	3.07	3.09	3.17	3.34	3.40
% >3.75	8.2% (22)	5.7% (18)	7.8% (26)	11.4% (43)	17.0% (66)	22.6% (81)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	925	941	937	980	1,007	989
% >1200	2.8% (8)	5.0% (16)	3.2% (11)	6.7% (22)	10.3% (36)	9.9% (36)

Note: All reported SAT scores have been re-centered.

**Trend:** The mean high school GPA has steadily increased each year due to the higher admission standards and greater public recognition of Eastern’s high quality undergraduate instructional programs.

**Target:** The mean GPA will climb to 3.45 and our percentage of 3.75 and higher will be 25 percent; Eastern will continue to be among the top tier of Oregon University System institutions in the percentage of its admissions drawn from higher ability entering freshmen as measured by high school GPAs higher than 3.75. Should Eastern’s capacity to offer tuition waivers diminish under the new budget model, our target will be to maintain a level of high-ability students above the mean figure for all Oregon University System institutions.

**Initiatives:** Use of scholarship funds and tuition waivers have played an important role in our ability to be among Oregon University System leaders in attracting students of high ability as measured by high school GPA. Our ability to continue our strong record here will depend, to some extent, upon Eastern’s fiscal capacity to be able to continue to offer merit-based tuition waivers once the new Oregon University System budget model is fully developed and in place as well as our capacity, through development initiatives, to provide further merit-based scholarships.

**5.3b Higher ability (SAT) high school graduates attending Eastern Oregon University.**

**Trend:** The mean SAT scores have increased.

**Target:** Mean SAT scores for entering freshmen will climb to 1050 by 2005 and the proportion with scores higher than 1200 to 10.5 percent.

**Initiatives:** With a high percentage of first-generation college students, the SAT scores are a poor or biased measure of the academic potential of many of Eastern’s students. We estimate that, everything else being equal, having parents who are college educated translates into a 100-point advantage in SAT scores. Further, high school GPAs have regularly been demonstrated to be much better predictors of college success than are SAT scores. Consequently, Eastern’s focus will be upon attracting high-ability students as measured by high school GPA rather than as measured by SAT scores.

**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at Eastern Oregon University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	1,327	82.3	1,441	79.5	1,495	82.2	1,588	83.7	1,567	84.8	1,644	84.6
Total Minority*	105	6.9	142	8.5	137	7.9	177	9.7	179	10.0	168	9.1
Nonresident Alien	96	6.0	97	5.4	93	5.1	56	3.0	43	2.3	43	2.2
Unknown	85	5.3	132	7.3	94	5.2	76	4.0	58	3.1	89	4.6
Total Enrollment	1,613	100.0	1,812	100.0	1,819	100.0	1,897	100.0	1,847	100.0	1,944	100.0

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	8	0.5	14	0.8	15	0.8	26	1.4	18	1.0	12	0.6
American Indian	25	1.5	28	1.5	33	1.8	38	2.0	41	2.2	45	2.3
Asian American	46	2.9	62	3.4	42	2.3	58	3.1	48	2.6	51	2.6
Hispanic/Latino	26	1.6	38	2.1	47	2.6	55	2.9	72	3.9	60	3.1
Total Minority*	105	6.9	142	8.5	137	7.9	177	9.7	179	10.0	168	9.1

Note: (1) Total Minority excludes European Americans, Unknown and Nonresident Aliens (international students).  
 (2) Does not capture summer enrollment masters students in Education. (3) Enrollment used to determine percent minority is total enrollment minus unknown.

**Trend:** Minority students as a percentage of EOU enrollment has increased over the last ten years by slightly more than 2 percentage points. In 1997, 9.1 percent of students identifying their race/ethnicity were minority students. Hispanic/Latino students represent the largest EOU minority group.

**Target:** To increase minority student enrollment at Eastern to 10.5 percent of student enrollment.

**Initiatives:** Unspecified.

**5.5 Gender representation. What are trends for the enrollment of women at Eastern Oregon University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Enrollment	1,613		1,812		1,819		1,897		1,847		1,944	
Female Undergraduates	820	52.5	943	53.4	937	52.1	1,002	53.4	970	52.9	1,051	54.7
Female Graduates	35	70.0	27	60	16	80.0	13	68.4	12	80.0	14	66.7
Total Female	855	53.0	970	53.5	953	52.4	1,015	53.5	982	53.2	1,065	54.8

Note: Graduate includes students enrolled in masters-level courses.

**Trend:** Compared to high school graduates, Eastern's undergraduate student body has been disproportionately female by a consistent several percentage points; the difference at the graduate level is even greater. This can be related to the significant role that teacher preparation programs play in accounting for both undergraduate and graduate enrollments.

**Target:** To continue to provide opportunities for females that are at least commensurate with the proportion of Oregon high school graduates who are female.

**Initiatives:** We are there, have been for at least a decade. As we open new degree programs that may not be as attractive to females — computer science/multimedia studies could be an example — we will strive to assure an environment attractive to females. Further, we will continue to engage the campus, as we now are, in discussion of issues identified as important by female students. This has occurred through open forums and efforts of the recently established President's Commission on the Status of Women. These discussions have led to a number of changes to address matters of respectful treatment and personal safety issues; questions of child care remain under discussion.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at Eastern Oregon University?**

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	1,914	2,099	2,138	2,068	2,055	2,085
Extended	818	1,006	875	815	816	776
Total	2,732	3,105	3,103	2,883	2,871	2,861
Total Over 25	1,439	1,495	1,359	1,177	1,098	1,008
% of Total Enrollment	52.7	48.1	45.1	40.8	38.2	35.2

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** Considering both residential program and extended program undergraduates, the percentage of students aged 25 and older has declined from 52.7 percent to 35 percent in the last decade. Absolute numbers of these students — both in extended and residential programs — have remained almost constant. The declining percentage is a result of increasing enrollment coming from more traditional-age students.

**Target:** Eastern programs are currently enriched with an unusually high percentage of older-than-average students. This will continue with older than average students comprising at least one-third of Eastern's combined residential and extended program undergraduate population.

**Initiatives:** As well as offering residential programs, Eastern also targets older-than-average undergraduate students through its two decade-long efforts to reach time- and place-bound students with degree programs. Eastern will continue this emphasis.

**6.1 Employment. *How successful are Eastern Oregon University graduates within a year of baccalaureate completion?***

Percent of Graduates	1994-95	1996-97
Employed	71.3%	data available fall 1998
Enrolled	12.3%	
Employed/ Enrolled	13.7%	
Neither	2.7%	

Trend: According to the recent survey of 1994-95 graduates, 98 percent of Eastern’s baccalaureate graduates were, within one year of completion, employed or enrolled in a program of further study. These figures reflect, in part, the very high placement rates — hovering near 100 percent — for graduates of Eastern’s teacher preparation program and very high placement rates in professional and graduate programs for those completing baccalaureate degrees in other areas.

Target: Eastern will strive to keep an employed/enrolled figure for undergraduates that is higher than the average for other Oregon University System institutions.

Initiatives: Employment and graduate or professional school enrollments depend, in part, upon economic circumstances. Eastern maintains a high rate of employment or enrollment by establishing very high standards in its professional and pre-professional programs as well as in those majors that prepare students for careers in such areas as medicine and dentistry. Further, market considerations are weighed in decisions about program expansion and new program establishment; i.e., creation of the new baccalaureate program in computer science/multimedia studies.

**6.2 Internships. *How many Eastern Oregon University graduates complete internships in their academic experiences?***

Percent Saying "Yes"	1994-95	1996-97
Yes	56.9%	data available fall 1998

Trend: In a 1994-95 study, 57 percent of Eastern graduates reported having completed internships as a part of their academic experiences.

Target: Eastern seeks, by 2005, to have 100 percent of its graduates involved in an internship, practicum, or cooperative education experience.

Initiatives: Eastern will review the need to reestablish its cooperative education office, an operation lost during Measure 5 reductions. Every academic program will determine how a “real world” experience can best be designed to suit the program’s objectives and then design that opportunity as a required component.

**7.1 Sponsored research. How well has Eastern Oregon University done in attracting outside revenues?**

	1992-93	1993-94	1994-95	1995-96	1996-97
Total Expenditures	\$2,151,246	\$2,471,729	\$2,116,403	\$2,144,987	\$2,420,710

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants, and similar support. Student aid is excluded.

**Trend:** Total expenditures for sponsored research have remained consistent over the past six years.

**Target:** Without jeopardizing a mission intended to stay focused on undergraduate education, Eastern plans to increase the level of sponsored research by 30 percent by the year 2010.

**Initiatives:** Eastern will implement a new Office of Grants and Contracts to facilitate this commitment and will establish new policies on use of returned overhead, those policies designed to facilitate efforts ancillary to submitting successful grant and contract proposals.

**7.2 Other resources. How successful has Eastern Oregon University been in attracting additional revenue (e.g., fund-raising)?**

	1991	1992	1993	1994	1995	1996	1997
Total Other	\$664,656	\$868,416	\$1,131,453	\$1,330,694	\$1,410,162	\$1,466,697	\$1,602,042

**Trend:** Eastern's endowment has grown more than 400 percent over the last decade (since 1987).

**Target:** The Eastern endowment will double by 2005 and double again by 2010.

**Initiatives:** Development will be an area of emphasis in the years ahead as more of the campus is involved in these efforts. New degree programs already are proving promising in attracting external support. Further strategies will be developed as Eastern completes a period of transition in presidential leadership.

# Oregon Institute of Technology

# Oregon Institute of Technology

## *Profile*

Oregon Institute of Technology is the only public institute of technology in the Pacific Northwest. As such, OIT provides a service to all the citizens of Oregon. Through its Metro operations located in Clackamas and at the CAPITAL Center in Beaverton, and the main campus in Klamath Falls, OIT provides high quality baccalaureate degree programs in engineering technology, management, health technology, and applied sciences. With a placement rate in excess of 98 percent (based on 1997 figures), OIT graduates can expect to enjoy long and productive careers.

### **Priorities for Targets**

The performance indicators will be a focus of the strategic plan, "Shaping the Future of Technology Education," as it is revitalized during 1998-99. The data reported on the following pages will detail the extent to which OIT is fulfilling its statewide mission as well as some areas for improvement. Among the key strengths of OIT are:

- OIT graduates consistently meet or exceed state, regional and national standards on professional licensure exams.
- OIT students rate the quality of their educational experiences very high.
- Employers are very satisfied with OIT graduates.
- OIT draws its students from every county and economic region of Oregon.
- The OIT Foundation is growing markedly.

Despite the strengths in the above areas, there is room for improvement. OIT has set realistic targets for improving the quality of education, acceptable levels for passage of licensure exams, and attracting new students from underrepresented counties (particularly the Metro areas) and students of greater diversity.

Among the key issues confronting OIT in the near future is the need to continue the growth of student enrollment, develop sponsored research, improve the diversity of the student population, and expand the OIT/industry education partnerships. The implementation of performance indicators will require additional resources for institutional research services. Improvements in these areas will be accomplished by:

- Recruiting more high ability freshmen.
- Providing better advising.
- Refining placement indicators.
- Emphasizing student success seminars.
- Encouraging greater involvement in applied research.
- Developing new degree programs to meet state needs.
- Marketing OIT degree programs throughout the region and nation.
- Developing an Applied Technology Center.

Through achievement of performance objectives, OIT will expand the access to quality technology programs throughout the Pacific Northwest and will enhance the economy of Oregon's citizens through key partnerships with industry and other educational institutions



**Oregon Institute of Technology**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	OIT Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Positive	The graduation rate of first-time freshmen (excluding transfers within OUS) dipped to 19.5% from the 1988 cohort but has remained stable for the 1989 and 1991 cohorts (around 18%). When OUS transfers are included the rate has increased between 1987 and 1991 by almost 3 percentage points from 34.5% to 37.2% for the 1991 cohort.	32% <sup>1</sup>
1.2 Entering freshmen persisting to second year	Positive	The persistence of first-time freshmen (excluding OUS transfers) from their first-year to their second-year has increased approximately 4 percentage points from 58.2% in 1987 to 62.6% in 1994.	65% <sup>1</sup>
1.3 Community college transfers graduating within six years including transfers within OUS (cohorts entering 1987 through 1989)	Varies	The graduation rate for community college transfers varies by student level at entry. For students transferring as sophomores, the graduate rate has increased approximately 7 percentage point/s to 85.7%. For students transferring as juniors, the graduation rate has decreased 28 percentage points to 60.0%.	Maintain at 70% (excluding OUS transfers)
1.4 Cumulative credits earned for baccalaureate by community college transfers compared to freshmen	Positive	The number of cumulative credits earned by first-time freshmen for a baccalaureate declined slightly from 212 credits for the 1987 cohort to 188 credits for the 1991 cohort. The cumulative credits earned by community college students decreased substantially from 312 in 1987 to 250 in 1989.	Maintain freshmen 240 for community college transfers

<sup>1</sup> Targets have been adjusted to reflect a more consistent methodology across institutions



Indicator	Trend Direction	OIT Performance	2005 Target
<b>2. Graduate Abilities</b>			
2.1 Pass rates for professional licensure exams	Constant	Graduates consistently exceed national pass rate norms on professional licensure and certification exams.	Engineer 85% Med Image 92% Health maintain
2.2 Undergraduate general skills and abilities	Developing assessment plan	Baseline data to be established.	
<b>3. Customer Satisfaction</b>			
3.1 Satisfaction of recent graduates and alumni	Baseline data only	84% of 1996-97 graduates rated quality of education as "very good" or "excellent."	Maintain
3.2 Satisfaction of currently enrolled students	Baseline data only	93% of students enrolled in 1996 are "satisfied."	Maintain
3.3 Satisfied employers	Positive	In 7 of 10 specific skill areas, over 90% of employers rated graduates "acceptable."	Maintain
<b>4. New Students</b>			
4.1 Freshmen participation rates for Oregon high school graduates (enrolling fall following graduation)	Declining	The number of Oregon first-time freshmen attending has decreased from 7.0% in 1987 to 4.5% in 1997. While declining from a high of 65.3% in 1989, in 1995 OIT attracted almost half of the first-time freshmen (47.4%) from Harney, Klamath, and Lake counties.	63% Klamath, Lake, Harney 2.5% Metro
4.2 Community college transfers	Declining	The number of community college transfers has declined by approximately 18% in the last ten years from 120 students in 1987 to 98 students in 1997.	175

Indicator	Trend Direction	OIT Performance	2005 Target
<i>5. Student Quality and Diversity</i>			
5.1 Total unduplicated headcount enrollment (base and extended)	Declining	Enrollment has declined by over 22% between 1987 (3,791) and 1996 (2,969). Enrollment decreases were experienced in both regular programs and extended study programs.	3,000
5.2 Students by Oregon county (base enrollment)	Baseline data only	OIT draws the majority of its Oregon undergraduates from Klamath County.	
5.3 Higher ability freshmen GPA 3.75+	Positive	The proportion of higher ability entering freshmen as measured by high school GPA has increased over the last ten years. The mean high school GPA has improved from 2.9 in 1987 to 3.2 in 1997. The percentage of freshmen entering with a high school GPA of 3.75 or above has increased by more than 11 percentage points during this period to 16.5% in 1997.	Mean GPA 3.35
SAT 1200+	Positive	The proportion of higher ability entering freshmen as measured by SAT scores has increased over the last ten years. The mean SAT has improved from 998 in 1987 to 1034 in 1997. The percentage of freshmen entering with an SAT score 1200 or above has increased by more than 7 percentage points during this period to 17.4% in 1997.	Mean SAT 1100
5.4 Ethnic/racial minority students	Positive	Minority students as a percentage of enrollment has increased over the last ten years by almost 6 percentage points. In 1997, 13.0% of students identifying their race/ethnicity were minority students. Asian American students represent the largest minority group.	17%
5.5 Enrollment of women at OIT	Positive	The enrollment of women at OIT has increased by 13 percentage points over the last ten years. In 1997 women represented 44.0% of students enrolled.	47%
5.6 Undergraduates aged 25 and older	Fluctuating Positive	The proportion of students over age 25 increased compared to 1987. About two-fifths of the total student enrollment are students over 25.	Maintain

Indicator	Trend Direction	OIT Performance	2005 Target
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	Baseline data established for 1994-95 graduates. 87% of surveyed 1994-95 graduates were employed and another 6% were continuing their education.	Maintain
6.2 Completed internships	Baseline data only	71% of 1996-97 graduate say they completed an internship a part of their education.	Maintain
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Positive	Sponsored research dollars have increased by approximately 28% between 1992-93 and 1996-97.	+ 40% from 1992-93
7.2 Revenue from fundraising and other sources	Positive	The assets of the OIT foundation have increased from \$1.2 million to \$10.8 million between 1992 and 1997.	\$14 million

Office of Academic Affairs/OUS - 6/30/98

**Oregon Institute of Technology**  
**1998 Baseline Performance Report**

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at Oregon Institute of Technology within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	371		374		352		no data available	309	
% Graduated (excludes OUS transfers)	95	25.6	73	19.5	100	28.4		88	28.5
% Graduated (includes OUS transfers)	128	34.5	109	29.1	119	33.8		115	37.2

**Note:** Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees counting for an academic year are those awarded fall through following summer.

**Trend:** The graduation rate for first-time freshmen at OIT shows a curvilinear trend over the years 1987 through 1989. These graduation rates have ranged from a high of 28.4 percent (1989) to a low of 19.5 percent (1988) when we exclude OUS transfers. With OUS transfers included the graduation rates range from 34.5 percent (1987) to 29.1 percent (1988).

**Target:** 2005 = 32 percent

**Initiatives:** To help with student persistence and success the institution will increase its advising activities, continue to offer student success seminars with groups of students in the same disciplines, review testing and placement and upgrade math skills of students, and interview students who are leaving and determine what corrective measures are needed to help students succeed.

**1.2 Student persistence. What percentage of Oregon Institute of Technology first-time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	371		374		352		no data available	309		no data available	no data available	246	
Continuing (excludes OUS transfers)	216	58.2	195	52.1	206	58.5		185	59.9			154	62.6
Continuing (includes OUS transfers)	244	65.8	225	60.2	219	62.2		211	68.3			166	67.5

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Trend: Persistence trends for OIT freshmen have remained relatively stable over the years 1987 to 1991. With the exception of the 1988 class (52.1 percent), the persistence rate has been between 58.2 percent and 59.9 percent. When OUS transfers are included, a significant part of OIT's regional access mission, the persistence rate ranges from 60.2 percent to 68.3 percent, however, these data are somewhat more variable.

Target: 2005 = 65 percent

Initiatives: Not specified.

**1.3 Community college transfers. How many Oregon community college transfers complete a bachelor's degree at Oregon Institute of Technology within six years?**

*Completions including transfers from OUS*

	Total Cohort		After 1 Year		After 2 Years		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45)</b>														
1987-88	37		1	2.7	7	18.9	11	29.7	15	40.5	20	54.1	20	54.1
1988-89	17		0	0	0	0	0	0	4	23.5	5	29.4	5	29.4
1989-90	31		0	0	7	22.6	8	25.8	11	35.5	14	45.2	16	51.6
<b>Sophomore (45-89)</b>														
1987-88	23		2	8.7	6	26.1	13	56.5	14	60.9	17	73.9	18	78.3
1988-89	14		0	0	0	0	0	0	5	35.7	6	42.9	7	50.0
1989-90	7		0	0	0	0	1	14.3	5	71.4	6	85.7	6	85.7
<b>Junior (90-134)</b>														
1987-88	50		0	0	24	48.0	37	74.0	40	80.0	43	86.0	44	88.0
1988-89	30		0	0	7	23.3	16	53.3	19	63.3	21	70.0	22	73.3
1989-90	20		0	0	6	30.0	8	40.0	9	45.0	11	55.0	12	60.0
<b>Senior (135+)</b>														
1987-88	5		0	0	1	20.0	3	60.0	5	100.0	5	100.0	5	100.0
1988-89	12		0	0	4	33.3	7	58.3	8	66.7	8	66.7	8	66.7
1989-90	17		0	0	8	47.1	14	82.4	16	94.1	16	94.1	16	94.1

Note: Community College Transfers - New undergraduates admitted as transfer students from an Oregon community college during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term.

Trend: The graduation rate for community college transfers shows a curvilinear trend over the years 1987 through 1989. Excluding students who subsequently transfer and complete a degree at another Oregon University System school, graduation rates range from 70.4 percent (1987) to 57.5 percent (1988). The data also indicate that there is a higher probability of graduation when the transfer student enters with at least a sophomore standing.



Target: Maintain at 70 percent.

Initiatives: Not specified.

**1.4 Cumulative credits. *How many credits do students accumulate for a baccalaureate?***

Entering Status	1987	1988	1989	1990	1991
Freshmen	212.4	209.2	209.8	no data available	188.3
CC Transfers	312.2	286.5	250.4		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

Trend: Data for freshmen entering OIT indicates a downward trend for the number of credits needed to complete a baccalaureate degree. The required credits have declined from a high of 212.4 in 1987 to 188.3 in 1991, a decrease of 11.1 percent. The data for community college transfers shows a decrease over the years 1987 to 1989 from 312.2 to 250.4.

Target: Maintain trend for entering freshmen. For community college transfers: 2005 -240 credits; 2010 -220 credits.

Initiatives: Development of appropriate articulation agreements with community colleges.

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**2.1 Professional standards. Do Oregon Institute of Technology graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1993	1994	1995	1996	1997
Radiation Technologist	✓	✓	✓		
Diagnostic Medical Sonographers	n/a	✓	✓		
Fund for Land Surveying	✓	n/d	✓		
Engineering Fundamentals (FE)	n/d	n/d	n/d		
Professional Engineering (PE)	n/d	n/d	n/d		
Dental Hygiene	✓	✓	✓		

Note: ✓ = goal achieved n/d = no data

Trend: OIT graduates consistently exceed state and national pass rates on professional licensure and certification exams.

Target:

- *Engineering exams*. OIT students have exceeded the national average and by 2005 expect 85 percent pass rate. By 2010 the pass rate should be 90 percent.
- *Health exams*. OIT dental students have had 100 percent pass rate and would expect this to continue. Medical Imaging students have exceeded the national average and by 2005 expect 92 percent pass rate and by 2010 the pass rate should be 95 percent.

Initiatives: The Engineering Technologies program will continue to offer classes for students who are taking the engineering exams.

**2.2 Undergraduate general abilities. Do Oregon Institute of Technology bachelor's graduates possess the general abilities and skills for success in their workplace and life?**

The assessment plan for Oregon Institute of Technology calls for regular assessments to be made in a variety of areas. Assessments are to be conducted and records kept regarding student basic skills: reading, writing, speaking, listening, mathematics, and critical thinking. In addition, assessment will be made relative to general education through improvements to the above and knowledge of humanities and social sciences. Student experiences and satisfaction will also be assessed at regular intervals. Finally, each major program is developing a programmatic assessment plan. The plan also calls for full participation by OIT in the Oregon University System Assessment and Accountability project.

This assessment plan suggests that major assessment be completed at four times during the student's career: admission, midpoint, graduation, and post-graduation.

The assessments will be made through the use of commercially available instruments, passage rates in select classes, passage of licensure and certification exams, and student, alumni and employer surveys.

Trend: None yet.

Target: None yet.

Initiatives: Working on development of an assessment plan.

**3.1 Recent graduates. *How do recent graduates of Oregon Institute of Technology rate the quality of education they received?***

	1994-95	1996-97
Excellent	no data	data fall 1998
Very Good		
Good		
Fair		
Poor		

Note: No comparable data asked on OIT survey.

Trend: The Annual Survey of Graduates for the 1997 class indicated strong perceptions of quality of education by OIT students. 84 percent of respondents indicated "very good" or "excellent" in response to the question, "How would you rate the education you received at OIT?"

Target: Maintain.

Initiatives: Not specified.

**3.2 Current students. *How do currently enrolled students perceive their educational experience (programs, services, activities)?***

Trend: A recent student satisfaction inventory of more than 700 currently enrolled students indicated high levels of satisfaction with OIT. Students responded to the question, "Rate your overall satisfaction with your experience so far," on a 7-point scale (7=very satisfied). The mean for this item was 5.09, with a standard deviation of 1.43. This compares with a national mean of 4.98. The difference is significant at  $P < .05$ . This also compared favorably with a 1996 survey in which 93 percent of students sampled responded "somewhat satisfied" or "very satisfied" to the question, "Overall, how satisfied are you with the education you have received at OIT?"

Target: Maintain.

Initiatives: Administer a student satisfaction instrument every two years. Development and implementation of strategies for improving areas of weakness identified on the student satisfaction instrument.

### **3.3 Employers. *Are employers satisfied with the quality of Oregon Institute of Technology graduates?***

Trend: There have been two major surveys of employers of OIT graduates in recent years: a survey of engineering technology and surveying done by the OIT Career Services Office in June 1997 as part of the School of EIT's TAC/ABET accreditation self-study; and a general survey of employers of OIT graduates done by American College Testing (ACT) in August 1995.

In the 1997 survey, employers were asked to rate OIT graduates as either "acceptable" or "unacceptable." Ninety-seven employers participated. 100 percent rated them as "acceptable." Employer satisfaction in ten specific skill areas was also measured. In seven of the ten areas, 90 percent or more rated graduates as acceptable.

In the 1995 survey, employers were asked to rate their overall impression of OIT graduates on a scale of 1 (poor) to 4 (excellent). One hundred fifty employers participated. 28.7 percent rated them as "excellent," while 51.3 percent rated them as "good." Fair and poor ratings were 4 percent and 1.3 percent, respectively, and 14.7 percent did not respond on this item. The mean average rating overall was 3.26. Employer satisfaction was measured in 20 skill areas, with scores averaging 3 (good) or better in 15 of these categories. The range of mean average scores on the 20 skill items was 2.73-3.34.

Target: Maintain.

Initiatives: Conduct regular employer surveys.

**4.1 Freshmen participation rate by Oregon counties. *What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by Oregon Institute of Technology?***

Economic Region	1987			1989			1991			1993			1995		
	OUS N	OIT N	%	OUS N	OIT N	%	OUS N	OIT N	%	OUS N	OIT N	%	OUS N	OIT N	%
Baker-Malheur	91	3	3.3%	78	5	6.4%	66	1	1.5%	44	1	2.3%	73	3	4.1%
Benton-Lane-Lincoln-Linn	1,053	26	2.5%	958	23	2.4%	818	27	3.3%	893	18	2.0%	1,082	21	1.9%
Central Oregon	160	7	4.4%	168	12	7.1%	125	3	2.4%	135	6	4.4%	186	10	5.4%
Coos-Curry-Douglas	295	25	8.5%	267	20	7.5%	232	20	8.6%	243	14	5.8%	247	14	5.7%
Harney-Klamath-Lake	356	216	60.7%	346	226	65.3%	306	195	63.7%	260	149	57.3%	285	135	47.4%
Jackson-Josephine	601	48	8.0%	548	30	5.5%	472	22	4.7%	509	12	2.4%	561	23	4.1%
Metro	2,054	44	2.1%	1,831	24	1.3%	1,521	21	1.4%	1,518	11	0.7%	1,675	10	0.6%
Mid-Valley	651	19	2.9%	640	13	2.0%	492	17	3.5%	576	15	2.6%	640	21	3.3%
Mt. Hood	652	28	4.3%	637	17	2.7%	521	8	1.5%	509	4	0.8%	607	2	0.3%
North Central	124	14	11.3%	122	7	5.7%	80	4	5.0%	81	3	3.7%	90	6	6.7%
Northeast	237	7	3.0%	178	6	3.4%	187	3	1.6%	190	5	2.6%	195	5	2.6%
Northwest	182	15	8.2%	174	13	7.5%	110	7	6.4%	104	3	2.9%	157	7	4.5%
Unknown	4	0	0.0%	0	0	0.0%	32	0	0.0%	47	10	21.3%	54	4	7.4%
<b>Total</b>	<b>6,460</b>	<b>452</b>	<b>7.0%</b>	<b>5,947</b>	<b>396</b>	<b>6.7%</b>	<b>4,930</b>	<b>328</b>	<b>6.7%</b>	<b>5,062</b>	<b>251</b>	<b>5.0%</b>	<b>5,798</b>	<b>261</b>	<b>4.5%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook.

High school completers represent regular high school diplomas; unknown are Oregon first time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools."

**Trend:** Although the percentages vary year to year, OIT appears to be fulfilling its statewide mission by attracting new high school graduates from all geographic and economic regions of Oregon. The largest percentage of representation has consistently been Harney, Klamath and Lake counties although participation from these counties shows a declining trend from 1987 to 1997.

**Target:** Klamath/Lake/Harney      Metro  
                   2005    63%                              2.5%  
                   2010    65%                              3.0%

**Initiatives:** Continue to attract high school graduates from all regions of the state. Target market to students in the Klamath, Lake, and Harney counties as well as improving representation from the Metro area.

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**4.2 Community college transfers. How many Oregon community college students transferred to Oregon Institute of Technology?**

	1987	1989	1991	1993	1995	1997
CC Transfers	120	94	no data available	98	74	98

Trend: Community college transfers to OIT show a declining trend from 1987 to 1997. In 1987, 120 students transferred to OIT, while in 1997, there were 98 transfer student. This represents a decline of almost 17 percent over ten years.

Target: 2005 -175; 2010 -200.

Initiatives: Target marketing of programs with community colleges. Development of articulation agreements. Work closely with Klamath Community College.

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**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate students at the Oregon Institute of Technology?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	3,544	3,605	3,302	3,169	2,953	2,784
Extended Studies	247	424	241	160	183	185
Total	3,791	4,029	3,543	3,329	3,136	2,969

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

Trend: Enrollment trends at OIT have shown a steady decrease since 1987. With the exception of one year (1989 enrollment showed an increase over 1987), enrollment has declined from 3,791 in 1987 to 2,969 in 1996. This represents a decrease of almost 22 percent in enrollment.

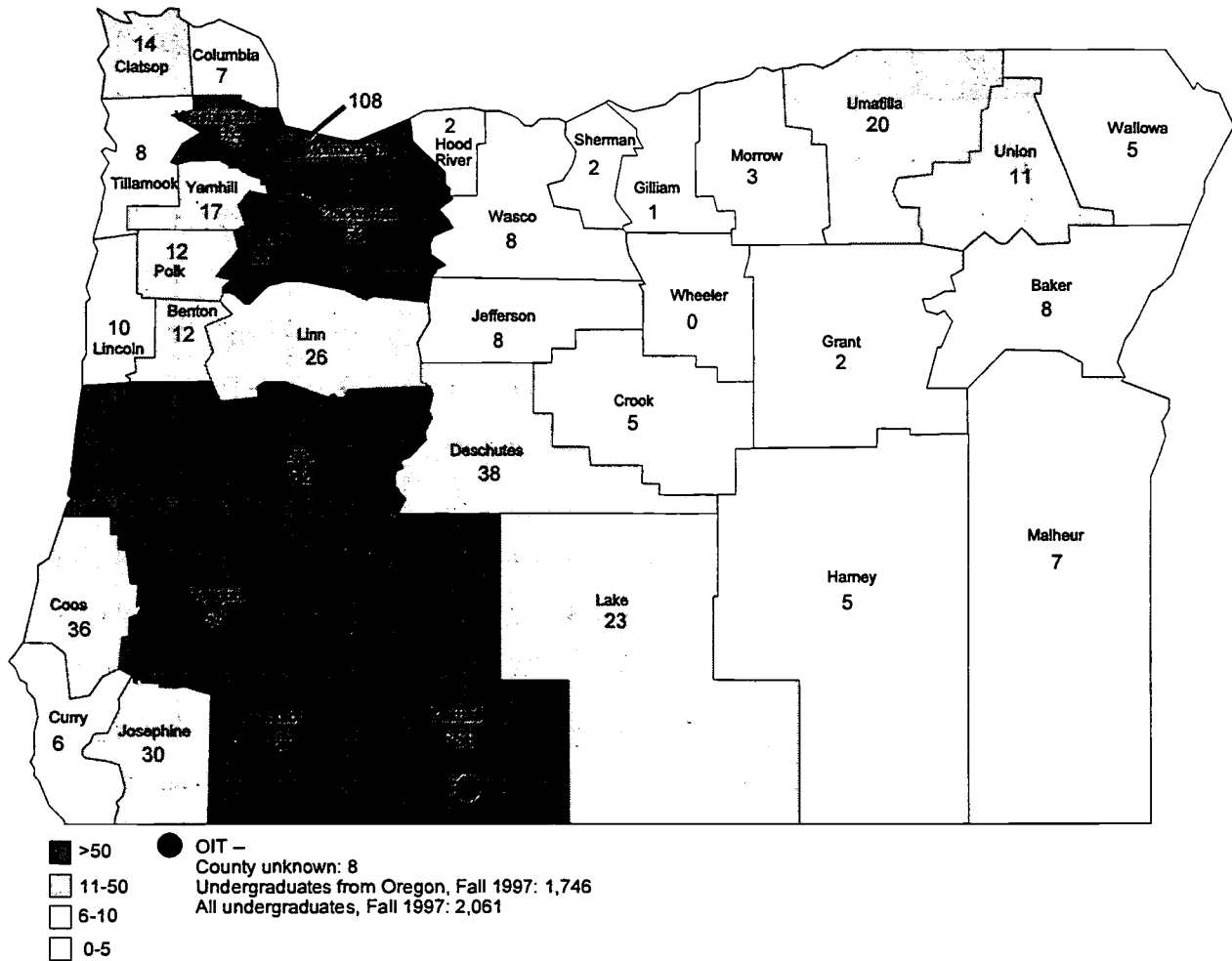
Target: 3,000 total headcount.

Initiatives: Not specified.



5.2 Oregon resident students by county. How many Oregon residents are served by Oregon Institute of Technology?

**Undergraduate Students by County of Origin, Fall 1997**



Trend: OIT draws the majority of its Oregon undergraduates from Klamath county.

Target: Increase enrollment from Portland metropolitan area.

Initiatives: Not specified.

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**5.3 Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to Oregon Institute of Technology?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	2.9	2.95	3.05	3.17	3.08	3.2
% >3.75 (number of students)	4.8% (20)	6.1% (21)	7.3% (18)	15.4% (33)	11.2% (24)	16.5% (43)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	998	1005	1001	1007	1014	1034
% >1200 (number of students)	9.9% (31)	14.3% (18)	15.2% (23)	10.2% (17)	15.7% (25)	17.4% (38)

Note: All reported SAT scores have been re-centered.

Trend: OIT shows a steadily increasing pattern of attracting higher-ability high school graduates. The mean GPA for all entering freshmen has increased from 2.9 to 3.2, an increase of 10.34 percent, while the percentage of entering freshmen with high school GPAs of 3.75 or greater has increased from 4.8 percent to 16.5 percent for an increase of 243.75 percent. Student SAT scores have also increased from an average of 998 in 1987 to 1034 in 1997, an increase of 3.6 percent. Likewise, there has been an increase in the percentage of students with SAT scores in excess of 1200. This percentage has increased from 9.9 percent in 1987 to 17.4 percent in 1997, an increase of 76 percent

Target: 3.35 average GPA; 1100 average SAT.

Initiatives: Not specified.

**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at Oregon Institute of Technology?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	2,637	90.7	2,516	88.1	2,272	85.3	2,192	84.9	2,053	84.4	2,002	81.7
Total Minority*	213	7.3	281	9.9	287	11.1	290	11.5	273	11.6	303	13.0
Nonresident Alien	57	2.0	53	1.9	26	1.0	31	1.2	25	1.0	31	1.3
Unknown	0	0.0	7	0.2	77	2.9	70	2.7	82	3.4	114	4.7
Total Enrollment	2,907	100.0	2,857	100.0	2,662	100.0	2,583	100.0	2,433	100.0	2,450	100.0

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	51	1.8	60	2.1	45	1.7	24	0.9	25	1.0	22	0.9
American Indian	31	1.1	59	2.1	73	2.7	82	3.2	71	2.9	79	3.2
Asian American	93	3.2	102	3.6	92	3.5	99	3.8	91	3.7	110	4.5
Hispanic/Latino	38	1.3	60	2.1	77	2.9	85	3.3	86	3.5	92	3.8
Total Minority*	213	7.3	281	9.9	287	11.1	290	11.5	273	11.6	303	13.0

Note: (1) Total Minority excludes European American, Unknown and Nonresident Aliens (international students);  
 (2) Enrollment used to determine percentage minority is total enrollment minus unknown.

**Trend:** Minority students as a percentage of OIT enrollment has increased over the last ten years by almost 6 percentage points. In 1997, 13 percent of students identifying their race/ethnicity were minority students. Asian/American students represent the largest OIT minority group.

**Target:** 2005 = 17 percent; 2010 = 18 percent.

**Initiatives:** Not specified.

**5.5 Gender representation. What are the trends for enrollment of women at Oregon Institute of Technology?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total enrollment	2,907		2,857		2,662		2,583		2,433		2,450	
Female Undergrads	901	31.0	965	33.8	1,079	40.5	1,076	41.7	1,094	45.0	1,077	44.0
Female Graduates	0	0	0	0	0	0	0	0	0	0	0	0
Total Female	901	31.0	965	33.8	1,079	40.5	1,076	41.7	1,094	45.0	1,077	44.0

Note: Graduates includes masters, doctorates, and professional degrees.

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Trend: Female students represent an increasing percentage of OIT students. Since 1987 the percentage of female students has increased from 31 percent to 45 percent in 1995 and currently stands at 44 percent. This represents an increase of more than 45 percent.

Target: 2005 = 47 percent; 2010 = 50 percent.

Initiatives: Not specified.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at Oregon Institute of Technology?**

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	3,544	3,605	3,302	3,169	2,953	2,784
Extended	247	424	241	160	183	185
Total enrollment	3,791	4,029	3,543	3,329	3,136	2,969
Total Over 25	1,497	1,744	1,508	1,580	1,544	1,368
% Total Enrollment	39.5	43.3	42.6	47.5	49.2	46.1

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

Trend: With the exception of a slight dip in 1991, the percentage of students over 25 has increased steadily between 1987 and 1996. In 1987, the percentage of OIT students 25 and older was 39.5 percent. By 1996, this percentage had increased to 46.1 percent an increase of nearly 7 percentage points.

Target: Maintain.

Initiatives: Not specified.

**6.1 Employment. How successful are Oregon Institute of Technology graduates within a year of baccalaureate completion?**

Graduates	1994-95	1996-97
Employed	86.7%	92%
Enrolled	6.2%	2%
Employed/ Enrolled	0.0%	2%
Neither	7.1%	4%

Note: No comparable question asked on the OIT survey.

Trend: OIT graduates consistently find employment upon graduation. 86.7 percent of the 1995 graduating class were employed within six months of graduation. The data of the 1997 class indicates that 92 percent of the class were employed, 2 percent were enrolled, 2 percent were employed and enrolled, and 4 percent were neither.

Target: Maintain high placement rates.

Initiatives: Not specified.

**6.2 Internships. How many Oregon Institute of Technology graduates complete internships in their academic experiences?**

Percent Saying "Yes"	1994-95	1996-97
Yes	no data	71%

Trend: Data for the 1996-97 class indicate that 71 percent completed a professionally-related internship program.

Target: Maintain.

Initiatives: Not specified.

**7.1 Sponsored research. How well has Oregon Institute of Technology done in attracting outside revenues?**

	1992-93	1993-94	1994-95	1995-96	1996-97
Total Expenditures	\$707,288	\$990,159	\$843,212	\$760,838	\$902,631

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grant, student services grants, library grants and similar support. Student aid is excluded.

Trend: The data on sponsored research at OIT suggests some fluctuating trends but generally is trending in the upward direction. In 1992-93 sponsored research dollars equaled \$707,288. By 1996-97, this total was \$902,631, an increase of 27.6 percent

Target: 2005 = 40 percent over 1992-93; 2010 = 50 percent over 1992-93.

Initiatives: Sponsored research: Increases will be as a result of a technology center, plus a GIS center and continued support from our engineering and industry partnerships.

**7.2 Other resources. How successful has Oregon Institute of Technology been in attracting additional revenue (e.g., fund-raising)?**

	1992	1993	1994	1995	1996	1997
\$ Total Other	\$1,256,155	nd	nd	nd	nd	\$10,829,199

Note: nd = no data provided

Trend: Total assets of the OIT Foundation have steadily increased since 1992. In 1992 these assets totaled \$1,256,155. By 1997 this fund had grown to \$10,829,199, an increase of more than 762 percent.

Target: 2005 = \$14,000,000; 2010 = \$20,000,000.

Initiatives: Other resources: Increasing efforts in annual funding, major gifts, and investment earnings.

# Oregon State University



# Oregon State University

## *Profile*

Outcomes assessment and accountability will become a more central and integral part of Oregon State University's regular, ongoing self-evaluation and improvement process. Performance indicators will illustrate OSU's commitment to evaluating its mission of serving "...the people of Oregon, the nation, and the world through education, research, and service." In this context, performance indicators will be used by OSU to help refine priorities, strengthen quality, and improve productivity. The goals of performance indicator use will include:

- Strengthening the existing quality of instruction, research, and public service programs.
- Expanding access to diverse students (OSU Statewide, international exchange programs, achievement and access scholarships, minority and cultural student groups).
- Achieving cost-effectiveness appropriate to OSU's mission.
- Enhancing the employability of its graduates.
- Incorporating assessment and performance indicator information into the next full accreditation which is scheduled for Spring 2001.

### **Priorities for Targets**

OSU's goals apply to the learning needs of Oregonians in their many roles — as students, parents, workers/employers, and citizens, and it does this by employing OSU's many and varied strengths and talents in collaborative and productive ways. In order to achieve a top tier institutional status and to provide compelling learning experiences, OSU designs and delivers programs and services to meet its stakeholders' needs effectively, efficiently, and economically. The proposed performance indicators will provide a basis for setting targets and measuring the results achieved by OSU.

Data for some of the performance indicators resides either at OSU or at the Oregon University System. For others, new efforts and additional assessment funding, such as survey information gleaned from students, alumni, and employers, will be required. The following represents a few highlights and future priorities as they relate to performance indicators and assessment at OSU:

- Performance indicator priorities include: improvement of student retention and graduation rates; recruiting more diverse students and those with higher GPA's and SAT scores; expanding program availability and access through OSU Statewide and collaborative 2+2 programs with community colleges; expanding external funding; and increasing student learning and employability through internships and work related experiences.
- Assessment planning priorities include: recognizing the importance and enhancing the institutional research and planning functions and services that are provided to the University; establishing an OSU Assessment Council to oversee, coordinate, and report on the various institutional-level assessment activities and those within academic units and administrative offices; and conducting a review of OSU's Baccalaureate Core.

In sum, the goal of OSU is to offer a compelling learning experience, to strengthen and enhance its reputation as a top-tier institution of higher education, and to extend OSU's programs to the state of Oregon. The purpose of performance indicators will be to improve upon what OSU is, in many areas, already doing quite well. OSU will strive to reach these and other selected goals/objectives based on a comparison with past performances. As performance indicator targets are realized, OSU should be compensated fiscally with budget augmentations whenever these collective and collaborative institutional efforts and targeted goals are either met or exceeded. Compensation for performance-based achievements will allow OSU to further improve the quality of its instructional, research, and outreach services, to further expand student access, to maintain reasonable cost-effectiveness, and to ensure the employability of its graduates.

**Oregon State University**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	OSU Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Positive	The six-year graduation rate (excluding OUS transfers) improved by more than 6 percentage points for the 1991 freshmen cohort compared to those entering in 1987 (increasing from 53.9% to 60.6%). When OUS transfers are included the graduation rate increased from 58.0% to 66.4%.	62.5% (excluding OUS transfers)
1.2 Entering freshmen persisting to second year	Positive	The freshman first-year retention rate (excluding OUS transfers) has steadily improved from 75.4% in 1987 to 77.7% in 1994 (and from 78.5% to 81.0% respectively when transfers within OUS are included).	82% (excluding OUS transfers)
1.3 Community college transfers graduating within six years (cohorts entering 1987 through 1989)	Positive	The six-year graduation rate for Oregon community college transfers increased around 3 percentage points for students entering in 1989 compared to those entering in 1987. Freshmen increased from 51.4% to 55.1%; sophomores from 65.9% to 68.8%; juniors from 77.1% to 80.9%; seniors from 75.0% to 77.8%.	70% sophomores 79% juniors
1.4 Cumulative credits earned for baccalaureate by community college transfers compared to freshmen	Positive	For students entering in 1987 compared to those entering in 1989, the average number of credits completed at graduation dropped slightly for entering freshmen (205 to 203) and declined almost 19% for community college transfers (285 credits compared with 232).	201 freshman cohort 225 transfer cohort



Indicator	Trend Direction	OSU Performance	2005 Target
<b>2. Graduate Abilities</b>			
2.1 Pass rates for professional licensure exams	Positive	For each exam and certification category (Engineering, Pharmacy, Veterinary Medicine, Accounting, Dietetics), graduates exceed the national pass rates.	Exceed national pass rate by 5%
2.2 Undergraduate general skills and abilities	Planning assessments	OSU implemented a revised Baccalaureate Core curriculum eight years ago. Assessment plan will be completed Fall 1998.	Implement assessments by 2001
<b>3. Customer Satisfaction</b>			
3.1 Satisfaction of recent graduates and alumni	Baseline data only	94% of those graduates surveyed (1994-1995) rated the quality of education received as "good" to "excellent."	95% "good" to "excellent"
3.2 Satisfaction of currently enrolled students	Baseline data only	More than 78% of students enrolled Spring 1997 were either "satisfied" or "very satisfied" with their overall college experience.	82%
<b>4. New Students</b>			
4.1 Freshmen participation rates for Oregon high school graduates (entering fall after graduation)	Fluctuating	Of Oregon's high school graduates who attend OUS institutions, the percentage selecting OSU has varied from a high of 34% in 1989 to a low of 25% in 1993, but appears to be increasing after a steep decline between 1991 and 1993. In 1995, OSU attracted 1,653 first-time Oregon freshmen and more than one-third of the high school completers who attend OUS institutions from several economic regions (Benton, Lane, Lincoln, Linn, Coos, Curry, Douglas, Central Oregon and Mid-Valley counties).	1,650 first-time Oregon freshmen
4.2 Community college transfers	Constant	The number of transfers from Oregon community colleges has averaged 600 but has varied slightly from year to year.	Increase by 10% (1997 base year)

Indicator	Trend Direction	OSU Performance	2005 Target
<b>5. Student Quality and Diversity</b>			
5.1 Total unduplicated headcount enrollment (base and extended)	Declining	Total enrollment declined by over 3,300 students from 21,198 in 1987 to 17,819 in 1996 (regular program enrollment declined about 2,000 students and extended studies declined 1,380 students during this period). An increase of 2.5% in Fall 1997 suggests this trend may be reversing.	17,050
5.2 Students by Oregon county (base enrollment)	Reversing decline	The total enrollment of Oregon residents declined slightly by 3 percentage points (from 77.1% in 1988 to 73.8% in 1995) but appears to have stabilized (75% in 1995 and 1997).	75-80% Oregon residents
5.3 Higher ability freshmen GPA 3.75+	Positive	The number of higher ability first-time freshmen as measured by a GPA of over 3.75 has increased by over 10 percentage points from 16.5% in 1987 to 27.2% in 1997.	30% exceed high school GPA 3.75 and over
SAT 1200+	Positive	The number of higher ability first-time freshmen as measured by an SAT score over 1200 has increased by almost 4 percentage points from 21.7% in 1987 to 25.3% in 1997.	27.5% exceed 1200 SAT scores
5.4 Ethnic/racial minority students	Positive	The percentage of ethnic/minority undergraduate and graduate students has increased over 4 points in ten years (9.1% in 1987 to 13.4% in 1997 of the total enrollment), especially Asian American and Hispanic/ Latino students.	16% of total enrollment
5.5 Enrollment of women	Positive	The percentage of women choosing to attend has increased 4 percentage points (41.5% in 1987 to 45.5% in 1997).	None planned
5.6 Undergraduates aged 25 and older	Varying	Between 1987-88 and 1996-97, the enrollment of older undergraduate students (aged 25 and older) has varied — a low of 2,389 in 1987 to a high of 2,734 in 1993. In 1996, 2,584 undergraduates were aged 25 and older.	None planned



Indicator	Trend Direction	OSU Performance	2005 Target
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	Almost 9 in 10 of the 1994-95 graduates were employed 6 to 12 months following their graduation in 1994-95. About 7% were continuing their education. About 1 in 5 were combining work and school.	90% employed
6.2 Completed internships	Baseline data only	54% of 1994-95 graduates completed an internship as part of their academic experience.	60%
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Positive	Sponsored research activity has increased by 18% from about \$81 million in 1992-93 to \$96 million in 1996-97. This includes approximately \$3 million of external funding from the private sector.  Research dollars per full-time faculty averaged \$126,548 in 1996-97. This excludes additional expenditures of \$32.6 million in 1996-97 from federal and state appropriations related to OSU's land- and sea-grant status.	Sustain and increase private sector funding to \$4.5 million
7.2 Revenue from fundraising and other sources	Positive	Contributions and other income have increased from \$16 million in 1987 to \$51 million in 1997.	Unspecified

Office of Academic Affairs/OUS - 7/23/98

# Oregon State University

## 1998 Baseline Performance Report

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at Oregon State University within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	1,708		2,202		2,372		no data available	1,543	
% Graduated (excludes OUS transfers)	921	53.9	1,217	55.3	1,356	57.2		935	60.6
% Graduated (includes OUS transfers)	990	58.0	1,321	60.0	1,469	61.9		1,024	66.4

**Note:** Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees count for an academic year are those awarded fall through following summer.

**Trend:** The graduation rate of first-time freshmen has been improving steadily at OSU when comparing the freshmen cohort groups of 1987 to 1991. Excluding Oregon University System transfers, OSU has increased the percentage of entering freshmen graduating within six years from 53.9 percent (1987 cohort) to 60.6 percent (1991 cohort). The graduation rate of entering freshmen varies by discipline, with students who participate in international exchange programs and students who enter the University without declaring their major, generally taking longer to complete their degree program requirements.

**Target:** 2005 - 62.5 percent of entering freshmen graduating in six years; 2010 - 65.0 percent of entering freshmen graduating in six years.

**Initiatives:** The experiences and sense of community/belonging that are gained during the first term, and to a lesser degree the balance of the first year at OSU, are critical to the student retention and graduation rates of incoming first-time freshmen and transfer students. National studies have shown that if the learning and living experiences are stimulating and satisfying for the student, then they are more likely to stay to the second year and on to graduation. Frequent contact with students is essential. Each student needs to feel welcomed and at home in a strange, new learning environment. Therefore, efforts at OSU are being made to increase frequent contacts with faculty, to improve faculty/staff advising, to reduce class section sizes, to identify courses with a high failure rate or those with too few sections available, to increase the opportunities to learn in group settings with mentors and faculty, and to offer numerous and diverse opportunities to satisfy co-curricular interests, desires, and personal needs.



**1.2 Student persistence. What percentage of Oregon State University first-time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	1,708		2,202		2,372		no data available	1,543		no data available	no data available	1,905	
Continuing (excludes OUS transfers)	1,287	75.4	1,708	77.6	1,879	79.2		1,231	79.8			1,480	77.7
Continuing (includes OUS transfers)	1,340	78.5	1,766	80.2	1,956	82.5		1,270	82.3			1,543	81.0

**Trend:** There has been a steady improvement in student retention for first-time freshman students who enter OSU. In 1987, the percentage of first-time freshmen (excluding transfers within Oregon University System institutions after initial enrollment) who were retained to the second year was 75.7 percent. This retention percentage had increased to 79.2 percent for the first-time freshmen cohort entering in 1989. (When transfers from OSU to other OUS institutions are included, the figures for student retention increase to 78.8 percent and 82.5 percent respectively). The transfer retention figures for OSU are all within one percentage point of the first-time freshmen percentage retention rates.

**Target:** 2005 - 82 percent (excluding OUS transfers); 2010 - 85 percent (excluding OUS transfers).

**Initiatives:** OSU has initiated a series of new student retention strategies and programs designed to retain and sustain student growth, development, and involvement at OSU, especially for freshmen during the first critical transition year from high school, including:

- A week-long summer program, the Student Orientation and Advising Program (SOAP) is designed to welcome students to the OSU campus with entertainment and resource learning activities. Advising sessions with faculty and course placement exams are administered as part of this program.
- A newly revised and expanded freshmen orientation program, OSU Connect, that takes place one week prior to the start of fall term, welcomes students and gets them connected to the University.
- A new freshman skill building and campus connection/ orientation course, OSU Odyssey, (designed for both traditional and non-traditional students). More than 1,300 new freshmen are expected to enroll in the course during fall 1998 (compared to just over 1,000 during fall 1997). More than 60 sections will be taught by faculty volunteers.
- College/departmental transitional courses; a student/faculty connections program; a living/learning residential experience program; academic advising workshops designed to improve faculty and staff advising; joint admissions with Linn-Benton Community College; improved services for students who are academically at-risk; and undergraduate student involvement with faculty research projects.

**1.3 Community college transfers. How many Oregon community college transfers complete a bachelor's degree at Oregon State University within six years?**

*Completions including transfers from OUS*

Includes Transfers within OUS	Total Cohorts N	After 1 Year		After 2 Years		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45)</b>													
1987-88	142	0	0	3	2.1	9	6.3	45	31.7	66	46.5	73	51.4
1988-89	114	0	0	0	0	8	7.0	41	36.0	56	49.1	61	53.5
1989-90	138	0	0	0	0	7	5.1	53	38.4	71	51.4	76	55.1
<b>Sophomore (45-89)</b>													
1987-88	258	0	0	7	2.7	86	33.3	143	55.4	164	63.6	170	65.9
1988-89	247	0	0	9	3.6	87	35.2	140	56.7	155	62.8	159	64.4
1989-90	317	1	0.3	20	6.3	133	42.0	192	60.6	216	68.1	218	68.8
<b>Junior (90-134)</b>													
1987-88	231	0	0	57	24.7	137	59.3	169	73.2	176	76.2	178	77.1
1988-89	207	0	0	52	25.6	135	66.5	156	76.8	162	79.8	164	80.8
1989-90	267	1	0.4	83	31.1	179	67.0	200	74.9	213	79.8	216	80.9
<b>Senior (135+)</b>													
1987-88	24	0	0	6	25.0	14	58.3	17	70.8	18	75.0	18	75.0
1988-89	21	1	4.8	7	33.3	12	57.1	14	66.7	15	71.4	15	71.4
1989-90	36	1	2.8	13	36.1	24	66.7	27	75.0	28	77.8	28	77.8

Note: Community College Transfers: New undergraduates admitted as transfer students from an Oregon community college. For example, during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term. There are three cohort years, not just 1998-99.

**Trend:** When the transfer cohorts for 1987, 1988, and 1989 academic years are compared by class standing at the time of entry, each class has shown steady, progressive improvement at OSU.

**Target:** 2005 - 70 percent for the sophomore transfer cohort; 79 percent for the junior transfer cohort (including OUS transfers). 2010 - 72 percent for the sophomore transfer cohort; 80 percent for the junior transfer cohort (including OUS transfers).

The goal of OSU is to increase the percentage of students who transfer to OSU from Oregon community college and graduate within six years by a minimum of one to two percent for all categories of entry; i.e., freshmen, sophomore, juniors, and seniors.

**Initiatives:** There are a number of courses taught by colleges and departments specifically designed to assist students in the transition from a two-year community college to a four-year university. There is a new student/faculty connections program; a series of academic advising workshops have been initiated to improve faculty and staff advising of transfer students; a new joint admissions partnership has just been signed between Linn-Benton

Community College; and there is a new campuswide effort to involve undergraduate students with faculty research projects. In an increasing number of majors there are internship and internship-related programs and capstone experiences; and there has been an improved attention paid to transfer articulation agreements with all of Oregon's public and private four-year institutions and especially with all of Oregon's 17 community colleges.

#### 1.4 Cumulative credits. *How many credits do students accumulate for a baccalaureate?*

Entering Status	1987	1988	1989	1990	1991
Freshmen	204.7	203.9	203.0	no data available	202.8
CC Transfers	284.8	265.7	231.5		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

Trend: For students entering as freshmen in fall 1987 and graduating in six years, the number of credit hours accumulated at the time of graduation was 204.7. This compares to freshmen who entered fall 1991 and graduated in six years with 202.8 credit hours. In contrast to this slight decrease in the number of credit hours accumulated for a baccalaureate degree by entering freshmen is the dramatic decrease in the number of credit hours accumulated by community college transfer students. The 1987 transfer cohort had accumulated 284.8 credit hours toward a baccalaureate degree. By 1989, this number had dropped to 231.5 credit hours; a decrease of 53.3 credit hours (-18.7 percent).

Target: 2005 - freshman cohort, 201 credits; transfer cohort, 225 credits  
2010 - freshman cohort, 200 credits; transfer cohort, 220 credits

In 1994, OSU reduced the number of credit hours required for graduation from 192 to 180 for most majors. However, some degree programs, such as engineering, still require (because of professional accreditation requirements) a minimum of 192 credit hours in order to graduate. It is anticipated that the cumulative credit hours for both freshman and transfer students will continue to decrease as the 1992-93 and later student cohorts near the completion of their degree programs with a required minimum of 180 credit hours as opposed to the previous 192 credit hour minimum.

In contrast to the relatively stable credit hour numbers for entering freshmen, it is anticipated the number of credit hours for transfer students will continue to decrease until they too reach a stable, constant figure; i.e., by 2005 (1999 cohort) the target is 225 credits, while by 2010 (2004 cohort) the anticipated target is 220 credit hours.

Initiatives: For freshmen, time to degree and the accumulation of credit hours will be expedited by sound and frequent advising sessions between the student and college or department faculty/staff advisor. OSU has recently implemented a policy that requires all undergraduate students to be advised at least once per year. Some colleges have, or are in the process of, requiring a minimum of two advising sessions per year. For transfer students, in addition to frequent and knowledgeable advising sessions, the cumulative credit hour number will be reduced by enhanced transfer and articulation practices between OSU and each of Oregon's community colleges and four-year institutions.

**2.1 Professional standards. Do Oregon State University graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1993	1994	1995	1996	1997
Engineering Fundamentals (FE)	✓	✓	✓		
Professional Engineering (PE)	✓	✓	n/d		
Pharmacy *	✓	✓	✓		
Vet Medicine (Clinical Comp)	✓	✓	✓		
Vet Medicine (NBE)	✓	✓	✓		
Financial Accounting & Report	✓	✓	✓		
Accounting & Reporting	✓	✓	✓		
Dietetics	✓	✓	✓		

Note: ✓ = goal achieved      n/d = no data      \* Exams vary by state

**Trend:** At OSU the following professional licensure and certification exams were taken by our students in 1995: Engineering Fundamentals (FE) and Professional Engineering (PE) for engineering students (93 percent success rate compared to 72 percent nationally); Pharmacy (98.8 percent with no national comparison information available); Veterinary Medicine (87.5 percent compared to 87.0 percent); Financial Accounting and Reporting (39.3 percent success rate for first time takers compared to 31.9 percent nationally); Accounting and Reporting (35.7 percent compared to 30.7 percent); and Dietetics - Registered Dietitian (94 percent compared to 80 percent). In each exam and certification category, OSU graduates exceeded the national average. The education students receive at OSU have made them highly successful in competing for jobs and in successfully passing national and state professional licensure and certification exams in those instances where they are required to practice or work in a chosen profession.

**Target:** 2005 - exceed national and state success rates by 5 percent; 2010 - exceed national and state success rates by 10 percent.

**Initiatives:** Each academic unit with licensure and certification exams required as a prerequisite for employment will be asked to monitor on an annual basis the success of their students taking the licensure and certification exams. Appropriate intervention strategies will be implemented to reach the targeted objectives. These may include mentoring, exam preparation skill building, and a review of the curriculum where possible deficiencies may exist.

**2.2 Undergraduate general abilities. Do Oregon State University bachelor's graduates possess the general abilities and skills for success in their workplace and life?**

**Trend:** OSU students have had, and continue to have, the skills and knowledge needed to be successful following graduation. However, the needs in the workplace today are, and tomorrow will be, changing. Efforts are taking place in numerous offices and classrooms

across campus to improve upon already effective communication skills (the ability to work in teams and with people from diverse backgrounds), and to enhance such areas as critical thinking, problem-solving skills, and quantification skills.

For example, eight years ago, OSU implemented a revised Baccalaureate Core curriculum which includes courses and experiences dealing with effective writing, speaking, and mathematics. Students are also required to take perspective courses in the physical sciences, biological sciences, western culture, cultural diversity, literature and the arts, social processes and institutions, difference, power and discrimination, as well as synthesis courses in contemporary global issues and in science, technology, and society.

Each academic program, both undergraduate and graduate, undergoes a thorough review every ten years to assess how well it is meeting the educational, and potential job related needs, of its students. Students evaluate their instructors at the end of each course. These evaluations are used to help identify strengths and weaknesses in the courses being taught and in the program being administered. Many colleges and departments are evaluating their programs in response to the needs of employers and implementing internship and practical work experiences and capstone courses for academic degree programs.

Target: 1999-2000 — develop and implement an Assessment Plan for OSU; 2000-01 — integrate assessment into OSU's full accreditation by the Northwest Association of Schools and Colleges.

OSU will be developing an assessment plan during the summer of 1998. This plan, which will be formulated from input of diverse units across campus will be completed and presented to the Oregon University System by October 1, 1998. OSU will thoroughly review and assess its Baccalaureate Core curriculum during the 1999-2000 academic year. Outcome assessment strategies will be formulated and implemented prior to OSU's next full accreditation which is scheduled for spring 2001. Finally, current students, alumni, and possibly employers of OSU students will be evaluated through questionnaire surveys on a regular or bi-annual basis. The evaluation of student satisfaction and student success (alumni) following graduation has been implemented and will be sustained on a regular schedule — assuming that resources are allocated internally and from the Oregon University System for such endeavors. This information will be used to evaluate strengths and weakness, and to help meet the rapidly changing needs of faculty, students, and employers.

Initiatives: The creation of an OSU Assessment Council is currently being planned. This Council will have responsibilities for establishing and monitoring assessment policies and procedures and to oversee assessment activities at OSU. The Assessment Council is considered to be part of OSU's future long-range assessment planning process and will help the University reach its desired student outcome assessment goals. The Office of Academic Affairs will conduct a thorough review and assessment of the currently successful Baccalaureate Core curriculum. Deficiencies that may exist will be identified and effective strategies for improvement will be implemented.



**3.1 Recent graduates. *How do recent graduates of Oregon State University rate the quality of education they received?***

	1994-95	1996-97
Excellent	10.6%	
Very Good	56.0%	
Good	27.5%	
Fair	5.7%	
Poor	0.2%	

**Trend:** A recent survey of OSU students who graduated in 1994-95 indicated that 94.1 percent rated the quality of the education they received as being “good” to “excellent.” This question will be asked again in a current survey being administered to 1996-97 OSU graduates.

**Target:** 2005 - 95 percent “good” to “excellent;” 70 percent “very good” to “excellent;” 2010 - 96 percent “good” to “excellent;” 75 percent “very good” to “excellent.”

**Initiatives:** OSU will use the results of the bi-annual, one-year-out alumni survey to identify the strengths and weaknesses of OSU’s services designed to help students receive the most from their academic learning opportunities. In part, as a result of the 1994-95 survey, the University has for the past year been providing advising workshops to help improve student advising, and the Office of Career Services has been completely reorganized. In addition, the University will be allocating resources to improve classroom facilities and computer laboratory access for students during the next biennium.

**3.2 Current students. *How do currently enrolled students perceive their educational experience (programs, services, activities)?***

**Trend:** Current OSU students were surveyed during spring 1997. This survey of current undergraduate and graduate students indicated that about 78 percent rated the overall college experience as “very satisfactory” or “satisfactory.” The students surveyed rated the courses in their major as being 81 percent “very satisfactory” or “satisfactory.” In addition, 70 percent rated the overall quality of instruction they were receiving as “very satisfactory” or “satisfactory.” The next current student satisfaction survey is planned for 1999.

**Target:** 2005 - improve the overall college experience rating “very satisfied” or “satisfied” to 82 percent; 2010 - improve the overall college experience rating “very satisfied” or “satisfied” to 85 percent.

**Initiatives:** OSU will utilize the information gleaned from the current student survey of student satisfaction to help guide improvements in the areas of instruction-related facilities and services, academic activities, and other collegiate experiences.

**4.1 Freshmen participation rates by Oregon county. What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by Oregon State University?**

Economic Region	1987			1989			1991			1993			1995		
	OUS N	OSU N	%	OUS N	OSU N	%	OUS N	OSU N	%	OUS N	OSU N	%	OUS N	OSU N	%
Baker-Malheur	91	30	33.0%	78	30	38.5%	66	7	10.6%	44	9	20.5%	73	19	26.0%
Benton-Lane-Lincoln-Linn	1,053	425	40.4%	958	394	41.1%	818	307	37.5%	893	291	32.6%	1,082	371	34.3%
Central Oregon	160	51	31.9%	168	61	36.3%	125	36	28.8%	135	34	25.2%	186	70	37.6%
Coos-Curry-Douglas	295	116	39.3%	267	95	35.6%	232	78	33.6%	243	82	33.7%	247	96	38.9%
Hamey-Klamath-Lake	356	47	13.2%	346	43	12.4%	306	41	13.4%	260	32	12.3%	285	46	16.1%
Jackson-Josephine	601	94	15.6%	548	120	21.9%	472	76	16.1%	509	72	14.1%	561	121	21.6%
Metro	2,054	531	25.9%	1,831	621	33.9%	1,521	415	27.3%	1,518	338	22.3%	1,675	436	26.0%
Mid-Valley	651	264	40.6%	640	272	42.5%	492	183	37.2%	576	183	31.8%	640	237	37.0%
Mt. Hood	652	185	28.4%	637	230	36.1%	521	171	32.8%	509	110	21.6%	607	150	24.7%
North Central	124	40	32.3%	122	48	39.3%	80	19	23.8%	81	23	28.4%	90	20	22.2%
Northeast	237	45	19.0%	178	35	19.7%	187	21	11.2%	190	46	24.2%	195	40	20.5%
Northwest	182	61	33.5%	174	60	34.5%	110	30	27.3%	104	35	33.7%	157	47	29.9%
Unknown	4	0	0.0%	0	0	0.0%	32	4	12.5%	47	0	0.0%	54	0	0.0%
<b>Total</b>	<b>6,460</b>	<b>1,889</b>	<b>29.2%</b>	<b>5,947</b>	<b>2,009</b>	<b>33.8%</b>	<b>4,930</b>	<b>1,388</b>	<b>28.2%</b>	<b>5,062</b>	<b>1,255</b>	<b>24.8%</b>	<b>5,798</b>	<b>1,653</b>	<b>28.5%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook.

High school completers represent regular high school diplomas; unknown are Oregon first-time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools."

**Trend:** The percentage of Oregon high school graduates selecting an OSU institution the fall following graduation had been increasing through fall 1989. A decline in the number of first-time Oregon freshmen began in 1990, accelerated significantly in 1991 and continued to show a decline through 1994. Between fall 1991 and fall 1993, the number of first-time Oregon freshmen choosing to attend OSU declined by 31 percent. However, beginning in fall 1995, the number of first-time Oregon freshmen has shown signs of returning to numbers experienced in the late 1980s.

In 1987, a total of 1,889 first-time Oregon freshmen enrolled at OSU. This compares to 1997 when there were 1,623 new first-time Oregon freshmen at OSU; i.e., 266 fewer or a decrease of 14.1 percent. In 1997, the top five counties included: Multnomah (283; 17.4 percent); Washington (164; 10.1 percent); Marion (157; 9.7 percent); Benton (141; 8.7 percent); and Lane (133; 8.2 percent). In terms of economic regions, OSU attracts nearly half of its Oregon freshmen from Benton-Lane-Lincoln-Linn, Central Oregon, Coos-Curry-Douglas, and Mid-Valley counties.

**Target:** 2005 - 1,700 first-time Oregon freshmen; 2010 - 1,800 first-time Oregon freshmen.

**Initiatives:** Recruitment and marketing efforts have been redirected in the past several years to attract a greater number of first-time freshmen from Oregon. Unfortunately, many high-achieving high school students are still leaving Oregon to attend higher education institutions in other states. OSU recognizes the need to provide quality education for the sons and daughters of Oregon citizens and the growing need and demand for skills and knowledge needed to be successful in a rapidly changing work environment.



**4.2 Community college transfers. How many Oregon community college students were admitted to OSU to complete a baccalaureate?**

	1987	1989	1991	1993	1995	1997
CC Transfers	592	617	no data available	585	659	602

Trend: In fall 1987, a total of 592 transfer students from Oregon community colleges had enrolled at OSU. By fall 1991, the number had decreased to 318 (or a decrease of 46.3 percent). Between fall 1991 and fall 1997, the total number of enrolled transfer students fluctuated between 585 and 659.

Target: 2005 - Increase Oregon community college transfers by 10 percent (1997 base year).

It is the intention of OSU to reverse the early 1990s decline in the number of Oregon community college transfer students choosing to come to OSU to complete their degree program. The goal is to increase the percentage of transfer students by 10 percent by fall term 2005.

Initiatives: The Office of Admission and Orientation is working with Oregon's community colleges and other public/private four year institutions to attract potential transfer students to OSU. Other examples of changes in the efforts to recruit transfer students to OSU include: the recently implemented Linn-Benton Community College/OSU joint partnership agreement, and several new or planned 2+2 degree programs to be delivered to community colleges throughout the state through OSU's Statewide Distance Delivered Degree Program initiative.

**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate and master's students at Oregon State University?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996*
Regular Program	17,210	17,877	16,480	15,462	15,581	15,211
Extended Studies	3,988	4,044	2,818	3,001	2,828	2,608
Total	21,198	21,921	19,298	18,463	18,409	17,819

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** As Oregon's land-grant, sea grant, space grant university, OSU has been dedicated to providing a quality education at an affordable price to all qualified high school students. Each year, approximately 75 percent of all students attending OSU, both undergraduate and graduate, come from within the state of Oregon. A University goal is for "the State of Oregon to become the campus of Oregon State University."

Prior to the passage of Ballot Measure 5 in November 1990, the fall and the total, three-term average enrollment for OSU had been increasing. The enrollment decrease that began fall 1991 (-6.9 percent in one year) and continued through fall 1996 was due to external factors over which OSU had no control. Parents and students were directly reacting to the tuition and fee increase and the reductions in academic degree programs caused by a reduction in state assistance to higher education. The total percentage decrease in enrollment from 1991-92 to 1996-97 was 18.7 percent.

Contrary to the previous six years in which the total enrollment decreased annually, student enrollment showed signs of improvement as fall 1997 increased by 2.5 percent when compared to fall 1996.

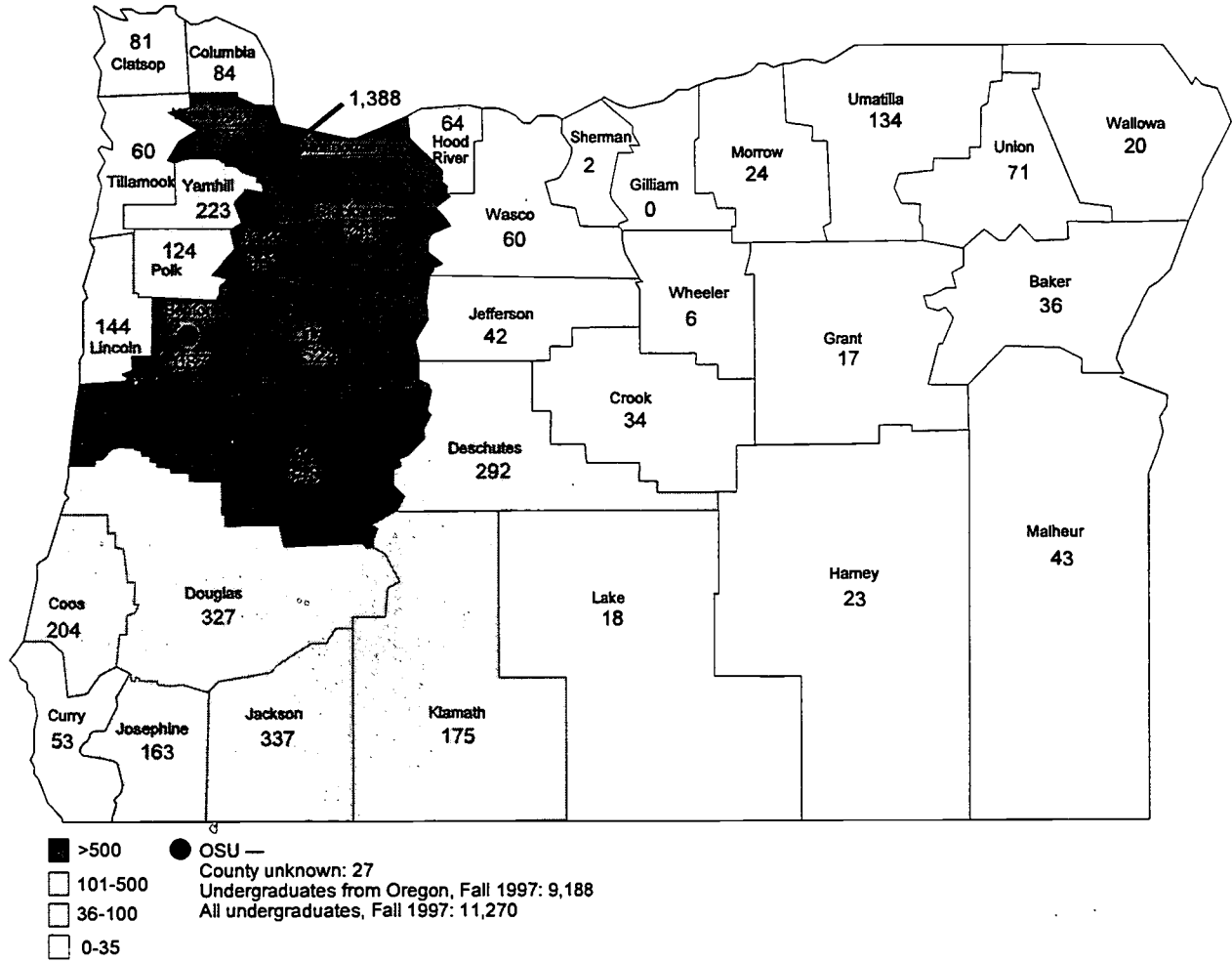
**Target:** 2001 - 16,000 total fall enrollment. 2005 - 17,050 total fall enrollment; 18,500 regular (three-term); 3,500 extended. 2010 - 17,200 total fall enrollment.

The downward trend in total enrollment at OSU has now been reversed. The fall 1997 increase of 2.5 percent in the total enrollment is expected to continue to fall 2005 when the total enrollment is predicted to be 17,050. This is an increase of 19.2 percent over the fall 1997 total enrollment of 14,271. Between 2005 and 2010 enrollment growth is expected to slow with the fall term total enrollment being approximately 17,200. An intermediate goal at OSU has been to reach a targeted enrollment of 16,000 by fall 2001.

**Initiatives:** The success in turning around the total enrollment decline at OSU has, in large measure, been the result of concerted efforts of many offices and units on campus to recruit qualified students, and then to retain those students once they arrive to begin their collegiate experience. Enrollment trends will continue to be monitored closely to ensure that OSU's total enrollment continues to increase to a point where the facilities and resources are not adversely impacted and that the quality and diversity of the students is satisfied. Appropriate interventions will be employed as the changing enrollment patterns occur or are anticipated.

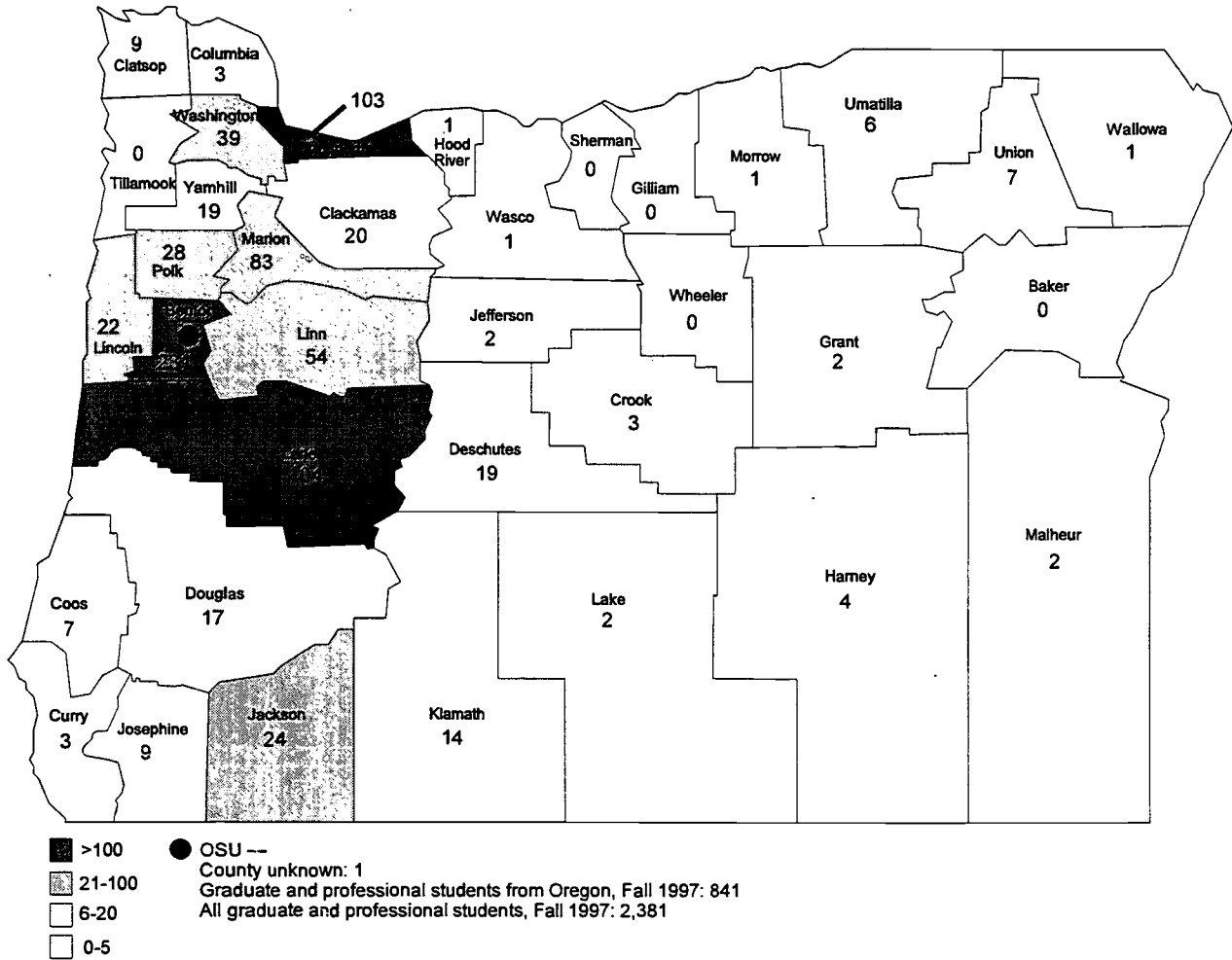
5.2 Oregon resident students by county. How many Oregon residents are served by Oregon State University in undergraduate and graduate programs?

**Undergraduate Students by  
County of Origin, Fall 1997**



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**Graduate and Professional Students by  
County of Origin, Fall 1997**



**Trend:** Over the last ten-year period, OSU has had increases in the number of students from the following Oregon counties: Deschutes, Douglas, Hood River, Jackson, Josephine, Lane, and Lincoln. There has been a decrease in the number of students coming from the following Oregon counties: Benton, Columbia, Lake, Linn, Malheur, Marion, Multnomah, Polk, and Wasco. In fall 1988, the percentage of OSU's total enrollment coming from Oregon was 77.1 percent. This percentage decreased to 73.8 percent in fall 1995. This decrease is considered to be part of the out-migration of Oregon's high school students who were reacting to the significant tuition and fee increases and program terminations following an annual decrease in the amount of state assistance to public higher education in general and OSU in particular. Since fall 1995, through fall 1997, the percentage of Oregon residents attending OSU has been increasing. Oregon residents now constitute 75.3 percent of the total enrollment. This trend of approximately 0.5 to 1.0 percent increase per year is expected to continue into the next decade.

Target: 2005 - 75-80 percent Oregon residents; 2010 - 75-80 percent Oregon residents.

OSU is now at its target percentage of 75 percent Oregon residents. This is the projected percentage for 2005 and 2010. This number may vary by 2-3 percent in any given year between 75 percent and 80 percent. During the next three years, the percentage of Oregon residents attending OSU is expected to increase slightly, and then stabilize. As this residency adjustment occurs, there will be a corresponding decrease in the percentage of international students comprising the residency component of the total enrollment. The percentage of students coming from other states is expected to remain relatively stable through 2005.

Initiatives: OSU has identified those counties and regions of the state that have experienced enrollment residency decreases. The University Marketing Director and the Director of Admission and Orientation are targeting available resources to those counties and regions of the state where marketing and recruitment efforts could make a difference in attracting potential students to OSU in the coming years.

**5.3 Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to Oregon State University?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	3.26	3.25	3.36	3.34	3.40	3.45
% >3.75 (number of students)	16.5% (367)	16.6% (401)	21.9% (336)	19.9% (318)	23.1% (415)	27.2% (453)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	1070	1057	1060	1072	1071	1085
% >1200 (number of students)	21.7% (457)	17.9% (399)	19.8% (303)	21.4% (335)	22.6% (439)	25.3% (492)

Note: All reported SAT scores have been re-centered.

Trend: OSU has done an exceptional job recruiting many of the best and most talented high school graduates in Oregon (as well as from other states and internationally). In fall 1987, the mean GPA of first-time entering freshmen was 3.26. By fall 1997, students entering OSU had a mean high school GPA of 3.45. This excellent track record of attracting and recruiting bright, high-achieving, high school students has continued unabated for the past ten years and beyond.

With regard to the SAT, OSU has also experienced continuous improvements in terms of the mean combined (verbal and math) scores of entering high school students. In 1987 the mean SAT score was 1070 with 21.7 percent of the students scoring higher than 1200. By 1997, the mean SAT score had increased to 1085 and the percentage of students scoring higher than 1200 had risen to 25.3 percent.

Target: 2005 - 30 percent with high school GPA 3.75 and higher; 27.5 percent with SAT scores 1200 and higher.

OSU will continue to offer a quality education to all who qualify for entrance. Nevertheless, it is OSU's intention to target high-achievers in the state and thus reverse the "brain drain" that has taken place since the passage of Ballot Measure 5. The goal of OSU is to raise the mean high school GPA of first-time freshmen to 3.50 by the year 2005 with 30 percent exceeding a GPA of 3.75. In addition, it is the intention of OSU to increase the mean SAT score of first-time freshmen to 1100 by 2001 and 1150 by the year 2005 with 27.5 percent exceeding an SAT combined score of 1200.

Initiatives: Increasing the quality of students who would choose to attend OSU will take a considerable amount of effort on the part of the Office of Admission and Orientation staff. Academically talented and gifted students have a lot of choices from which to choose throughout the United States. However, through targeted advertising, directed admission and recruitment strategies, and sustained contact and follow-up communication-conversations with the top high school graduates by the Office of Admission and Orientation recruiters, it is anticipated that this more personalized and responsive recruitment effort, coupled with an increased number of student scholarships, will raise the level of awareness of the quality of instruction and experience that can be gained by staying in Oregon and coming to OSU for their education. OSU points with pride to its University Scholars Program, Honors College, International Studies degree program, and an increase in support for undergraduate students to work with faculty on research projects. In addition to these recent innovations, other possibilities will be explored in order to attract students, especially highly qualified and motivated students, to OSU.



**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at Oregon State University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	11,876	78.1	11,512	72.1	10,506	70.6	10,285	72.9	10,426	73.6	10,408	73.7
Total Minority*	1,329	9.1	1,494	10.2	1,645	12.1	1,635	12.2	1,754	13.0	1,800	13.4
Nonresident Alien	1,392	9.2	1,630	10.2	1,392	9.3	1,464	10.4	1,361	9.6	1,198	8.5
Unknown	602	4.0	1,322	8.3	1,348	9.1	717	5.1	620	5.1	721	5.1
Total Enrollment	15,199	100.0	15,958	100.0	14,891	100.0	14,101	100.0	14,161	100.0	14,127	100.0
	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	133	0.9	167	1.0	180	1.2	161	1.1	172	1.3	177	1.3
American Indian	218	1.4	222	1.4	230	1.5	160	1.1	200	1.6	219	1.6
Asian American	782	5.1	847	5.3	909	6.1	932	6.6	943	6.8	966	6.8
Hispanic/Latino	196	1.3	258	1.6	326	2.2	382	2.7	439	3.1	438	3.1
Total Minority*	1,329	9.1	1,494	10.2	1,645	12.1	1,635	12.2	1,754	13.0	1,800	13.4

Note: (1) Total minority excludes European Americans, Unknown and Nonresident Aliens (international students);  
 (2) Enrollment used to determine percentage minority is total enrollment minus unknown.

**Trend:** The percentage of racial/ethnic minority groups choosing to attend OSU has been increasing over the past ten years. In 1987, the total number of U.S. minority students was 1,329 (or 9.1 percent of the total enrollment). By 1997, the total number had increased to 1,800 (or 13.4 percent of the total enrollment). Of these totals, a higher percentage of racial/ethnic minority students are undergraduates than graduates (1,613 versus 187). In contrast to the decreased total enrollment that has been experienced by OSU beginning fall 1991 and tracking downward through fall 1996, during this same time frame the total number of minority students choosing to attend OSU has shown a sustained increase (4.3 percent) — despite the rising tuition and fee costs and several academic program reductions. Although Asian Americans are enrolled at OSU in the greatest number and highest percentage, it is the Hispanic American group that is increasing at the fastest rate (from 196 in 1987 to 438 in 1997; or +94.8 percent).

**Target:** 2005 - 2,600 minority students or 16 percent of the total enrollment; 2010 - 3,000 minority students or 18 percent of the total enrollment.

**Initiatives:** To achieve the targeted enrollment goals that include a higher percentage of racial/ethnic groups choosing to attend OSU, a common effort will be required. This goal will not be achieved by any one office or unit on campus, but rather, as a common goal and common effort of the entire campus and of the citizens living in Corvallis and Benton County. The entire community needs to embrace the notion that diversity is essential and that it enriches our lives daily in immeasurable ways. From the President's Office, the Office of Multicultural Affairs, the new Minority Education offices, the Office of Admission and Orientation, through hundreds of individual efforts, OSU is reaching out to welcome students from diverse racial and ethnic backgrounds. This desire to increase minority enrollment and culturally diverse group enrollment and enhance the collegiate learning experience will be sustained in a myriad of collaborative and well-orchestrated efforts. These efforts over the past ten years have born fruit and will continue to experience blossoms each fall term in the coming decade.



## 5.5 Gender representation. *What are the trends in enrollment of women at Oregon State University?*

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Enrollment	15,199		15,958		14,891		14,101		14,161		14,127	
Female Undergrads	5,342	42.7	5,743	43.3	5,174	42.9	4,752	42.4	5,005	44.1	5,204	45.4
Female Graduates	958	35.6	977	36.1	1,126	39.6	1,175	40.6	1,154	41.1	1,267	45.4
Total Female	6,300	41.5	6,720	42.1	6,300	42.3	5,927	42.0	6,159	43.5	6,411	45.4

Note: "Graduate" includes masters, doctorates, and professional degrees.

**Trend:** The percentage of women choosing to attend OSU has increased at a rate of approximately 4 percent during the past decade. The enrollment ratio of men to women in 1987 was 58.5 percent to 41.5 percent. By 1997 the ratio had changed to 54.5 percent men and 45.5 percent women. The percentage of degrees awarded to women mirrors that of enrollment. During the 1988-89 academic year, 56.1 percent of the degrees were awarded to men and 43.9 percent to women. During the 1996-97 academic year, the percentage of total degree recipients who were men was 53.7 percent while 46.3 percent were women. This represented a 2.4 percent increase in the percentage of women receiving a degree over a period of eight years. Some academic programs at OSU still tend to enroll a higher percentage of males or females when gender comparisons are made; i.e., considerably more men enter academic programs in engineering and forestry. In contrast, a higher percentage of women are enrolled and receive degrees in home economics, health and human performance, and veterinary medicine.

**Target:** 2005 - maintain excellence; improvements in under-represented majors; 2010 - maintain excellence; improvements in under-represented majors.

There are no concerted efforts to change the gender balance at OSU. At the current rate of natural change, the ratio of men to women enrolled in both undergraduate and graduate academic programs will be at 50.0 percent in the year 2009 or 2010. Efforts will be made to maintain excellence and to target improvements in under represented majors.

**Initiatives:** There are a number of programs and services on campus designed to educate and enlighten students about gender equity, differences, and discrimination. For example, there is a Women's Studies Certificate program, a Women's Center, and a list of courses dealing with differences, power, and discrimination in the Baccalaureate Core that are required of all undergraduate students. In recent years, the students themselves, through the Associated Students of Oregon State University (the student government body) have funded projects to improve campus lighting and to provide a free escort service at night. Given OSU's responsiveness in meeting the needs of women on campus, future interventions will be addressed and actions taken as the issues or problems arise.

Targets for improvement in under represented majors will continue to be addressed. In recent years, for example, the College of Science has supported a Seventh-Eight Grade Workshop for Girls in Science, a program that introduces girls to women scientists at the University. Other examples where women have been targeted to help increase their representation in disciplines which have historically been under represented include: the

establishment of a residence hall experience for women in engineering to encourage recruitment and retention of women engineering students and an annual workshop sponsored by the Graduate School and the Women's Center to encourage undergraduate women to consider a graduate career. These and other programs will be explored and implemented in the coming years.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at Oregon State University?**

Headcount: Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	13,758	14,542	12,991	12,090	12,196	12,029
Extended	1,028	1,336	1,313	1,324	854	1,087
Total	14,786	15,878	14,304	13,414	13,050	13,116
Total over 25	2,389	2,363	2,727	2,734	2,395	2,584
% of Total Enrollment	16.2	14.9	19.1	20.4	18.4	19.7

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

Trend:

- *Undergraduate Students.* The number of undergraduate students aged 25 and older in regular, campus-based programs declined from 1987-88 to 1991-92, and have remained relatively constant from 1991 to the present. The number of students aged 25 and older served by extended education programs were greater in 1996-97 than in 1987-88. Although the total undergraduate enrollment at OSU decreased from 1987-88 through 1996-97, the proportion of undergraduate students aged 25 and older actually increased slightly (from 17 percent to approximately 20 percent).
- *Graduate Students.* The number of graduate and professional students aged 25 and older at OSU was virtually the same in 1997-98 as it was in 1987-88. Total graduate and professional enrollment at OSU declined significantly during this time period, resulting in an increase in the proportion of students aged 25 and over from 60 percent in 1987-88 to 82.5 percent from 1991 to the present. The current figure is below, but closer to, the Oregon University System overall figure. The proportion of OSU's graduate and professional students aged 25 and older served by regular, campus-based programs (approximately 60 percent) is much higher than the overall Oregon University System figure of approximately 10 percent, with the balance in both cases served by extended studies programs.

Target: 2005 - meet growing needs through OSU Statewide and on-campus programs. Increase numbers; maintain percentage aged 25 and older. 2010 - meet growing needs through OSU Statewide and on-campus programs. Increase number; maintain percentage aged 25 and older.

As part of OSU's goal of making the State of Oregon the campus of OSU, and coupled with the initiation of OSU Statewide — the distance education delivery of existing OSU academic programs throughout the state — the total number and percentage of students served by OSU who are aged 25 and over will be increasing. In the fall of 1997, more than 700 individuals enrolled in courses offered in 18 statewide locations. The courses were delivered

via the World Wide Web, through videotape, satellite, and in-person by faculty members from OSU. These courses, and an increasing number of academic degree programs, delivered to place- and time-bound citizens of all ages who wish to improve their skills, complete a degree program, or to simply sustain lifelong learning desires — from a single course to the completion of a degree program — will be increasing in the coming years. However, no specific age group is being targeted as part of OSU Statewide initiative. Whether the person is working, retired, currently a student, or simply interested in learning something new, OSU is planning to open doors of opportunity to further their higher education aspirations.

Initiatives: The number of courses and degree programs that will be offered by OSU, or in partnership(s) with other institutions in Oregon, will continue to grow in the coming years. A new administrative unit has been expanded, the Office of Distance and Continuing Education, which will oversee the coordination of all off-campus courses and degree programs. All ages will be welcomed, from high school students to those who have retired from one profession and wish to develop skills and knowledge of another. As part of the OSU Statewide initiative, the University also has created an OSU Alumni College. Through a partnership between OSU and the OSU Alumni Association, OSU graduates may continue lifelong learning and receive special benefits such as the ability to complete minors, options, majors, and certificates on campus or through OSU Statewide in other locations. Graduates of OSU are automatically admitted into the Alumni College and each receives an e-mail address that can follow the student for the rest of his/her life.

Students who attend OSU on campus frequently have special needs and interests that the traditional 18-year-old freshman do not have; i.e., raising a family, child day care, and commuting from work to campus. Student Affairs has an administrator who deals specifically with issues associated with students 25 years and older. In addition, during fall 1998, an OSU Odyssey course is being designed to help transition older-than-average students to the experiences and special services that these students need and want in order to be successful at OSU.

6.1 **Employment. How successful are Oregon State University graduates within a year of baccalaureate completion?**

Percent	1994-95	1996-97
Employed	66.2%	data fall 1998
Enrolled	7.1%	
Employed/ Enrolled	20.9%	
Neither	5.8%	

Trend: In 1994-95, more than 87 percent of OSU's graduates were employed six to twelve months following graduation. About 7 percent were continuing their education, while another 21 percent were combining work with advanced education primarily in a graduate or professional program. Of the 6 percent not working, less than half were actively seeking employment. Of those employed, more than three-fourths (76 percent) of the undergraduate degree recipients were employed in Oregon. 77 percent were employed directly or in a field somewhat related to the student's OSU major. More than 80 percent of the undergraduate students in the areas of Agricultural Sciences, Business, Engineering, and Pharmacy were employed full-time.

Target: 2005 - 90 percent employed; with the others choosing not to work.

A survey is currently being administered to each of OSU's 1996-97 graduates. This information will form the basis for comparing changes over time. With this information, specific improvement targets will be made to improve the employability of OSU's degree recipients. It is anticipated that by 2005, the goal will be to increase to 90 percent the percentage of OSU's graduates who choose to be employed six to twelve months following graduation.

Initiatives. The survey of 1994-95 OSU degree recipients revealed several areas that they believe would be helpful in preparing for the transition to employment following their educational experience and graduation from OSU. Three of the most frequently mentioned improvements that could be made included improvements in academic advising, career services, and laboratory facilities. These areas, as well as others, including improvements in computing facilities, the Valley Library, Senior Transition Program, and the integration of applied/real-world experiences into course-work curriculum, are currently being implemented, or are being planned, as resources required to implement the changes and improvements become available. In addition, OSU will seek feedback from employers about needed improvements. This assessment has already shown the need to improve team participation techniques, conversation and writing skills, and applied computer use.

**6.2 Internships. How many Oregon State University graduates complete internships in their academic experiences?**

	1994-95	1996-97
Graduates saying "Yes"	54.0%	data fall 1998

Trend: In 1994-95, 54 percent of OSU graduates self-reported that they had completed an internship or other "real world" work experience as part of their academic program. Included in the generic rubric of internship were such direct applications from the classroom to the real world as practicums, operative education, community-based projects, etc. Information on "internship" experiences from the graduating class of 1994-95 was self-reported. This question will be reexamined as part of the survey of 1996-97 OSU graduates.

Target: 2005 - 60 percent complete an internship or related work experience; 2010 - 65 percent complete an internship or related work experience.

Acknowledging the value that an internship experience can bring to a student, the goal is to increase the percentage to 60 percent by 2005 and to 65 percent by the year 2010. In some programs on campus, such as Fisheries and Wildlife, and in several engineering degree programs, an internship experience is required prior to graduation (e.g., MECOP - Multiple Engineering Cooperative Program). The trend toward requiring some form of internship experience prior to graduation will continue to grow in the coming years as colleges, departments, and faculty establish and sustain stronger links and ties with businesses, industries, as well as with federal and state agencies that are closely aligned with OSU's strengths in a wide variety of disciplines. An example of an exciting new international internship program that provides students with a meaningful and compelling work experience is the Global Graduates Program sponsored by the Office of International Education.

Initiatives: The students who learn and teachers who teach are realizing that while the general abilities developed in baccalaureate programs are valued in the workplace — critical thinking and analytical problem-solving, oral and written communication skills, and teamwork are also important attributes needed to be successful in the workplace. However, many graduates still do not have experience in applying these skills to real problems prior to graduation. A recently restructured and revitalized Office of Career Services is coordinating the availability of internship experiences for all students. Career Services is also coordinating the University's cooperative education programs. In addition, most colleges and departments now have a faculty member who is responsible for coordinating internship programs and for administering and conducting internship courses for their students.



**7.1 Sponsored research. How well has Oregon State University done in attracting outside revenues?**

	1992-93	1993-94	1994-95	1995-96	1996-97
Total Expenditures	\$81,324,090	\$88,234,222	\$90,568,648	\$94,067,327	\$96,049,922

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants and similar support. Student aid is excluded.

**Trend:** As of 1994, OSU was classified as one of only 88 Carnegie Foundation "Research I" Universities nationwide and the only land-grant university in the Pacific Northwest with that distinction. This rank of excellence recognizes OSU's strong commitment to a full-range of baccalaureate programs, to graduate education through the doctorate, and to world-class scholarship and research. OSU has a long history of sponsored research over a broad range of disciplines and subject areas. Over the past five years, total research-related expenditures from outside resources has increased by approximately \$15 million. In FY 1994-95, the National Science Foundation ranked OSU as 60<sup>th</sup> in the nation in terms of research revenues from federal agencies. Private sector funding accounted for approximately \$3 million of OSU's outside revenue in FY 1996-97 and is expected to increase significantly by the year 2005. In keeping with the Boyer Commission recommendation that research-based learning be the standard among United States research universities, OSU has for the past two years offered a modest number of funded summer opportunities for undergraduates to participate in research. OSU plans to expand this program significantly and to involve a much larger fraction of undergraduates in the OSU research enterprise.

Sponsored research activity at OSU has increased by 18 percent from \$81 million in 1992-93 to \$96 million in 1996-97. Research dollars per full-time OSU faculty averaged \$126,548 in 1996-97. This excludes additional expenditure of \$32.6 million in 1996-97 from federal and state appropriations related to OSU's land-, sea-, space-grant status.

**Target:** 2005 - federal funding, \$104 million; private sector, \$5 million; 2010 - federal funding, \$110 million; private sector - \$10 million.

OSU expects to improve its ranking in the top 100 research universities in the United States. Funding from federal sources and the private sector will demonstrate steady growth over the next decade. Approximately 500 undergraduates will participate in the OSU Undergraduate Research Opportunity Program by 2005 and 1,000 by 2010.

The Research Office at OSU will take the lead in identifying a broader range of funding sources for OSU faculty and in improving the success rates of submitted applications. Additional workshops will be provided on proposal writing and private sector funding and additional consulting services made available on experimental design and statistics. The current faculty leave program will also be expanded to allow protected time for proposal generation. Particular attention will be placed on identifying new funding opportunities within the private sector. Additional support for technology transfer will be provided to facilitate

faculty interactions with the private sector to ensure that the applications of research results continue to fuel Oregon's economy and provide an improved quality of life for her citizens.

**7.2 Other resources. How successful has Oregon State University been in attracting additional revenue (e.g., fund-raising)?**

Trends: The contributions made to the OSU Foundation through the efforts of the OSU Development Program have more than doubled in the past ten years; i.e., from \$11.4 million in 1987 to \$28.9 million in 1997. Other receipts and income from investments managed by the OSU Foundation rose by a factor of 4.7 when 1987 (\$4.7 million) is compared to 1997 (\$22.3 million). The total revenues in 1997 (\$5.1 million) was more than three times greater than revenues in 1987 (\$16.1 million). The significant increase experienced in 1994 was due to the receipt of one large individual contribution. The higher level of total revenues (when the years 1995 to 1997 are compared to 1987 to 1993) are due, in part, to the Valley Library, Valley Football Center, and the CH2M Hill Alumni Center fund-raising campaigns.

Year	Contributions	Other	Total revenue
1987	\$11,367,033	\$4,749,178	\$16,116,211
1988	9,007,419	4,985,676	13,993,095
1989	13,304,770	6,191,102	19,495,872
1990	14,169,797	9,257,383	23,427,180
1991	23,125,481	6,891,681	30,017,162
1992	23,997,281	9,932,998	33,930,279
1993	16,777,615	14,534,986	31,312,601
1994	40,767,987	21,188,411	61,956,398
1995	34,758,896	12,826,747	47,585,643
1996	24,737,007	17,473,664	42,210,671
1997	28,909,534	22,326,222	51,235,756

Note: Other = Investment income, other receipts, and gain (loss) on sales  
 Source: OSU Foundation.

Target: Unspecified.

Initiatives: Unspecified.



# Portland State University

# Portland State University

## *Profile*

Portland State University is Oregon's urban public institution, enrolling over 32,000 students in credit courses during the academic year. Central to PSU's mission are programs and services designed to enhance access to higher education, provide a quality liberal arts education and opportunities for professional and graduate study in areas relevant to the metropolitan region, encourage community research and service, and promote diversity and cultural understanding. Progress toward performance indicators related to these aspects of PSU's institutional context and mission will receive the greatest emphasis.

### **Priorities for Targets**

PSU has dedicated resources from both internal and external sources toward efforts to improve student retention and graduation, expand access to students of different circumstances, enhance graduate employability, and promote lifelong learning. Of key interest to PSU are indicators focused on completion of internships as part of the academic experience, racial and ethnic representation within the student body, programs and services for returning adult students and community college transfers, and assessment of student learning across the curriculum. Additional resources will be needed to continue administration of student and alumni satisfaction surveys; to provide additional scholarships and other forms of financial aid to attract and retain students from diverse backgrounds and circumstances; to facilitate the systematic collection of assessment data; and to expand faculty development opportunities.

As progress is made toward targets, PSU will continue to gather, analyze, and disseminate information related to performance measures. Its focus is not simply on the realization of targets, but on the opportunities performance measurement will provide for reflection and review. This process of continuous review will benefit both the institution and its constituents as programs and services intended to provide quality higher education to the metropolitan area, the state, and the region are developed or enhanced. Performance targets provide PSU with a framework for improvement and a means of ensuring that we continue to provide a high level of service within the Oregon University System.

**Portland State University**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	PSU Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Positive	The six-year graduation rate for first-time, full-time freshmen (excluding OUS transfers) increased from 25.3% for the 1987 cohort to 35.4% for the 1991 cohort. The graduation rate (including OUS transfers) also increased from 33.4% for the 1987 cohort to 42.2% for the 1991 cohort.	38.75% (excluding OUS transfers)
1.2 Entering freshmen persisting to second year	Positive	Persistence of first-time, full-time freshmen has been increasing in recent years, and has increased 6 percentage points since 1987 from 54.8% to 60.9% in 1994 (excluding OUS transfers), and 61.7% to 65.9% (including OUS transfers).	67.9% (excluding OUS transfers)
1.3 Community college transfers graduating within six years (cohorts entering 1987 through 1989)	Positive	Freshman transfers who graduated within six years (including OUS transfers) increased from 53.9% (1987 cohort) to 59.4% (1989 cohort); for sophomore transfers from 55.9% to 62.9%; for junior transfers from 42.7% to 54.5%; for senior transfers from 38.1% to 66.7%.	60.5% freshmen 57.2% sophomore 59.5% junior 66.7% senior (excluding OUS transfers)
1.4 Cumulative credits earned for baccalaureate by community college transfers compared to freshmen	Positive	The number of credits accumulated by entering first-time freshmen and community college transfers has remained close to the number of credits required for a degree.	188 for community college transfers

**2. Graduate Abilities**

2.1 Pass rates for professional licensure exams  
 Constant  
 Graduates have consistently exceeded national and state pass rates on professional exams.  
 Maintain

2.2 Undergraduate general skills and abilities  
 Developing assessment plan  
 Some assessments in place.

**3. Customer Satisfaction**

3.1 Satisfaction of recent graduates and alumni  
 Baseline data only  
 Almost 60% rate the quality of education as "excellent" or "very good."  
 Maintain

3.2 Satisfaction of currently enrolled students  
 Baseline data only  
 Students enrolled Spring 1997 reported high levels of satisfaction with many programs (course content, 82%; quality of instruction, 77%; course offerings, 76%).  
 Maintain

**4. New Students**

4.1 Freshmen participation rates for Oregon high school graduates (fall following graduation)  
 Reversing decline  
 The number of Oregon first-time freshmen has fluctuated 25.8% (964 first-time freshmen in 1987 compared to 715 in 1995). Of those attending OUS institutions, the proportion dropped from 14.9% in 1987 to 12.3% in 1995.  
 14.9%

4.2 Community college transfers  
 Constant  
 The number of community college transfers has remained constant between 1987 and 1997 at slightly less than 800.  
 842



Indicator	Trend Direction	PSU Performance	2005 Target
<b>5. Student Quality and Diversity</b>			
5.1 Total unduplicated headcount enrollment (base and extended)	Declining	The overall enrollment trend has been downward: the 1996 headcount enrollment (34,442) is 8% lower than the 1987 headcount enrollment (37,473), and 4.0% lower than the 1989 and 1991 enrollment high (39,000).	39,059 17,855 fall term
5.2 Students by Oregon county (base enrollment)	Baseline data only	The majority of PSU students are drawn from the Portland area.	Maintain
5.3 Higher ability freshmen GPA 3.75+	Positive	Enrollment of students with a high school GPA of 3.75 or higher has increased from 5.0% in 1987 to 11.3% in 1997 (50 students in 1987 to 89 in 1997, representing a 78% increase).	13.6%
SAT 1200+	Positive	Enrollment of students with SAT scores higher than 1200 has increased from 13.4% in 1987 to 15.7% in 1997.	18.4%
5.4 Ethnic/racial minority students	Positive	The percentage of racial/ethnic minority students enrolled Fall term has increased from 1987 (11.1%) to 1997 (17.9%). While all groups have experienced increases, the greatest have been for Asian students (5.8% in 1987 to 8.9% in 1997) and Latino/Hispanic students (1.4% in 1987 to 3.3% in 1997).	21.5%
5.5 Enrollment of women	Constant	The percentage of women among undergraduates and graduates has remained constant over the years between 1987 to 1997 (about 53%).	53.3% undergrads 56.4% graduates 54.8% total
5.6 Undergraduates aged 25 and older	Declining	The enrollment of undergraduates aged 25 and older has declined slightly from 10,974 (50.6% of total enrollment) in 1987 to 8,087 (46.1% of the total headcount enrollment) in 1997.	Maintain 46.1%

Indicator	Trend Direction	PSU Performance	2005 Target
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	A survey of 1994-95 graduates showed that 70% were employed. Another 11% were employed and continuing their education and 8.5% were pursuing post-graduate education. A survey of 1995-96 graduates indicated 78.2% were employed.	Maintain 78%
6.2 Completed internships	Baseline data only	Over 30% of 1994-95 graduates who responded to a survey administered within one year of degree completion report they completed an internship as part of their academic experience. (Over 34% of 1995-96 graduates completed an internship.)	100%
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Positive	Total expenditures for sponsored research have increased steadily, from \$9,022,695 in 1992-93 to \$17,184,811 in 1996-97 (representing an 89% increase).	\$21 million
7.2 Revenue from fundraising and other sources	Positive	Revenue from all gifts and pledges for 1996-97 increased more than 300% over 1992 to \$8.3 million.	\$21.2 million

Office of Academic Affairs/OUS - 6/30/98



**Portland State University**  
1998 Baseline Performance Report

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at Portland State University within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	988		866		797		no data available	670	
% Graduated (excludes OUS transfers)	250	25.3	221	25.5	194	24.3		237	35.4
% Graduated (includes OUS transfers)	330	33.4	286	33.0	251	31.5		283	42.2

Note: Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees counting for an academic year are those awarded fall through following summer.

Trend: The PSU six-year graduation rate for first-time, full-time freshmen increased from 25.3 percent for the 1987 cohort to 35.4 percent for the 1991 cohort. The graduation rate, including Oregon University System transfers, also increased from 33.4 percent for the 1987 cohort to 42.2 percent for the 1991 cohort.

Target: 38.75 percent (excluding Oregon University System transfers).

Initiatives: The redesign of the general education curriculum in 1994 was intended, in part, to streamline degree completion for PSU students by replacing distribution requirements with a comprehensive, interdisciplinary series of courses. This initiative, combined with improved student advising and opportunities for internships and Senior Capstone courses, is expected to improve graduation rates for full-time freshmen.

**1.2 Student persistence. What percentage of Portland State University first-time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	988		866		797		no data available	670		no data available	no data available	686	
Continuing (excludes OUS transfers)	541	54.8	517	59.7	441			455	67.9			418	60.9
Continuing (includes OUS transfers)	610	61.7	568	65.6	483	60.6		485	72.4			452	65.9



**Trend:** Persistence of first-time, full-time freshmen has been increasing in recent years (64.3 percent), and has increased 9.5 percentage points since 1987. Increases are expected to continue.

**Target:** 67.9 percent (excluding OUS transfers).

**Initiatives:** The general education curriculum, which follows a learning communities model, provides increased opportunities for student-student and student-faculty interactions through group experiences and mentoring. Improved hours of operation for key student service areas also are expected to improve student satisfaction and lead to higher student retention.

**1.3 Community college transfers. How many Oregon community college transfers complete a bachelor's degree at Portland State University within six years?**

Includes Transfers within OUS	Total Cohorts	After 1 Year		After 2 Years		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
	N	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45)</b>													
1987-88	599	1	0.2	43	7.2	168	28.0	258	43.1	303	50.6	323	53.9
1988-89	402	2	0.4	53	10.8	167	33.9	241	49.0	276	56.1	292	59.3
1989-90	433	2	0.5	64	14.8	166	38.3	208	48.0	245	56.6	257	59.4
<b>Sophomore (45-89)</b>													
1987-88	136	0	0	11	8.1	38	27.9	61	44.9	68	50.0	76	55.9
1988-89	94	0	0	7	7.4	30	31.9	46	48.9	52	55.3	54	57.4
1989-90	70	0	0	8	11.4	28	40.0	39	55.7	42	60.0	44	62.9
<b>Junior (90-134)</b>													
1987-88	131	0	0	15	11.5	32	24.4	49	37.4	52	39.7	56	42.7
1988-89	97	0	0	17	17.5	41	42.3	54	55.7	58	59.8	60	61.9
1989-90	101	0	0	18	17.8	36	35.6	49	48.5	54	53.5	55	54.5
<b>Senior (135+)</b>													
1987-88	21	0	0	2	9.5	5	23.8	7	33.3	8	38.1	8	38.1
1988-89	26	0	0	2	7.7	7	26.9	11	42.3	12	46.2	13	50.0
1989-90	18	1	5.6	3	16.7	6	33.3	8	44.4	11	61.1	12	66.7

Note: Community College Transfers - New undergraduates admitted as transfer students from an Oregon community college during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term.

**Trend:** The percentage (55.2 percent) of freshman transfers from a community college who graduated within six years increased from the 1987 to the 1989 cohort. The percentage (54.3 percent) of sophomore transfers from a community college who graduated within six years increased from the 1987 to the 1989 cohort. The percentage (49.5 percent) of junior transfers from a community college who graduated within six years increased from the 1987 to the 1989 cohort, with a sharp intervening increase for the 1988 cohort; this appears to be an anomaly. The percentage (55.6 percent) of senior transfers from a community college who graduated within six years increased from the 1987 to the 1989 cohort.

**Target:** Freshmen - 60.5 percent; Sophomores - 57.2 percent; Juniors - 59.5 percent; Seniors - 66.7 percent (excluding OUS transfers).

**Initiatives:** PSU supports a number of outreach activities in metropolitan area community colleges, including articulation agreements, block transfer, degree completion programs, and shared curricula. These activities are designed to attract community college transfers, and to improve the transfer process between PSU and metropolitan area community colleges.

**1.4 Cumulative credits. How many credits do students accumulate for a baccalaureate?**

Entering Status	1987	1988	1989	1990	1991
Freshmen	201.9	200.5	199.8	no data available	198.5
CC Transfers	208.8	208.9	208.6		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

**Trend:** The number of credits (198.5) accumulated by entering freshmen cohorts has declined from the 1987 to the 1991 cohort. As a result of the revision of the general education requirements at PSU, the decline is expected to continue. Sufficient data are not available for community college transfers at this time; analysis is not provided for this group.

**Target:** 188 credits completed for baccalaureate.

**Initiatives:** Streamlined graduation requirements and improved transfer processes are designed to decrease the number of cumulative credits for PSU native and transfer students at PSU.

**2.1 Professional standards. Do Portland State University graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1993	1994	1995	1996	1997
Engineering Fundamentals (FE)	✓	✓	✓		
Professional Engineering (PE)	✓		n/d		
Accounting	✓	✓	✓		
Social Work	✓	✓	✓		
Education	n/a	n/a	n/a		

Note: ✓ = goal achieved n/d = no data

Trend: PSU graduates have consistently exceeded national and state pass rates in all fields on professional exams. This trend is expected to continue.

Target: Maintain.

Initiatives: Unspecified.

**2.2 Undergraduate general abilities. Do Portland State University bachelor's graduates possess the general abilities and skills for success in their workplace and life?**

Trend: Unspecified

Target: Unspecified.

Initiatives: Assessment of student outcomes within the University Studies general education curriculum has continued since 1994. Assessment is classroom-based, and employs both traditional and alternative assessment tools and technique. Efforts are underway to collect student outcomes data across the undergraduate curriculum, with several pilot projects in individual departments as a model.

**3.1 Recent graduates. How do recent graduates of Portland State University rate the quality of education they received?**

	1994-95	1996-97
Excellent	12.9%	Data fall 1998
Very Good	46.5%	
Good	30.9%	
Fair	8.8%	
Poor	0.9%	

Trend: Ratings of "excellent" or "very good" (62 percent) increased from 59 percent for students graduating in 1994 to 62 percent for those graduating in 1995.

Target: Maintain.

Initiatives: Unspecified.

**3.2 Current students. How do currently enrolled students perceive their educational experience (programs, services, activities)?**

% Satisfied	1997
Course content	82%
Quality of instruction	77%
Course offerings	76%

Trend: Students enrolled spring 1997 reported high levels of satisfaction with many programs, services, and activities at PSU (course content 82 percent, quality of instruction 77 percent, course offerings 76 percent). The highest ratings related to curriculum and instruction.

Target: Maintain.

Initiatives: The redesign of our general education curriculum in 1994 was intended, in part, to streamline degree completion for PSU students by replacing distribution requirements with a comprehensive, interdisciplinary series of courses. This initiative, combined with improved student advising and opportunities for internships and Senior Capstone courses, is expected to improve graduation rates for full-time freshmen.

The general education curriculum, which follows a learning communities model, provides increased opportunities for student-student and student-faculty interactions through group experiences and mentoring. Improved hours of operation for key student service areas also are expected to improve student satisfaction and lead to higher student retention.

**4.1 Freshmen participation rate by Oregon county. What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by Portland State University?**

Economic Regions	1987			1989			1991			1993			1995		
	OUS N	PSU N	%	OUS N	PSU N	%	OUS N	PSU N	%	OUS N	PSU N	%	OUS N	PSU N	%
Baker-Malheur	91	3	3.3%	78	4	5.1%	66	2	3.0%	44	0	0.0%	73	4	5.5%
Benton-Lane-Lincoln-Linn	1,053	15	1.4%	958	31	3.2%	818	24	2.9%	893	38	4.3%	1,082	27	2.5%
Central Oregon	160	5	3.1%	168	14	8.3%	125	12	9.6%	135	3	2.2%	186	5	2.7%
Coos-Curry-Douglas	295	8	2.7%	267	6	2.2%	232	4	1.7%	243	7	2.9%	247	11	4.5%
Harney-Klamath-Lake	356	4	1.1%	346	12	3.5%	306	4	1.3%	260	6	2.3%	285	3	1.1%
Jackson-Josephine	601	9	1.5%	548	9	1.6%	472	7	1.5%	509	16	3.1%	561	12	2.1%
Metro	2,054	710	34.6%	1,831	507	27.7%	1,521	448	29.5%	1,518	500	32.9%	1,675	473	28.2%
Mid-Valley	651	41	6.3%	640	31	4.8%	492	31	6.3%	576	34	5.9%	640	43	6.7%
Mt. Hood	652	134	20.6%	637	135	21.2%	521	99	19.0%	509	110	21.6%	607	105	17.3%
North Central	124	7	5.6%	122	3	2.5%	80	13	16.3%	81	7	8.6%	90	7	7.8%
Northeast	237	9	3.8%	178	4	2.2%	187	3	1.6%	190	15	7.9%	195	4	2.1%
Northwest	182	19	10.4%	174	17	9.8%	110	16	14.5%	104	12	11.5%	157	21	13.4%
Unknown	4	0	0.0%	0	0	0.0%	32	4	12.5%	47	0	0.0%	54	0	0.0%
<b>Total</b>	<b>6,460</b>	<b>964</b>	<b>14.9%</b>	<b>5,947</b>	<b>773</b>	<b>13.0%</b>	<b>4,930</b>	<b>663</b>	<b>13.4%</b>	<b>5,062</b>	<b>748</b>	<b>14.8%</b>	<b>5,798</b>	<b>715</b>	<b>12.3%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook.

High school completers represent regular high school diplomas; unknown are Oregon first-time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools."

**Trend:** The number of Oregon high school graduates enrolled as first-time freshmen and attending PSU has fluctuated (964 first-time freshmen in 1987 compared to 715 in 1995). Of the Oregon University System institutions, the proportion enrolling at PSU dropped from 14.9 percent in 1987 to 12.3 percent in 1995.

**Target:** 14.9 percent.

**Initiatives:** Unspecified.

**4.2 Community college transfers. How many Oregon community college students were admitted to PSU to complete a baccalaureate?**

	1987	1989	1991	1993	1995	1997
CC Transfers	787	707	no data available	760	842	788

Trend: The number of community college transfers has remained constant between 1987 and 1997 at slightly less than 800.

Target: 842 Oregon community college transfers per year.

Initiatives: A major initiative of Portland State is to form partnerships with Clackamas Community College, Mt. Hood Community College, and Portland Community College-Rock Creek. Students in the metropolitan area access higher education from PSU and community colleges at the same time or during alternating quarters. They tend not to follow the more traditional, linear path from community college to four-year university. These partnerships include co-admissions, financial aid packages which can move across institutions, on-site advising by PSU advisors, close partnerships with student services, and a common curricular experience for students planning to transfer to PSU. The intent is to reduce barriers to access and to make the transition from two-year to a four-year institution as seamless as possible. These partnerships move beyond the more traditional articulation agreements to much closer support of students seeking to finish their degrees in a timely manner.

**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate and graduate students at Portland State University?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996*
Regular Program	21,104	19,468	19,088	18,640	18,490	18,820
Extended Studies	16,369	19,546	19,971	19,549	17,527	15,622
Total	37,473	39,014	39,059	38,189	36,017	34,442

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** After a slight decline between 1991 and 1993, unduplicated, three-term enrollment in PSU regular program courses (18,820) has remained stable over the past three years. Extended Studies enrollment (including summer term) has experienced intentional declines each year from 1989 to 1996. The overall enrollment trend has been downward: the 1996 headcount is 8 percent lower than the six-year average and 8 percent lower than the base year, 1987.

Fall enrollment (14,768) in regular program courses at PSU is projected to increase 10 percent by the year 2000.

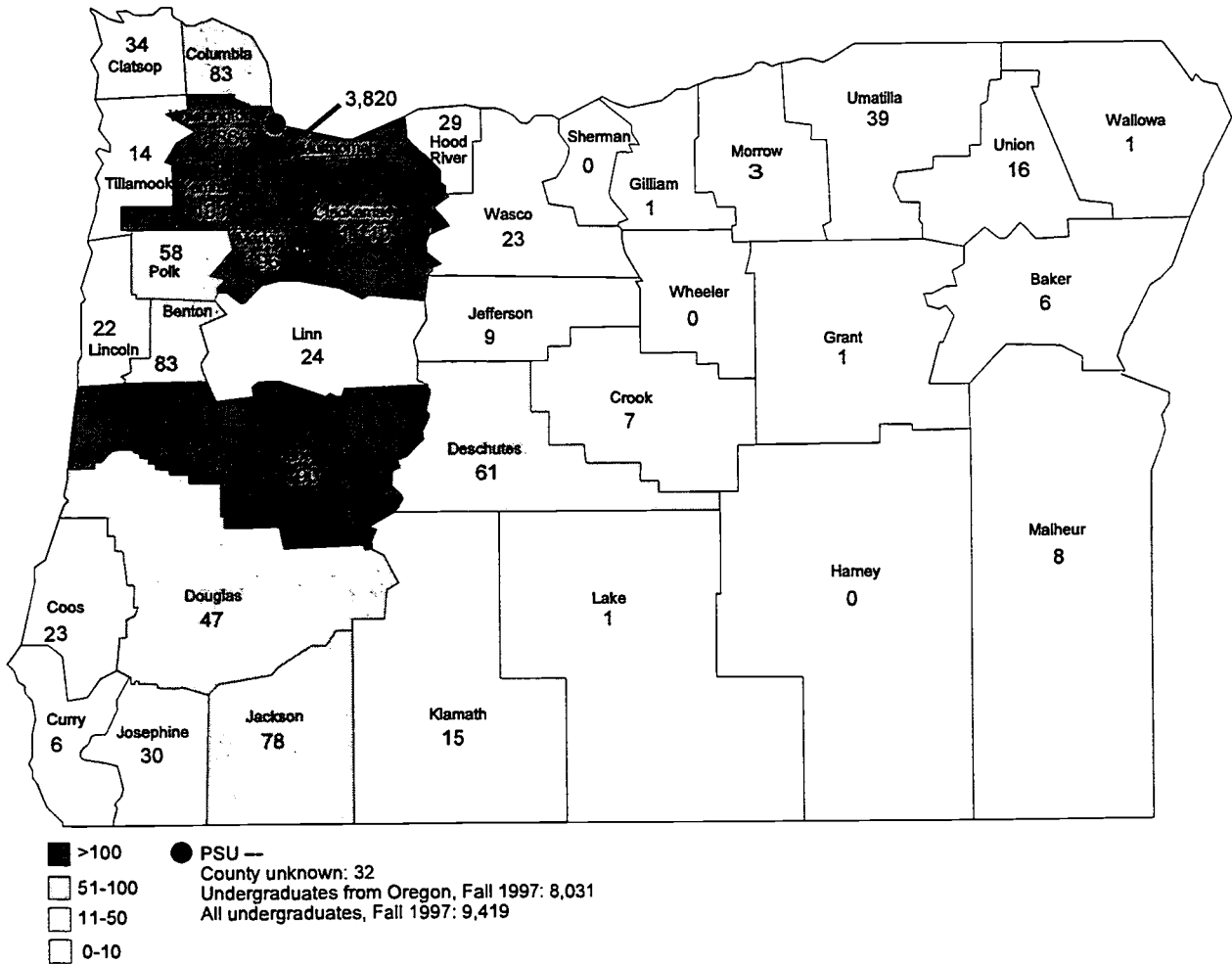
**Target:** Three-term enrollment - 39,059; Fall term - 17,855.

**Initiatives.** Streamlined admissions processing, touch tone registration, improved advising, technology-based education (including Web-based and distance education courses), opportunities for applied educational experiences such as the Senior Capstone, and outreach efforts to local area high schools and community colleges are expected to have a positive effect on PSU's enrollment into the 21<sup>st</sup> century.



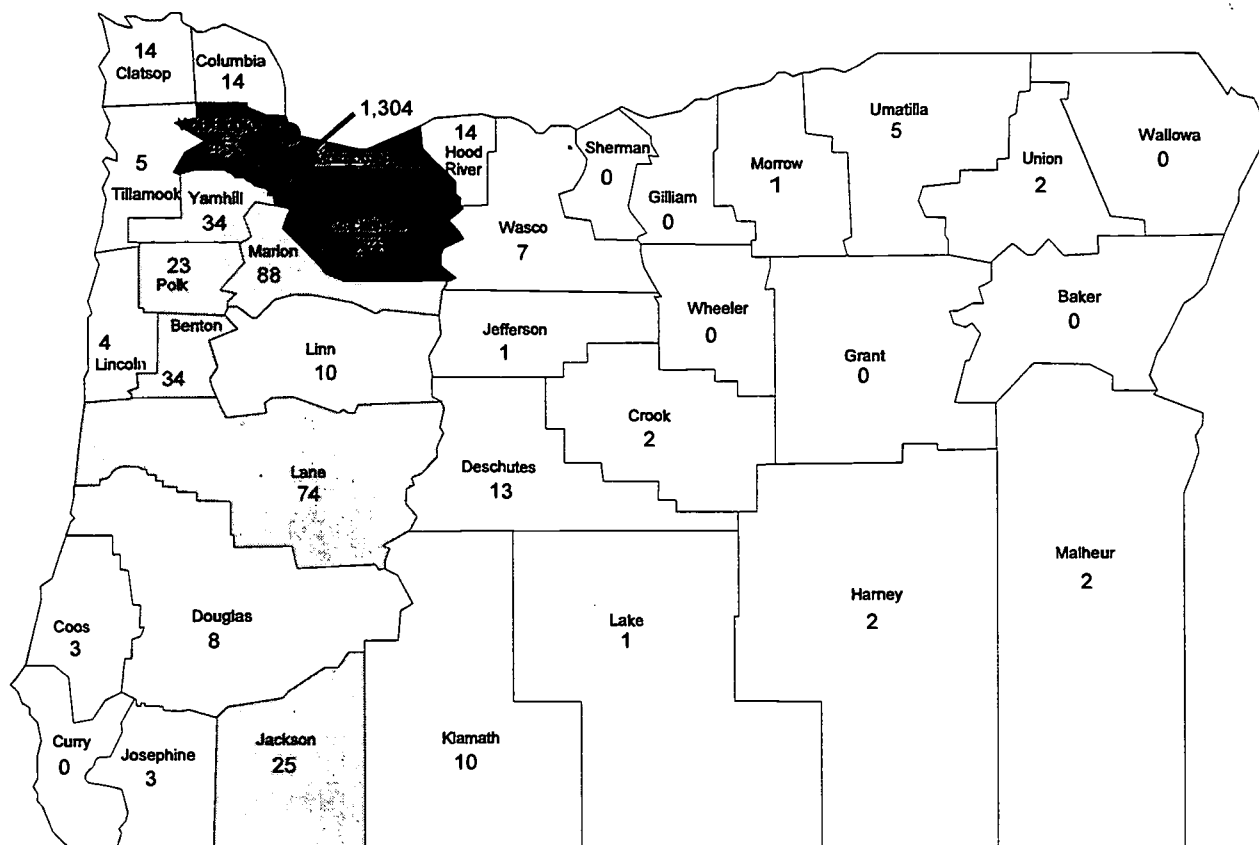
5.2 Oregon residents. How many Oregon residents are served by Portland State University in undergraduate and graduate programs?

Undergraduate Students Enrolled by County of Origin, Fall 1997



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**Graduate and Professional Students by  
County of Origin, Fall 1997**



>200  
 21-199  
 6-20  
 0-5

PSU –  
 County unknown: 18  
 Graduate and professional students from Oregon, Fall 1997: 2,452  
 All graduate and professional students, Fall 1997: 3,327

**Trend:**

- *Undergraduates.* In Fall 1997, PSU enrolled 72 percent of its undergraduates from the Tri-County Metro area. However, students from all Oregon counties enrolled at PSU fall term.
- *Graduates.* In Fall 1997, PSU enrolled 61 percent of its graduates from the Tri-County Metro area. However, students from all but seven counties were enrolled in regular graduate programs. This does not include students from across Oregon who were enrolled in the Statewide MBA and MSW programs — these programs provide educational access to PSU through telecommunications and other distance education technologies.

**Target: Maintain.**

**Initiatives:** Streamlined admissions processing, touch tone registration, improved advising, technology-based education (including Web-based and distance education courses), opportunities for applied educational experiences such as the Senior Capstone, and outreach efforts to local area high schools and community colleges are expected to have a positive effect on PSU's enrollment into the 21<sup>st</sup> century.

**5.3 Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to Portland State University?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	2.97	3.05	3.11	3.08	3.08	3.14
% >3.75 (number of students)	5.0% (50)	7.0% (60)	9.4% (68)	10.5% (83)	7.4% (57)	11.3% (89)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	1005	998	1003	1004	1014	1027
% >1200 (number of freshmen)	13.4% (122)	11.2% (93)	11.0% (76)	12.4% (94)	14.1% (91)	15.7% (112)

Note: All reported SAT scores have been re-centered.

**Trend:** Enrollment of students with a high school GPA of 3.75 or higher has increased from 5.0 percent in 1987 to 11.3 percent in 1997. Enrollment of students with SAT scores higher than 1200 has increased from 13.4 percent in 1987 to 15.7 percent in 1997.

**Target:** 13.6 percent of first-time freshmen (high school GPA of 3.75 or higher); 18.4 percent of first-time freshmen (SAT scores higher than 1200).

**Initiatives:** The University Studies curriculum provides opportunities for faculty-student and student-student interactions that lead to the development of learning communities. Opportunities for applied research activities in the metropolitan area are another feature of the program. In addition, the Honors Program continues to attract higher ability students from across the state.

**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at Portland State University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	11,919	76.3	10,898	73.4	10,023	70.0	10,069	69.5	9,769	68.1	10,026	67.5
Total Minority*	1,561	11.1	1,590	12.0	1,758	13.9	1,993	15.6	2,232	17.5	2,356	17.9
Nonresident Alien	634	4.1	740	5.0	830	5.8	713	4.9	765	5.3	749	5.0
Unknown	1,507	9.6	1,610	10.98	1,713	12.0	1,711	11.8	1,582	11.0	1,732	11.7
Total Enrollment	15,621	100.0	14,838	100.0	14,324	100.0	14,486	100.0	14,348	100.0	14,863	100.0
	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	312	2.0	260	1.8	320	2.2	374	2.6	397	2.8	374	2.5
American Indian	126	0.8	121	0.8	133	0.9	173	1.2	178	1.2	178	1.2
Asian American	903	5.8	953	6.4	1,010	7.1	1,099	7.6	1,241	8.6	1316	8.9
Hispanic/Latino	220	1.4	256	1.7	295	2.1	347	2.4	416	2.9	488	3.3
Total Minority*	1,561	11.1	1,590	12.0	1,758	13.9	1,993	15.6	2,232	17.5	2,356	17.9

Note: (1) Total minority excludes European American, Unknown and Nonresident Aliens (international students);  
(2) Enrollment used to determine percentage minority is total enrollment minus unknown.

**Trend:** The percentage of racial/ethnic minority students enrolled fall term at PSU has increased from 1987 (11.1 percent) to 1997 (17.9 percent). While all groups have experienced increases, the greatest have been for Asian students (5.8 percent in 1987 to 8.9 percent in 1997) and Latino/Hispanic students (1.4 percent in 1987 to 3.3 percent in 1997).

**Target:** 21.5 percent of total enrollment.

**Initiatives:** PSU has increased its outreach to the Latino/Hispanic populations of Oregon, and recruitment and retention efforts among the African-American and Native American communities. PSU's leadership has placed a strong emphasis on diversity and campus climate, and will follow up an extensive study of the learning environment, conducted in 1998, with specific initiatives.

### 5.5 Gender representation. *What are the trends in enrollment of women at Portland State University?*

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Enrollment	15,621		14,838		14,324		14,486		14,348		14,863	
Female Undergrads	6,271	51.5	6,021	52.3	5,484	52.1	5,273	51.3	5,311	52.0	5,459	52.4
Female Graduates	1,940	56.4	1,853	55.6	2,062	54.2	2,293	54.5	2,302	55.7	2,511	56.4
Total Female	8,211	52.6	7,874	53.1	7,546	52.7	7,566	52.2	7,613	53.1	7,970	53.6

Note: Graduates includes enrollment in masters, doctorates, and professional programs.

**Trend:** The percentage of women among undergraduates at PSU (52.4 percent) has remained stable from 1987 to 1997. The percentage of women among graduate students at PSU (56.4 percent) in 1997 is the same as it was in 1987. The percentage of women among the student body (54.0 percent) has remained relatively stable from 1987 to 1997.

**Target:** Undergraduates - 53.3 percent; Graduates - 56.4 percent; Total enrollment - 54.8 percent.

**Initiatives:** PSU will continue offering evening courses, graduate and professional programs, child care, distance and technology-based education, extended and non-credit offerings, etc.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at Portland State University?**

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	15,745	14,402	13,303	12,758	12,624	12,715
Extended	5,958	7,155	7,144	5,574	4,820	4,814
Total	21,703	21,557	20,447	18,332	17,444	17,529
Total over 25	10,974	10,982	10,658	8,623	7,946	8,087
% of Total Enrollment	50.6	50.9	52.1	47.0	45.6	46.1

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** The enrollment of undergraduates aged 25 and older at PSU (46.1 percent) has declined from 50.6 percent in 1987 to 46.1 percent in 1996. However, the percentage remains high, and enrollment of new freshmen in traditional-age categories is an institutional priority.

**Target:** Maintain at 46.1 percent of enrollment.

**Initiatives:** PSU will continue offering evening courses, graduate and professional programs, child care, distance and technology-based education, extended and non-credit offerings, etc.

**6.1 Employment. *How successful are Portland State University graduates within a year of baccalaureate completion?***

Percent	1994-95	1996-97
Employed	70.1%	Data fall 1998
Enrolled	8.5%	
Employed/ Enrolled	11.1%	
Neither	10.3%	

Trend: Over 78 percent of 1995-96 PSU graduates who responded to a survey administered within one year of their completion report being employed; another 6.3 percent report being in school; and another 7.6 percent report being both enrolled in school and working. The percentage of those employed is up 8 percentage points over the 1994-95 graduates.

Target: Maintain at 78 percent.

Initiatives: Unspecified.

**6.2 Internships. *How many Portland State University graduates complete internships in their academic experiences?***

Percent Saying "Yes"	1994-95	1996-97
Yes	31.8%	data fall 1998

Trend: More than 34 percent (34.6 percent) of 1995-96 graduates who responded to a survey administered within one year of completion report having completed an internship as part of their academic experience at PSU. This is up from 31.8 percent for the 1994-95 graduates. This trend is expected to increase sharply upward, as all undergraduates are required to complete a Capstone experience in their senior year of study.

Target: 100 percent of graduates.

Initiatives: PSU has a strong commitment to community-based, applied research and learning experiences for undergraduate and graduate students. The Senior Capstone program is required for all graduating seniors. Other opportunities for internships and practica are being developed within departments across the institution.

**7.1 Sponsored research. How well has Portland State University done in attracting outside revenues?**

	1992-93	1993-94	1994-95	1995-96	1996-97
Total Expenditures	\$9,002,695	\$11,109,806	\$13,028,098	\$14,869,117	\$17,184,811

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants and similar support. Student aid is excluded.

Trend: Total expenditures for sponsored research have increased steadily, from \$9,022,695 in 1992-93 to \$17,184,811 in 1996-97. The dollar increase in the last two years, however, was less than the increase between the base and current years.

Target: \$21 million.

Initiatives: The Office of Research and Sponsored Projects (ORSP) has increased its efforts to provide information and assistance to faculty interested in sponsored research. This has resulted in increased expenditures for sponsored research in recent years. ORSP will continue to enhance its services, and the University will continue to provide incentives for faculty research through its Research Centers and promotion and tenure guidelines.

**7.2 Other resources. How successful has Portland State University been in attracting additional revenue (e.g., fund-raising)?**

	1991	1992	1993	1994	1995	1996	1997
Total Revenue (\$ in millions)		\$1.85				\$8.3	

Trend: Revenue from all gifts and pledges for 1996-97 (\$8.3 million) increased more than 300 percent over 1992 (\$1.85 million). An upward trend is projected to 2010.

Target: \$21.2 million.

Initiatives: Development and Alumni offices at PSU have stepped up their campaigns to attract external funding to PSU. This has resulted in a dramatic increase in gifts and pledges in recent years. Efforts will continue in this area.



# Southern Oregon University

# Southern Oregon University

## *Profile*

A recent Northwest Association Accreditation visiting team concluded: "The community has made heroic efforts to do more with less during the past decade. The visiting team recommends that Southern Oregon University make use of its new mission statement and strategic plans to inform difficult choices about priorities...." To that end, SOU recently released its planning document entitled *Focusing Southern's Mission by Building on Strengths*. This document brings SOU's vision, strategic plan, and budget into alignment. The document does not plan to a budget, but budgets to a plan. Performance indicators will be compared with SOU's targets. The identified performance targets flow down from strategic objectives released in the plan. The performance indicators will serve as a strategic assessment of Southern's existing mission and goals and will focus on the institution's distinctive characteristics.

### **Priorities For Targets**

Priority targets (specific targets, strategies and rationale are provided in the fall report) for SOU include:

- Increasing the total number of community college transfers who graduate from SOU.
- Implementing the comprehensive assessment plan.
- Increasing the number of graduates and alumni who rate the quality of education "good" to "excellent."
- Coordinating with Rogue Community College to increase access to postsecondary education.
- Changing the mix of total enrollment by increasing transfer and upper division students.
- Increasing the number of SOU graduates who are employed or continuing their education.
- Continuing the growth in Foundation revenues.

SOU needs resources to staff institutional research efforts. The production of performance measurement data will enable Southern to monitor efficiency, effectiveness, and quality of programs and services, and is a desired management practice.

The value of realizing these performance targets for SOU includes:

- Improving student learning.
- Demonstrating SOU's educational effectiveness to the public and prospective students.
- Providing an additional incentive for achieving institutional and programmatic goals.
- Increasing response between integrated service units.
- Providing information for program accreditation and external peer review.

**Southern Oregon University**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	SOU Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Constant (excluding and including OUS transfers)	The graduation rate for first-time freshmen has remained constant when comparing the 1987 freshmen cohort to the 1991 cohort. Excluding transfers within OUS, 27.7% of the 1991 freshmen cohort graduated within six years compared to 27.3% of the 1987 cohort. When OUS transfers are included, the graduation rate fluctuated between 1987 and 1991 but remains constant at approximately 38%.	29.1%
1.2 Entering freshmen persisting to second year	Fluctuating	The persistence of first-time freshmen from their first year to their second year has varied from a high of 62.4% in 1989 to a low of 58.6% in 1991 and 1994 (excluding OUS transfers). When transfers are included, retention increases about 6 percentage points.	67%
1.3 Community college transfers graduating within six years (cohorts entering 1987 through 1989)	Positive	The graduation rate trend for community college transfers is generally positive when comparing the cohort entering in 1987 to the 1989 cohort. For students transferring as freshmen, the six-year graduation rate improved from 40.0% in 1987 to 47.9% in 1989; for sophomores, the six-year graduation rate declined slightly from 66.1% in 1987 to 64.3% in 1989; for juniors, the six-year graduation rate improved from 70.2% in 1987 to 82.6% in 1989; and for seniors, the six-year graduation rate improved from 75.0% in 1987 to 100.0% in 1989.	Beginning 1998 cohort 1% annual increase
1.4 Cumulative credits earned for baccalaureate (by community college transfers compared to freshmen)	Positive	The number of cumulative credits earned by community college transfers for a baccalaureate was reduced for both the freshmen and community college cohorts entering in 1989 compared to those entering in 1987. However, the reduction in average credits is much greater for transfers (57 credits) as the excess credits earned by SOU freshmen has always been low.	Difference of no more than 20 credits between freshmen and community college transfers



Indicator	Trend Direction	SOU Performance	2005 Target
<b>2. Graduate Abilities</b>			
2.1 Pass rates for professional licensure exams	Constant	The pass rate for the teacher licensing exam has remained constant at 95% between 1991 and 1997. Pass rates for the CPA exam will be included at a later date.	Maintain
2.2 Undergraduate general skills and abilities	Developing Assessment Plan	Baseline data to be established. An assessment plan was designed as a key to accelerating organizational improvement.	Complete all assessments identified in assessment plan
<b>3. Customer Satisfaction</b>			
3.1 Satisfaction of recent graduates and alumni	Baseline data only	Baseline data for graduate satisfaction established for 1994-95 graduates. 90% of graduates rated their education as "excellent" or "good."	
3.2 Satisfaction of currently enrolled students	Baseline data only	Baseline data established for current student satisfaction in 1996. 67% of students surveyed said they would recommend SOU to others.	
3.3 Satisfaction of employers	Baseline data only	Baseline data established for employer satisfaction in 1996. 85% of employers surveyed rated SOU graduates "excellent" or "good."	88% rate "excellent" or "good"
<b>4. New Students</b>			
4.1 Freshmen participation rates for Oregon high school graduates (fall following graduation)	Constant	The number of Oregon first-time freshmen has remained constant. In 1987, 11.1% of Oregon high school graduates enrolled as SOU freshmen; in 1995, 10.9% enrolled. Since 1987, over half of the Jackson County Oregon high school graduates enrolling as first-time OUS freshmen have attended SOU.	SOU/Rogue Community College +5%

**2005 Target**

**SOU Performance**

**Trend Direction**

**Indicator**

4.2 Community college transfers	Fluctuating	The number of community college transfers has fluctuated, but increased by over 6 percentage points in 1997 compared to 1987. In 1997, 164 community college students transferred to SOU.	1% annual increase from 2004-05 through 2009-10
<b>5. Student Quality and Diversity</b>			
5.1 Total unduplicated headcount enrollment (base and extended)	Modest decline	Total enrollment has decreased by approximately 4 percentage points between 1987 and 1996 to 7,729 students. Although enrollment in extended studies has actually increased by a little over 5 percentage points during this period, enrollment in regular programs has decreased by almost 7 percentage points between 1987 and 1996.	+5% undergrads
5.2 Students by Oregon county (base enrollment)	Constant	The majority of SOU's Oregon students are drawn from Jackson and Josephine counties.	
5.3 Higher ability freshmen GPA 3.75+  SAT 1200+	Positive  Constant	The proportion of higher ability entering freshmen as measured by high school GPA has increased from 6.0% in 1987 to 13.1% in 1997 (106 students).  The proportion of higher ability entering freshmen as measured by SAT scores has remained constant over the past ten years. The mean SAT score has improved from 1005 in 1987 to 1024 in 1997 and the percentage of students entering with SAT scores of 1200 has remained constant at 10% (85 students in 1997).	Exceed 100 students with high school GPA 3.75 and over  100 students at 1200 or above
5.4 Ethnic/racial minority students	Positive	Minority students as a percentage of enrollment have increased over the last ten years by almost 4 percentage points. In 1997, 8.6% of students identifying their race/ethnicity were minority students. Hispanic/Latino students represent the largest minority group.	1% annual increase





Indicator	Trend Direction	SOU Performance	2005 Target
5.5 Enrollment of women	Constant	The enrollment of women at SOU has remained constant between 1987 and 1997. Women represent approximately 55% of students enrolled.	Maintain
5.6 Undergraduates aged 25 and older	Declining	The total number of students over age 25 has declined by 32 percentage points between 1987 and 1996. As a portion of the total student enrollment students over 25 declined by approximately 12 percentage points during this same period to 28%.	Maintain at 25% of student population
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	Baseline data established for 1994-95 graduates. Approximately 79% of surveyed 1994-95 graduates were either employed or continuing their education. Another 14.4% were continuing their education.	95% employed and/or continuing their education
6.2 Completed internships	Baseline data only	Baseline data established for 1994-95 graduates. Almost 60% of surveyed 1994-95 graduates reported completing an internship as part of their education.	90%
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Varying	While varying from year-to-year, sponsored research dollars have decreased slightly between 1992-93 and 1996-97.	Maintain at \$2 million
7.2 Revenue from fundraising and other sources	Positive	SOU has substantially increased its fundraising dollars. In 1992-93 fundraising efforts totaled approximately \$1.5 million; in 1996-97 these dollars increased to \$5.1 million.	Generate \$3 million annually

**Southern Oregon University**  
1998 Baseline Performance Report

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at Southern Oregon University within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	750		765		667		no data available	553	
% Graduated (excludes OUS transfers)	205	27.3	207	27.1	199	29.8		153	27.7
% Graduated (includes OUS transfers)	287	38.3	288	37.6	271	40.6		208	37.6

Note: Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees count for an academic year are those awarded fall through following summer.

**Trend:** SOU's six-year graduation rates tend to be relatively low and variable, ranging from 27% to 30% for entering freshmen who graduated from SOU between 1993 and 1997. It is likely these rates reflect challenging economic conditions as well as the high percentage of students who transfer to other higher education institutions (23% of the 1996 entering freshmen said they planned to transfer). In fact, in a recent national survey economic factors of students and their families were found to be the strongest predictors of six-year graduation rates. Two measures of economic standing suggest the majority of SOU students and their families have financial challenges: the majority (65%) of SOU's students work full- or part-time and 75% receive financial aid, making SOU a Title III-eligible institution.

**Target:** Starting with the freshman cohort of 1998-99, SOU will increase the six-year graduation rate by .20% annually from the base cohort year of 1997-98.

**Initiatives:** The University Freshmen Colloquium, changes in general education requirements, expansion of student assistance services through the Student Access Center, and the development and use of assessment instruments will increase student retention and six-year graduation rates.

**1.2 Student persistence. What percentage of Southern Oregon University first-time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	750		765		667		no data available	553		no data available	no data available	700	
Continuing (excludes OUS transfers)	456	60.8	457	59.7	416	62.4		324	58.6			410	58.6
Continuing (includes OUS transfers)	504	67.2	503	65.8	473	70.9		352	63.7			454	64.9



**Trend:** Prior to 1990, persistence rates were around 50% for freshman students entering in a given fall term and continuing to the next fall term. Since the early 1990s, the rates have stabilized around 65%. Affecting this rate are the high percentage of students who transfer to another higher education institution. In a 1996 survey of entering freshmen, 23% said they planned to transfer to another institution and did not plan to complete their degree at SOU.

**Target:** Beginning with the fall 1998 cohort, 67% of first-time freshman students will enroll in the fall term of the following year.

**Initiatives:** The new University Freshmen Colloquium, changes in general education requirements, expansion of student assistance services through the Student Access Center, and the development and use of results from assessment instruments will increase freshman retention.

**1.3 Community college transfers. How many Oregon community college transfers complete a bachelor's degree at Southern Oregon University within six years?**

Completions including transfers from OUS	Total Cohort	After 1 Year		After 2 Years		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
	N	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45)</b>													
1987-88	70	0	0	4	5.7	10	14.3	15	21.4	25	35.7	28	40.0
1988-89	44	0	0	2	4.5	5	11.4	12	27.3	14	31.8	14	31.8
1989-90	48	0	0	0	0	6	12.5	17	35.4	21	43.8	23	47.9
<b>Sophomore (45-89)</b>													
1987-88	62	1	1.6	5	8.1	25	40.3	33	53.2	38	61.3	41	66.1
1988-89	44	0	0	2	4.5	12	27.3	22	50.0	28	63.6	30	68.2
1989-90	56	0	0	5	8.9	18	32.1	33	58.9	35	62.5	36	64.3
<b>Junior (90-134)</b>													
1987-88	47	0	0	16	34.0	31	66.0	32	68.1	32	68.1	33	70.2
1988-89	41	0	0	19	46.3	31	75.6	31	75.6	34	82.9	34	82.9
1989-90	46	2	4.3	24	52.2	36	78.3	37	80.4	37	80.4	38	82.6
<b>Senior (135+)</b>													
1987-88	8	0	0	4	50.0	6	75.0	6	75.0	6	75.0	6	75.0
1988-89	2	1	50.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0
1989-90	3	0	0	2	66.7	3	100.0	3	100.0	3	100.0	3	100.0

Note: Community College Transfers: New undergraduates admitted as transfer students from an Oregon community college during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term.

**Trend:** Taken as a whole, six-year graduation rates of transfer students increased by 5.4 percentage points from those entering in 1987 (50.8%) to those entering in 1989 (56.2%). However, no trend is evident across transfer students grouped by number of transfer credits. For these groups, graduation rates increase in line with the number of credits transfer students have completed at the time of transfer.

**Target:** With the cohort entering in 1998-99 as the base, SOU's goal is to increase the total number of transfers who graduate from SOU by 1% annually from 2004-05 through 2009-10.

**Initiatives:** SOU will improve transfer articulation from Oregon community colleges. The cooperative relationship of SOU and Rogue Community College (RCC) will enable more regional students to graduate from SOU.

**1.4 Cumulative credits. How many credits do students accumulate for a baccalaureate?**

Entering Status	1987	1988	1989	1990	1991
Freshmen	199.8	202.3	197.4	no data available	199.4
CC Transfers	262.9	229.7	206.2		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

**Trend:** SOU has significantly narrowed the gap of earned credits at time of graduation between students entering SOU as freshmen versus students graduating after transferring from community colleges. From 1987 to 1989 the earned credits at graduation for community college transfers declined by 12.5%, resulting in a gap of only nine credits between the two groups.

**Target:** Beginning in 1998-99, SOU sets a target of no more than a difference of 20 earned credits at time of graduation between those students entering as freshman and those students transferring from community colleges.

**Initiatives:** Transfer articulation agreements between SOU and area community colleges and improved communication between SOU and community college counselor/advisors and their administrative offices will result in a narrower gap in earned credits at graduation between the two groups.

**2.1 Professional standards. Do Southern Oregon University graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1990	1991	1992	1993	1994	1995	1996	1997
Education	95%	99%	95%	98%	99%	91%	95%	n/d
Accounting	n/d	n/d	n/d	n/d	n/d	n/d	n/d	n/d

Note: n/d = no data

**Teacher Trend:** SOU examinees, both individually and collectively, score well above examinees across the nation on the National Teacher's Exam (PRAXIS) Test of Professional Knowledge. With the exception of the 1995-96 year, the pass ratio has consistently been in the 95% to 99% range.

**Target:** 95% of SOU Teacher Education Program students will meet or exceed the acceptable PRAXIS Professional Knowledge test scores as established by the Oregon Teacher Standards and Practices Commission (TSPC).

**Initiatives:** SOU's Education Department will implement a new Masters of Arts in Teaching during the 1998-99 academic year. This program will provide a comprehensive and coherent series of learning experiences to prepare its students to become high quality teachers. Test scores will continue to reflect high levels of pass rates.

**2.2 Undergraduate general abilities. Do Southern Oregon University bachelor's graduates possess the general abilities and skills for success in their workplace and life?**

**Trend:** SOU has designed an assessment plan as a key to accelerating organizational improvement. The performance assessment system provides managers, employers, and stakeholders with critical information about the efficiency and effectiveness of SOU programs and operations. Ultimately, the assessment results will be used to strengthen SOU's accountability to the public and improve educational policy and decision making.

**Target:** SOU will complete all assessments identified in the attached assessment plan.

**Initiatives:** An assessment plan will be in place to measure skill levels and abilities of currently enrolled undergraduate students. The assessment outcomes will help guide improvements in curriculum and support services.

**3.1 Recent graduates. *How do recent graduates of Southern Oregon University rate the quality of education they received?***

	1994-95	1996-97
Excellent	21.5%	data fall 1998
Very Good	40.8%	
Good	28.0%	
Fair	7.5%	
Poor	2.2%	

Trend: In a 1995 survey of SOU graduates, over 80% rated the quality of their SOU education as "excellent" or "good." The following year, 96% of students rated their education as "good" or "excellent," and 91% were willing to recommend SOU to others.

Target: 90% of SOU graduates responding to the survey will rate their education at SOU as "excellent" or "good" on the 2003 graduate survey.

Initiatives: SOU will use results of graduate and employer surveys to guide programmatic and curricular changes. Current efforts to refine the practicum/internship program will improve undergraduate education through service learning and assist students in their professional development. The new University Freshmen Colloquium, changes in general education requirements, and expansion of student assistance services through the Student Access Center will increase student satisfaction.

**3.2 Current students. *How do currently enrolled students perceive their educational experience (programs, services, activities)?***

Satisfied	
Strongly Agree	17%
Agree	50%
Neutral	23%
Disagree	5%
Strongly Disagree	2%
No Response	3%

Trend: In a 1996 survey of current students, 67% said "they would recommend SOU to others." The student survey will continue to track student satisfaction.

Target: Unspecified.

Initiatives: Unspecified.

**3.3 Employers. *Are employers satisfied with the quality of Southern Oregon University graduates?***

Trend: In 1996 survey of employers of SOU graduates, 85% rated graduates "excellent" or "good." Future employer surveys will continue to track employer satisfaction.

Target: By 2004, 88% of employers will rate SOU graduates "excellent" or "good."

Initiatives: Current efforts to improve academic advising, to increase practicum/internship program opportunities, and to expand options such as the three-year baccalaureate degree and the business degree completion program will benefit students and employers alike. These efforts will better meet the educational and employment needs of businesses.

**4.1 Freshmen participation rate by Oregon counties. *What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by Southern Oregon University?***

Economic Region	1987			1989			1991			1993			1995		
	OUS N	SOU N	%	OUS N	SOU N	%	OUS N	SOU N	%	OUS N	SOU N	%	OUS N	SOU N	%
Baker-Malheur	91	7	7.7%	78	2	2.6%	66	3	4.5%	44	1	2.3%	73	3	4.1%
Benton-Lane-Lincoln-Linn	1,053	70	6.6%	958	62	6.5%	818	62	7.6%	893	87	9.7%	1,082	64	5.9%
Central Oregon	160	23	14.4%	168	20	11.9%	125	19	15.2%	135	21	15.6%	186	24	12.9%
Coos-Curry-Douglas	295	61	20.7%	267	34	12.7%	232	46	19.8%	243	33	13.6%	247	39	15.8%
Harney-Klamath-Lake	356	35	9.8%	346	31	9.0%	306	24	7.8%	260	30	11.5%	285	24	8.4%
Jackson-Josephine	601	336	55.9%	548	285	52.0%	472	246	52.1%	509	274	53.8%	561	282	50.3%
Metro	2,054	84	4.1%	1,831	88	4.8%	1,521	75	4.9%	1,518	55	3.6%	1,675	75	4.5%
Mid-Valley	651	34	5.2%	640	38	5.9%	492	28	5.7%	576	32	5.6%	640	49	7.7%
Mt. Hood	652	40	6.1%	637	51	8.0%	521	37	7.1%	509	35	6.9%	607	46	7.6%
North Central	124	5	4.0%	122	7	5.7%	80	4	5.0%	81	4	4.9%	90	4	4.4%
Northeast	237	16	6.8%	178	7	3.9%	187	5	2.7%	190	4	2.1%	195	5	2.6%
Northwest	182	5	2.7%	174	11	6.3%	110	12	10.9%	104	4	3.8%	157	17	10.8%
Unknown	4	0	0.0%	0	0	0.0%	32	1	3.1%	47	1	2.1%	54	1	1.9%
<b>Total</b>	<b>6,460</b>	<b>716</b>	<b>11.1%</b>	<b>5,947</b>	<b>636</b>	<b>10.7%</b>	<b>4,930</b>	<b>561</b>	<b>11.4%</b>	<b>5,062</b>	<b>580</b>	<b>11.5%</b>	<b>5,798</b>	<b>632</b>	<b>10.9%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook.

High School completers represent regular high school diplomas; unknown are Oregon first-time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools."

**Trend:** Between 1987 and 1991 tuition was significantly increased to offset the revenue loss created by Measure 5 and thus caused the freshman enrollment to decline by 22%. By 1997-98 freshman enrollments returned to pre-Measure 5 levels.

Jackson County was annexed into the District of Rogue Community College and RCC opened a campus in Medford during the fall of 1997. The anticipated enrollment growth at RCC's Medford campus is likely to reduce the number of Jackson County freshmen enrolling at SOU. An agreement was signed between the two institutions on December 13, 1996, delineating relationships and processes to collaboratively increase access for Southern Oregon students.

**Target:** SOU will continue to attract similar numbers of first-time Oregon freshmen outside of Jackson and Josephine counties. In combination, RCC and SOU will serve 5% more first-time Oregon freshmen in 2004-05 and 10% more in 2009-10 than in 1997-98. The number of first-time freshmen attending SOU may decline as RCC grows. SOU will continue to work closely with RCC to facilitate transfer opportunities for RCC students to SOU.

**Initiatives:** SOU will continue to work closely with RCC to improve access for Jackson and Josephine county residents to post secondary education. This coordination will enable students who enroll first at RCC and later transfer to SOU to have as seamless a transition as possible. This close working relationship will enhance the ability of freshmen to chose RCC as a starting point and utilize the locational advantages it offers many students. More convenient access to higher education at five locations in the Rogue Valley will be a key element in providing greater access to higher education in the region. This will lead to a larger percentage of the population being served.

**4.2 Community college transfers. How many Oregon community college students were admitted to SOU to complete a baccalaureate?**

	1987	1989	1991	1993	1995	1997
CC Transfers	154	147	no data available	194	151	164

**Trend:** The number of Community College students transferring to SOU has been fairly steady over the last ten years.

**Target:** SOU's goal is to increase the total number of community college transfers by 1% annually from 2004-05 through 2009-10.

**Initiatives:** SOU will improve transfer articulation from Oregon community colleges. The cooperative relationship of SOU and RCC will encourage more regional students to enroll at SOU. Measures to accomplish this include expanding joint support services, and faculty strategizing common curricular offerings.



**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate and master's students at Southern Oregon University?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	5,956	6,021	5,444	5,410	5,341	5,558
Extended Studies	2,057	2,596	2,711	2,479	2,303	2,171
Total	8,013	8,617	8,155	7,889	7,644	7,729

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** Since 1996-97 headcount enrollments have been increasing. Enrollments at SOU declined 11% between 1989 and 1995 when tuition was significantly increased to offset the revenue loss created by Measure 5.

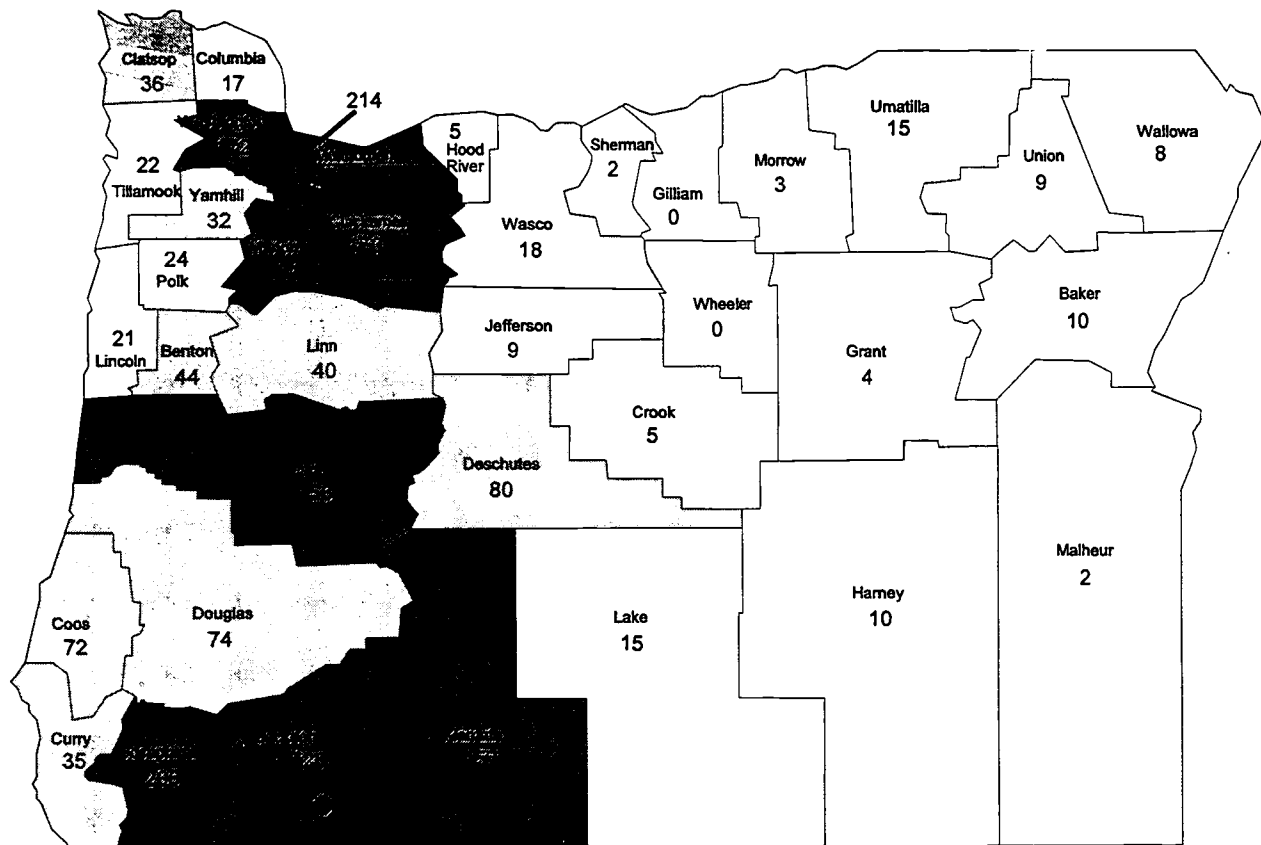
**Target:** The anticipated enrollment growth at RCC's Medford campus is likely to reduce the number of Jackson County residents enrolling at SOU. However, this decline will be offset by an increase in transfer students and increased enrollments related to newly developed upper-division courses and graduate programs offered in Medford. Undergraduate headcount enrollments will remain near the 1996-97 level for the next five years, then will grow by 5% between 2001-02 and 2005-06. Graduate headcount enrollments will grow by 5% between 1996-97 and 2001-02, and by 10% between 2001-02 to 2005-06.

**Initiatives:** Access to SOU programs will be improved through offering selected upper-division and graduate programs in Medford. SOU and RCC academic departments will work together to develop or improve transfer articulation agreements. New state funding will be needed if SOU is to serve these additional students.

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5.2 Oregon resident students by county. How many Oregon residents are served by Southern Oregon University in undergraduate and graduate programs?

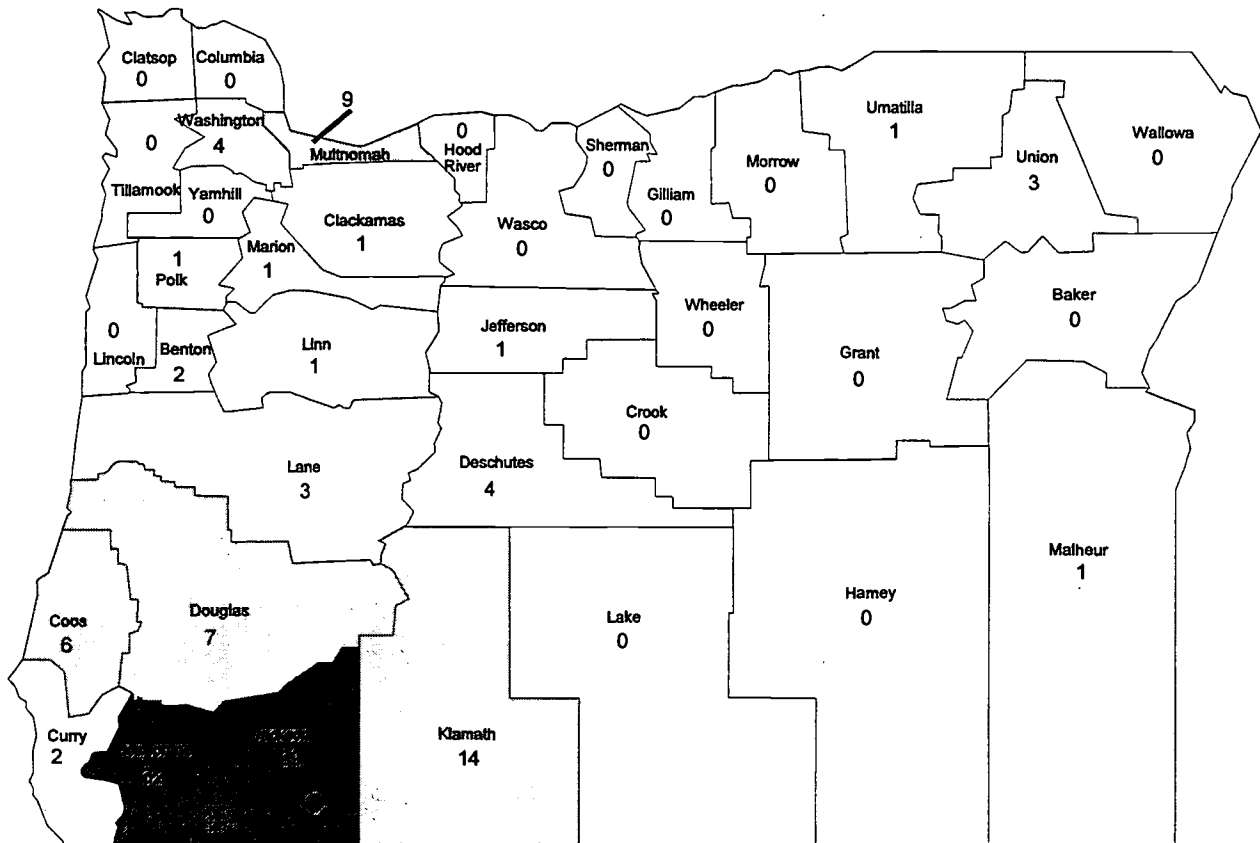
**Undergraduate Students Enrolled by County of Origin, Fall 1997**



- >100
- 26-100
- 11-25
- 0-10
- SOU —
- County unknown: 96
- Undergraduates from Oregon, Fall 1997: 3,601
- All undergraduates, Fall 1997: 4,461

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**Graduate and Professional Students by  
County of Origin, Fall 1997**



- >31
  - 6-31
  - 1-5
  - 0
  - SOU –  
County unknown: 28
- Graduate and professional students from Oregon, Fall 1997: 230  
All graduate and professional students, Fall 1997: 281

**Trend:** SOU has significantly attracted student enrollments from within the southwestern Oregon counties which is consistent with the regional mission of the university.

**Target:** The anticipated enrollment growth at RCC's Medford campus is likely to reduce the number of Jackson County students enrolling at SOU. However, SOU will attract more Oregon students from outside the region, partially offsetting the expected decline in enrollments from Jackson County. Starting in 2004-05, enrollments will increase by 1% annually over the next five years.

**Initiatives:** SOU will focus increased recruitment efforts within Oregon but beyond Jackson and Josephine counties. Access to SOU programs will be improved through offering selected upper-division and graduate programs in Medford. SOU and RCC academic departments will work together.

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**5.3 Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to Southern Oregon University?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	3.0	3.0	3.02	3.01	3.11	3.18
% >3.75 (number of students)	6.0% (44)	5.9% (41)	7.5% (45)	6.7% (46)	10.4% (74)	13.1% (106)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	1005	1014	1012	1015	1034	1024
% >1200 (number of students)	10.2% (76)	8.5% (58)	7.4% (44)	9.2% (61)	12.8% (88)	10.9% (85)

Note: All reported SAT scores have been re-centered.

**Trend:** The number of higher ability students, as measured by a high school GPA of 3.75 and above enrolled at SOU remained relatively constant between 1987 and 1991. Since 1991 this enrollment has more than doubled, from 45 to 106 students. When measured using mean SAT scores higher than 1200, the number of enrolled higher ability students nearly doubled between 1991 and 1997, from 44 to 85 students.

**Target:** The number of SOU's freshmen with a high school GPA of 3.75 and above will exceed 100 beginning in 1998-99. The number of SOU's freshmen with SAT scores of more than 1200 will grow to 100 by the 2003-04 academic year and remain at that level thereafter.

**Initiatives:** SOU will continue to target a portion of its financial aid and remission authority toward higher ability students. Faculty will become more involved in the recruitment of higher ability (and other) students. Additionally, the accelerated baccalaureate program will appeal to higher ability students.

**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at Southern Oregon University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	4,041	85.7	4,076	84.8	3,800	84.1	3,762	83.3	3,765	83.1	4,270	83.4
Total Minority*	218	5.0	232	5.3	271	6.6%	361	8.5	377	8.8	411	8.6
Nonresident Alien	68	1.4	46	1.0	57	1.3	101	2.2	123	2.7	122	2.4
Unknown	387	8.2	454	9.4	391	8.7	290	6.4	264	5.8	318	6.2
Total Enrollment	4,714	100.0	4,808	100.0	4,519	100.0	4,514	100.0	4,529	100.0	5,121	100.0

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	37	0.8	29	0.6	39	0.9	40	0.9	36	0.8	46	0.9
American Indian	46	1.0	51	1.1	65	1.4	80	1.8	103	2.3	90	1.8
Asian American	59	1.3	67	1.4	70	1.5	106	2.3	98	2.2	126	2.5
Hispanic/Latino	76	1.6	85	1.8	97	2.1	135	3.0	140	3.1	149	2.9
Total Minority*	218	5.0	232	5.3	271	6.6%	361	8.5	377	8.8	411	8.6

Note: (1) Total minority excludes European Americans, Unknown, and Nonresident Aliens (international students);  
 (2) Enrollment used to determine percentage minority is total enrollment minus unknown.

**Trend:** Minority enrollments have grown from 5% to 8.6% of total enrollment over the last ten years. The number of American Indian, Asian American, and Hispanic/Latino student enrollments have doubled during this period.

**Target:** Racial/ethnic minority student enrollments will increase by 1% annually over the next five years from the 1997-98 level and will reach 10% of total enrollment by 2008-09.

**Initiatives:** The newly established Office of Multicultural Affairs will coordinate activities and programs that will make SOU more attractive to minority students. Additional support for these activities and programs will be funded by student incidental fees. The expansion of RCC into Medford will improve access to higher education for first-time attending minority students who will transfer to SOU.

**5.5 Gender representation. What are the trends in enrollment of women at Southern Oregon University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Enrollment	4,714		4,808		4,519		4,514		4,529		5,121	
Female Undergrads	2,416	55.1	2,446	54.9	2,154	52.6	2,179	52.3	2,251	53.6	2,603	55.2
Female Graduates	208	63.6	218	61.2	247	58.4	207	59.0	212	64.4	232	57.7
Total Female	2,624	55.7	2,664	55.4	2,401	53.1	2,386	52.9	2,463	54.4	2,835	55.4

Note: Graduate includes enrollments in masters-level courses.

**Trend:** Enrollments of females at SOU historically have exceeded their percentage of high school graduates.

**Target:** Female student enrollment will continue to exceed the comparable percentage of Oregon high school graduates.

**Initiatives:** SOU will continue to offer programs and services that make SOU attractive to women.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at Southern Oregon University?**

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	5,304	5,361	4,767	4,829	4,824	5,009
Extended	582	762	873	728	766	708
Total	5,886	6,123	5,640	5,557	5,590	5,717
Total over 25	2,388	2,244	1,819	1,702	1,642	1,620
% of Total Enrollment	40.6	36.6	32.3	30.6	29.4	28.3

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** The number of adults aged 25 or older has steadily declined at SOU over the past ten years, perhaps due to an improving local economy.

**Target:** Undergraduate students aged 25 and older will continue to comprise at least 25% of the total number of undergraduate students at SOU.

**Initiatives:** SOU will increase access to its programs for working adults by offering more programs in Medford and by offering more courses in different formats, such as electronic course delivery and evening and weekend courses. Part of SOU's general enrollment strategies includes attracting more transfer students which is likely to increase the number of 25 and older students.

**6.1 Employment. *How successful are Southern Oregon University graduates within a year of baccalaureate completion?***

Percent	1994-95	1996-97
Employed	70.0%	data fall 1998
Enrolled	14.4%	
Employed/ Enrolled	8.9%	
Neither	6.7%	

Trend: According to a 1996 graduate survey, 94% of SOU graduates were employed either full- or part-time or continuing their education within a year of their graduation from SOU. The graduate employment trend likely reflects, in part, the positive employment conditions in the region, state, and nation over the same period.

Target: Graduates' employment and further educational choices will vary depending on economic conditions. 95% of SOU graduates will be employed or continuing their education within a year of graduation by the 2003-04 graduate survey.

Initiatives: SOU will improve its efforts to gather and report to all levels of SOU's administration and faculty the findings of graduate and employer surveys so that employment impacts of programs and curriculum may be tracked, evaluated, and improved. Employment counseling, career advising, and stressing the synthesis of liberal arts education with professional career paths will also contribute to the success of SOU graduates. Additionally, new interventions will be aimed at junior and senior level students.

**6.2 Internships. *How many Southern Oregon University graduates complete internships in their academic experiences?***

Percent Saying "Yes"	1994-95	1996-97
Yes	59.6%	data fall 1998

Trend: In a 1996 survey of SOU graduates, 80% reported that they applied what they learned in a "real-world" setting through service learning experiences such as internships, practica, cooperative education, or community-based projects.

Target: 90% of SOU graduates will report that they completed a service learning experience on the 2003-04 graduate survey.

Initiatives: As part of the reorganization of the internship/practicum program, SOU is encouraging all departments to incorporate service learning into their degree requirements.



**7.1 Sponsored research. *How well has Southern Oregon University done in attracting outside revenues?***

	1992-93	1993-94	1994-95	1995-96	1996-97
Total Expenditures	\$2,395,745	\$2,349,836	\$2,027,170	\$2,517,446	\$2,320,213

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants and similar support. Student aid is excluded.

Trend: Outside revenues for research, faculty development, student services, library and similar activities have consistently been in the \$2 to \$2.5 million range over the last five years. A significant portion of this amount was related to a U.S. Department of Education Title III grant of \$2.5 million awarded for the years 1992-93 to 1996-97.

Target: Outside revenues for research, faculty development, student services, library and similar activities will total at least \$2 million annually over the next five years to 2003-04.

Initiatives: SOU's Grants Office will continue to work with faculty and administrators to locate funding opportunities and to develop grant applications.

**7.2 Other resources. *How successful has Southern Oregon University been in attracting additional revenue (e.g., fund-raising)?***

Year	1992-93	1993-94	1994-95	1995-96	1996-97
Amount Raised	\$1,510,875	\$1,688,336	\$2,507,768	\$3,507,246	\$5,103,828

Trend: For the past decade, SOU has experienced significant growth in fund raising. This success of revenue generation has been largely due to an increase in staffing within the Alumni and SOU Foundation offices as well as increased community-level involvement in recent high-interest campaigns.

Target: SOU Foundation will generate an average of \$3 million annually over the next ten years.

Initiatives: SOU's ability and capacity to raise funds will be significantly enhanced through the Center for the Visual Arts fund-raising effort. The skills and information gathered through this experience will be used to mount future campaigns.

# University of Oregon

# University of Oregon

## *Profile*

The University of Oregon's "Process for Change" is focusing discussion among faculty, students, and staff to provide the framework for significant changes and improvements in all areas of the University, taking into account the needs of students and of the state as we enter the 21<sup>st</sup> century.

UO is transforming general education, with a highly personalized focus on learning and advising opportunities in the freshman and sophomore years. The University is also expanding the flexibility and learning opportunities of its upper division, graduate and research programs, extending educational services to nontraditional populations and lifelong learners, strengthening its common bonds as a learning community and connecting more directly with its external constituencies through a vigorous program of marketing and other outreach activities.

### Priorities for Targets

UO has initiated the following which tie directly to the Performance Indicators:

- Increased emphasis on the first year experience which positively impacts both retention and graduation rates.
- Increased student involvement in inquiry-based learning experiences through research, internships, practice, portfolios, service learning and capstone projects.
- Increased attention focused on the creation of ethnically and culturally diverse communities through recruitment, financial aid, and coordination of campus resources in curriculum, advising and other support services.
- Expanded opportunities for high achieving students in honors programs.
- Expanded opportunities for nontraditional students with innovative course offerings and new locations for continuing education in downtown Eugene and downtown Portland.
- Renewed commitment to collaboration across all parts of the university, involving student, faculty, and staff.

The broad campus participation in the "Process for Change" is a strong indication of the commitment of the University of Oregon to excellence in education and in service to Oregon. UO is confident that it can demonstrate marked improvement in the areas of student recruitment, with a focus on higher ability students as well as on a more diverse student population, student retention and time to degree. In addition, we believe we can also show increased qualitative and quantitative improvement in student collaboration in faculty research, in recruitment of lifelong learners, and in internship offerings.

**University of Oregon**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	UO Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Positive	The six-year graduation rate (excluding OUS transfers) improved by 5 percentage points for the freshmen cohort entering 1991 compared to those entering in 1987 (increasing from 54.7% in 1987 to 59.4% in 1991). When OUS transfers are included, the graduation rate improved almost 5 percentage points to 63.5% for the 1991 cohort.	62% (excluding OUS transfers)
1.2 Entering freshmen persisting to second year	Decline reversing	The freshmen persistence from the first to second year peaked at 83.1% in 1989. Persistence for the 1994 cohort declined 4 percentage points to 77.4% excluding OUS transfers. (When OUS transfers are included the proportion persisting increases about 2%.)	82%
1.3 Community college transfers graduating within six years (cohorts entering 1987 through 1989)	Positive	The percentage of freshman transfers who graduated within six years increased from 43.7% in 1987 to 67.6% in 1989; for sophomore transfers from 59.0% in 1987 to 61.3% in 1989; and decreased for junior transfers from 74.8% in 1987 and 1988 to 70.4% in 1989; and for senior transfers from 91.7% in 1987 to 60.0% in 1989 (very small numbers of students).	64%
1.4 Cumulative credits earned for baccalaureate by community college transfers compared to freshmen	Positive	For both freshmen and transfer cohorts entering in 1987 compared to those entering in 1989, the average number of credits completed at graduation dropped slightly. Entering freshmen (200 to 195 in 1991) and community college transfers (211 to 205 in 1989) show more than a 2% drop.	Maintain

Indicator	Trend Direction	UO Performance	2005 Target
<b>2. Graduate Abilities</b>			
2.1 Pass rates for professional licensure exams	Positive	The UO continues to meet or exceed pass rates on national and state professional licensure and certification exams in architecture and law. Accounting data will be provided in the future.	Maintain
2.2 Undergraduate general skills and abilities		The focus of assessment efforts has been and will continue to be direct assessment of student work by faculty.	
<b>3. Customer Satisfaction</b>			
3.1 Satisfied recent graduates and alumni	Baseline data only	The most recent data which were collected in 1993 show that 90% of graduates rate the quality of their education as either "excellent" or "very good."	Maintain
3.2 Satisfaction of currently enrolled students	Baseline data only	77% of students surveyed in 1995 expressed generally positive feelings and over 93% said they would "recommend the university to a friend."	Maintain
<b>4. New Students</b>			
4.1 Freshmen participation rates for Oregon high school graduates (fall following graduation)	Baseline data only	The top four counties from which incoming freshmen are attracted are Lane, Multnomah, Washington, and Clackamas. The UO attracts significant percentages of the high school completers who attend OUS institutions, enrolling 44% of those from Benton-Linn-Lincoln-Lane counties, 34% of those from the Mt. Hood areas, and 32% of those from the Portland Metro area.	Increase participation of Central Oregon high school graduates
4.2 Community college transfers	Fluctuating	The number of transfers from Oregon community colleges has varied significantly over the past ten years, from a high of 580 in 1987 to a low of 431 in 1989 and 554 in 1997.	Increase five-year average by 2%

Indicator	Trend Direction	UO Performance	2005 Target
<b>5. Student Quality and Diversity</b>			
5.1 Total unduplicated headcount enrollment (base and extended)	Decline reversing	Since 1987 enrollment has declined by almost 3,800 students (14%). Recently an upward trend has emerged and is expected to continue as the number of high school graduates continues to increase.	20,000 regular 6,000 extended
5.2 Students by Oregon county (base enrollment)	Decline reversing	Residents from every county are enrolled as degree-seeking students.	Stabilize at historic levels
5.3 Higher ability freshmen GPA 3.75+	Positive	The proportion of higher ability entering freshmen as measured by high school GPAs of 3.75 or higher has improved over the past ten years. In Fall 1987, the proportion was 12.7% and by Fall 1997, the proportion had increased to 19.1%.	22% with high school GPA 3.75 and over
SAT 1200+	Positive	The number of first-time freshmen with SAT scores of 1200 has increased from 24.5% in 1987 to 26%.	28% with SAT 1200 and over
5.4 Ethnic/racial minority students	Positive	The number of under-represented minority students has increased over 4 percentage points in ten years (8.1% in 1987 to 13.4% in 1997 of the total enrollment).	18%
5.5 Enrollment of women	Constant	The percentage of women has remained constant (50.8% in 1987 to 51.4% in 1997).	Maintain
5.6 Undergraduates aged 25 and older	Constant	The number of undergraduate students aged 25 and older enrolled in regular programs declined from 3713 in 1987 to 2,556 in 1991 but has remained relatively constant from 1991 to 1996.	+ 2%



Indicator	Trend Direction	UO Performance	2005 Target
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	Eight in 10 graduates in 1994-95 were employed 6 to 12 months following their graduation in 1994-95. About 10% were continuing their education.	Maintain
6.2 Completed internships	Baseline data only	Over 54% of students graduating in 1994 say they completed internships related to their academic programs.	60%
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Positive	Sponsored research activity has increased from about \$38.6 million in 1992-93 to \$47.9 million in 1996-97 (almost 30%). Research dollars per full-time faculty averaged \$67,974 in 1996-97.	3-4% per year for next several years
7.2 Revenue from fundraising and other sources	Positive	During the six-year capital fund raising campaign, UO raised over \$228 million. The past three years have produced over half this amount (\$120 million).	

Office of Academic Affairs/OUS - 6/30/98



**University of Oregon**  
1998 Baseline Performance Report

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at University of Oregon within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	2,191		2,696		1,905		no data available	1,919	
% Graduated (excludes OUS transfers)	1,198	54.7	1,591	59.0	1,133	59.5		1,139	59.4
% Graduated (includes OUS transfers)	1,286	58.7	1,700	63.1	1,214	63.7		1,218	63.5

Note: Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees count for an academic year are those awarded fall through following summer.

**Trend:** Graduation rates increased steadily over the past five years (6%) despite tuition increases and program disruption due to Measure 5. Streamlined general education requirements and increased emphasis on small group experiences have had positive impacts.

**Target:** Graduation rates will increase to 62% (excluding OUS transfers) and to 65% (including OUS transfers by 2005) for entering freshmen. These rates will further increase to 63% and 66% by 2010. The UO is in a strong position compared to peer institutions with regard to graduation rates. It is unlikely that, given previous performance, large increases will be realized.

**Initiatives:** The campuswide "Process for Change" at the UO also promises to result in new initiatives which put greater emphasis on undergraduate advising, interdisciplinary coursework and expanded opportunities for undergraduates to participate in research and study experiences with faculty, internships, and capstone experiences where appropriate to the major.

**1.2 Student persistence. What percentage of University of Oregon first-time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	2,191		2,696		1,905		no data available	1,919		no data available	no data available	2,540	
Continuing (excludes OUS transfers)	1,742	79.5	2,199	81.6	1,584	83.1		1,555	81.0			1,965	77.4
Continuing (includes OUS transfers)	1,871	82.3	2,270	84.2	1,626	85.4		1,608	83.8			2,007	79.0

**Trend:** Persistence from the first to the second year peaked at 83% in 1989, due to tighter admission standards. Persistence over the past five years averaged 78%, but rose to 80% in 1997. Some of the decline can be attributed to higher rates of non-returning nonresidents paying high tuition. This downward trend seems to be reversing.

**Target:** By 2005, 82% of first-year students will persist to the second year, excluding OUS transfers; by 2010, 84% will persist. Rates including OUS transfers will be 2 percentage points higher.

In particular, attrition rates for undeclared students at the end of freshman year will be no more than 2 percentage points higher than the rate for students who declare a major during freshman year. Currently, this difference is 4 percentage points.

**Initiatives:** Increased emphasis is being placed on small group experiences during the freshman year. The success of FIGS (freshman interest groups), freshman seminars, and freshman orientation has encouraged increasing numbers of students to participate in these programs. This success has also inspired a new effort called "Discover Oregon" which is particularly targeted toward undeclared majors, bringing them in close contact with faculty members around a topic of interest.

### 1.3 Community college transfers. *How many Oregon community college transfers complete a bachelor's degree at University of Oregon within six years?*

Completions including transfers from OUS	Total Cohorts N	After 1 Year		After 2 Yea		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45 credits)</b>													
1987-88	135	0	0	0	0	1	5.2	30	22.2	48	35.6	59	43.7
1988-89	134	0	0	0	0	6	4.5	31	23.1	40	29.9	48	35.8
1989-90	411	1	0.2	83	20.2	170	41.4	233	56.7	264	64.2	278	67.6
<b>Sophomore (45-89 credits)</b>													
1987-88	229	0	0	7	3.1	62	27.1	108	47.2	128	55.9	135	59.0
1988-89	270	0	0	18	6.7	83	30.7	134	49.6	155	57.4	165	61.1
1989-90	75	0	0	11	14.7	29	38.7	34	45.3	41	54.7	46	61.3
<b>Junior (90-134 credits)</b>													
1987-88	214	0	0	49	22.9	119	55.6	148	69.2	156	72.9	160	74.8
1988-89	242	1	0.4	49	20.2	137	56.6	165	68.2	177	73.1	181	74.8
1989-90	54	1	1.9	8	14.8	27	50.0	35	64.8	37	68.5	38	70.4
<b>Senior (135+credits)</b>													
1987-88	12	0	0	6	50.0	11	91.7	11	91.7	11	91.7	11	91.7
1988-89	17	1	5.9	6	35.3	11	64.7	11	64.7	11	64.7	12	70.6
1989-90	5	0	0	2	40.0	3	60.0	3	60.0	3	60.0	3	60.0

Note: Community College Transfers - New undergraduates admitted as transfer students from an Oregon community college during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term.

Trend: Six-year graduation rates for all transfer students including those from community colleges have increased to 67%. Efficient transfer articulation and streamlining of general education requirements have contributed to this increase.

Target: Increases will be experienced in graduation rates for community college transfers, so that by 2005, 64% (excluding OUS transfers) and 69% (including transfers) will graduate within six years. By 2010 these rates will be 65% and 70%.

Initiatives: Unspecified.

**1.4 Cumulative credits. How many credits do students accumulate for a baccalaureate?**

Entering Status	1987	1988	1989	1990	1991
Freshmen	199.9	198.0	198.0	no data available	194.9
CC Transfers	211.1	206.4	205.2		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

Trend: Average credits at graduation declined over five years from 200 to 195 for those entering as freshmen. This is impacted by faculty emphasis on better advising, increased interaction with students, and ongoing evaluation and revision of course credits and degree requirements.

Complete data are not available for community college transfer students, but it is expected the average credits at degree will be slightly higher than for students entering as freshmen. A higher number of credits is expected for transferring students who refocus their academic efforts on new majors.

Target: Maintain.

Initiatives: Unspecified.

**2.1 Professional standards. Do University of Oregon graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1993	1994	1995	1996	1997
Law/State Bar *	✓	✓	✓		
Architecture	n/d	n/d	✓		
Accounting	n/d	n/d	n/d		
Education	n/d	n/d	n/d		

Note: n/d = no data \* Exams vary by state

Trend: The UO continues to meet or exceed pass rates on national and state professional licensure and certification exams in architecture and in law. The new masters degree program in accounting will prepare students interested in public accounting, and also will provide an additional set of scores in the future.

Target: The UO will maintain its success rates on national and state examinations.

Initiatives: Curriculum and program offerings are under regular review and modification to provide students with the most appropriate educational experiences in their majors. We anticipate implementation of the changes outlined in the "University of Oregon in the 21<sup>st</sup> Century" document over the next five years.

**2.2 Undergraduate general abilities. Do University of Oregon bachelor's graduates possess the general abilities and skills for success in their workplace and life?**

Trend: The focus of UO assessment efforts has been and will continue to be direct assessment of student work by faculty. This is possible because the majors programs are designed to bring faculty and students in direct contact. A residency requirement encourages this contact and ensures that students are on campus for 45 of their final 60 credits of work.

Campuswide, corroborating information is found through student performance on the MCAT (medical school admissions test), and success in medical school admissions processes, through other entrance examinations for graduate school, and through anecdotal feedback from employer interviews, and statistics maintained on student success in receiving job offers after on-campus interviews.

Target: Unspecified.

Initiatives: There is an ongoing discussion through the "Process for Change" and in committees, such as the Undergraduate Council and the Academic Requirements committees, on the best ways to perform student assessment in specific discipline areas.

**3.1 Recent graduates. *How do recent graduates of University of Oregon rate the quality of education they received?***

	1994-95	1996-97
Excellent	21.9%	Data fall 1998
Very Good	68.2%	
Good	0.0%	
Fair	8.2%	
Poor	1.5%	

Note: UO population consists of June 1994 completers.

Trend: The most recent survey data which was collected in 1993 shows that 90% of UO graduates rate the quality of their education as either “excellent” or “very good.”

Target: Maintain the overall 90% satisfaction rating among recent graduates.

Initiatives: Unspecified.

**3.2 Current students. *How do currently enrolled students perceive their educational experience (programs, services, activities)?***

	1994-95	1996-97
Generally Positive	77%	data fall 1998
Neutral	2%	
Generally Negative	21%	

Trend: 77% of students surveyed in 1995 expressed generally positive feelings about the UO, and more than 93% indicated they would “recommend the university to a friend.” The majority of students (89%) said faculty did a “good job teaching undergraduates,” and 80% said faculty also did a “good job bringing research into the classroom.”

Target: Maintain or increase the ratings of teaching at the university. Maintain or increase the ratings regarding the introduction of research into the classroom.

Initiatives: A strong recommendation coming from the “Process for Change” and seen nationally in the recommendations of the Boyer Report on educating undergraduates at research universities is to increase the involvement of undergraduate students in the research enterprise. As the final recommendations from the “Process for Change” are formulated, individual faculty, faculty committees and departments will begin to design ways in which to foster this involvement. As concrete proposals are made, this document will be updated.

**4.1 Freshmen participation rate by Oregon county. What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by the University of Oregon?**

Economic Region	1987			1989			1991			1993			1995		
	OUS N	UO N	%	OUS N	UO N	%	OUS N	UO N	%	OUS N	UO N	%	OUS N	UO N	%
Baker-Malheur	91	9	9.9%	78	8	10.3%	66	9	13.6%	44	6	13.6%	73	7	9.6%
Benton-Lane-Lincoln-Linn	1,053	419	39.8%	958	376	39.2%	818	294	35.9%	893	343	38.4%	1,082	474	43.8%
Central Oregon	160	45	28.1%	168	37	22.0%	125	32	25.6%	135	36	26.7%	186	43	23.1%
Coos-Curry-Douglas	295	59	20.0%	267	75	28.1%	232	49	21.1%	243	47	19.3%	247	52	21.1%
Harney-Klamath-Lake	356	24	6.7%	346	26	7.5%	306	20	6.5%	260	16	6.2%	285	31	10.9%
Jackson-Josephine	601	97	16.1%	548	79	14.4%	472	97	20.6%	509	97	19.1%	561	105	18.7%
Metro	2,054	544	26.5%	1,831	438	23.9%	1,521	399	26.2%	1,518	441	29.1%	1,675	540	32.2%
Mid-Valley	651	127	19.5%	640	114	17.8%	492	105	21.3%	576	128	22.2%	640	142	22.2%
Mt. Hood	652	198	30.4%	637	130	20.4%	521	127	24.4%	509	147	28.9%	607	209	34.4%
North Central	124	13	10.5%	122	20	16.4%	80	6	7.5%	81	12	14.8%	90	14	15.6%
Northeast	237	35	14.8%	178	19	10.7%	187	22	11.8%	190	20	10.5%	195	13	6.7%
Northwest	182	35	19.2%	174	31	17.8%	110	15	13.6%	104	33	31.7%	157	32	20.4%
Unknown	4	0	0.0%	0	0	0.0%	32	2	6.3%	47	5	10.6%	54	1	1.9%
<b>Total</b>	<b>6,460</b>	<b>1,605</b>	<b>24.8%</b>	<b>5,947</b>	<b>1,353</b>	<b>22.8%</b>	<b>4,930</b>	<b>1,175</b>	<b>23.8%</b>	<b>5,062</b>	<b>1,326</b>	<b>26.2%</b>	<b>5,798</b>	<b>1,662</b>	<b>28.7%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook

High school completers represent regular high school diplomas; unknown are Oregon first time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools."

**Trend:** The top four counties from which the UO attracts incoming freshmen are Lane, Multnomah, Washington, and Clackamas. The UO attracts significant percentages of the high school completers who attend OUS institutions, enrolling 43.8% of those from Benton-Linn-Lincoln-Lane counties, 34.4% of those from the Mt. Hood area, and 32.2% of those from the Metro area.

**Target:** The UO will increase the participation rate of high school graduates from Central Oregon to 4.5% by the year 2005 and to 6.5% by the year 2010.

**Initiative:** Unspecified.

**4.2 Community college transfers. How many Oregon community college students were admitted to UO to complete a baccalaureate?**

	1987	1989	1991	1993	1995	1997
CC Transfers	580	431	no data available	435	566	554

**Trend:** The numbers of community college transfer students entering the UO has varied significantly over the past ten years, from a high of 580 in 1987 to a low of 431 in 1989 and 554 in 1997.

Target: The five-year average number of community college transfers will increase by 2 percentage points by 2005 and by 3 percentage points by 2010.

Initiative: Increased collaboration with community colleges such as the general science program at Central Oregon Community College. This target, however, should be approached with caution as these same collaborative efforts may make this measure obsolete as other alternatives are put in place.

Probably one thing that will make the biggest impact on the University's ability to attract more graduates of community colleges is an increase in real financial aid for these students. There is some evidence to suggest that community college students are among those with the fewest financial resources, which limits their ability to pay university-level tuition and to relocate to take advantage of programs at particular institutions. Funding additional financial aid is beyond the financial resources of the University and is not likely to be forthcoming from the federal government, but will take a commitment of resources from the state.



**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate and graduate students at the University of Oregon?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	20,092	20,054	18,994	18,335	18,917	18,987
Extended Studies	7,159	7,059	6,420	4,800	4,327	4,478
Total	27,251	27,113	25,414	23,135	23,244	23,465

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

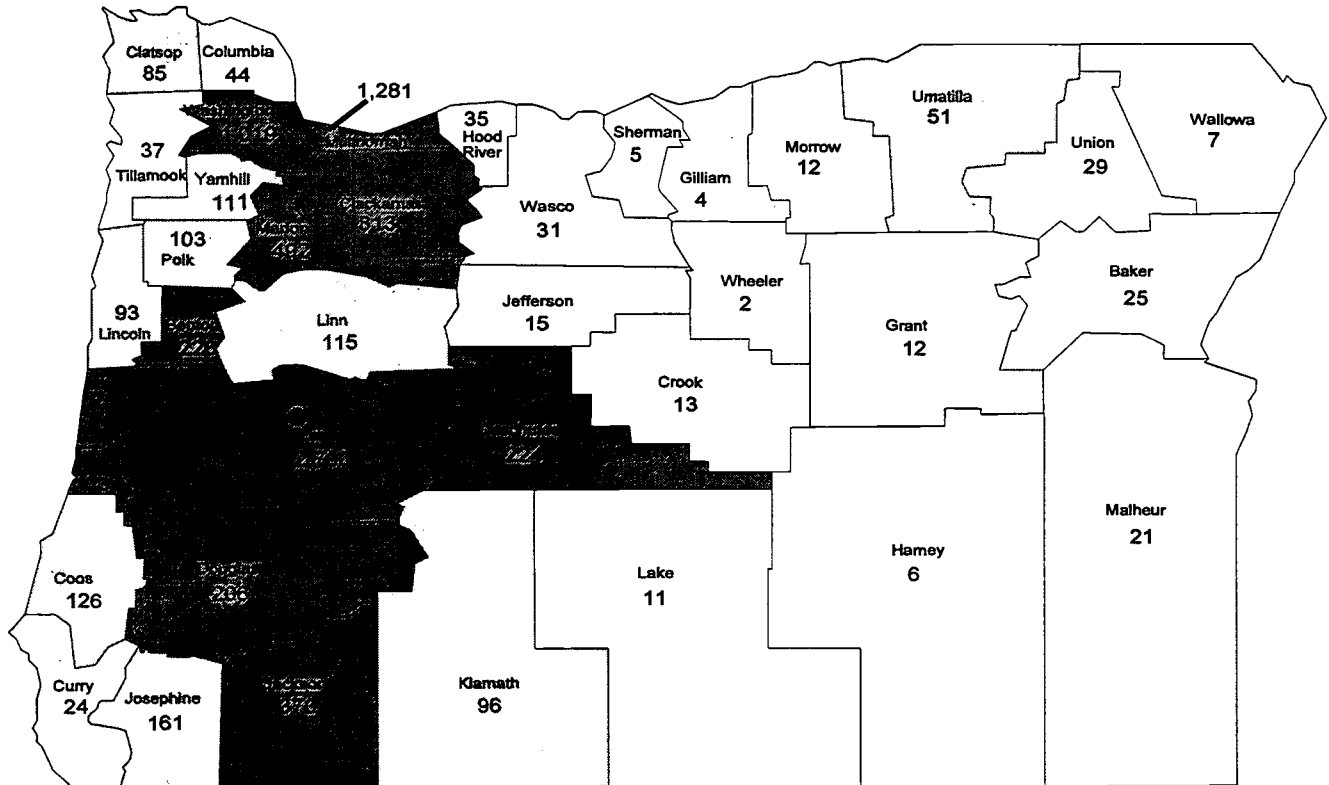
Trend: Total enrollments dipped in the mid-1990s from a high of 20,000 in 1987 and 1989 to 18,335 in 1993. This decrease was most likely a combination of increasing tuition, program closures due to Measure 5 cuts, and changing demographics. Recently an upward trend has emerged and is expected to continue as the number of high school graduates continues to increase.

Target: The UO three-term headcount enrollment will climb to 20,000 in the regular program and to 6,000 in extended studies by the year 2005. Three-term enrollment will then stabilize, but enrollment in extended studies will increase to 8,000 by the year 2010. Summer session enrollments for this time period will grow by 1 percentage point per year.

Initiatives: Unspecified.

5.2 Oregon residents. How many Oregon residents are served by the University of Oregon in undergraduate and graduate programs?

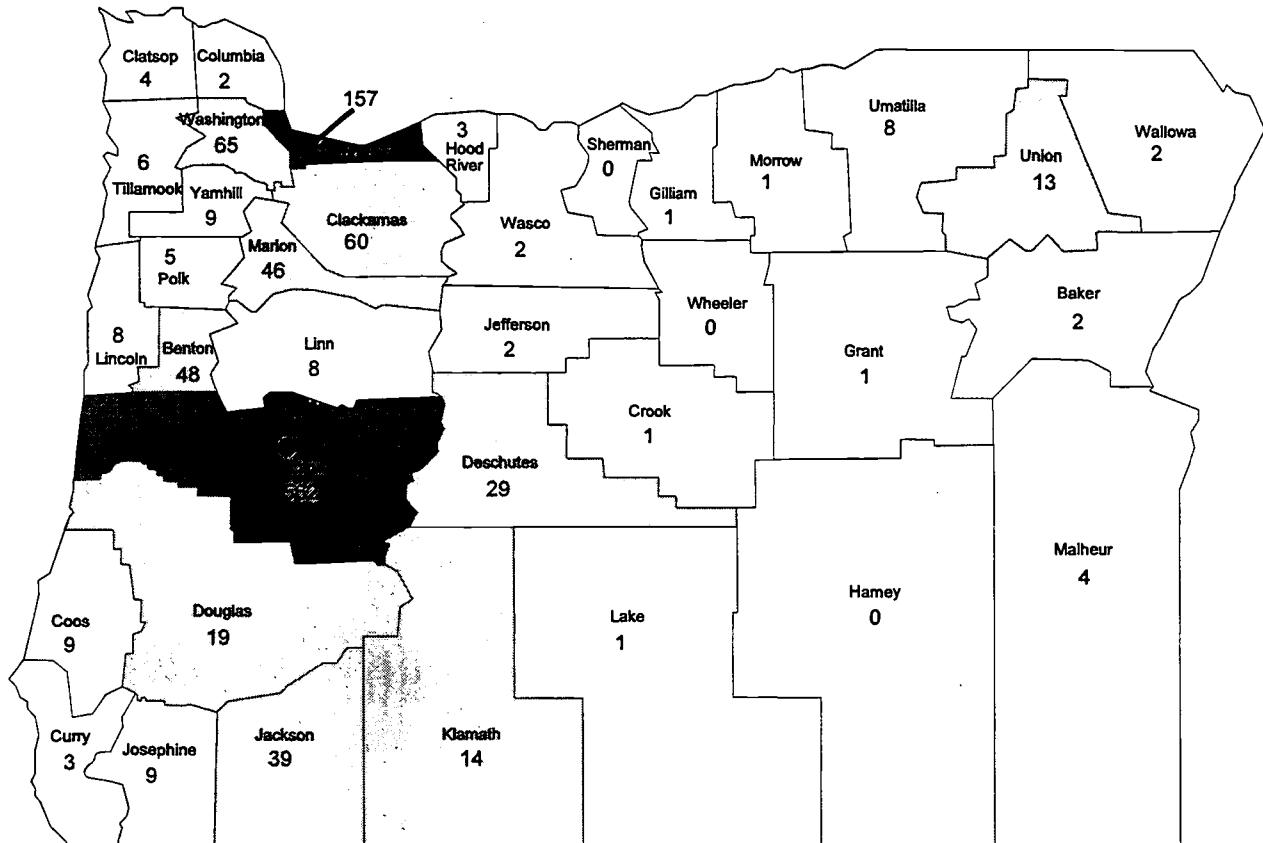
**Undergraduates Students Enrolled by  
County of Origin, Fall 1997**



■ >200    ● UO —  
 □ 51-200    County unknown: 16  
 □ 11-50    Undergraduates from Oregon, Fall 1997: 8,615.  
 □ 0-10    All undergraduates, Fall 1997: 13,348

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**Graduate and Professional Students by  
County of Origin, Fall 1997**



- >200
  - UO --
  - ▨ 51-200
  - 11-50
  - 0-10
- County unknown: 10  
 Graduate and professional students from Oregon, Fall 1997: 1,153  
 All graduate and professional students, Fall 1997: 3,158

**Trend:** The number of Oregon residents enrolled at the UO continues to follow the demographics of graduating high school students. The number of residents is beginning to increase and stabilize at more historical levels.

**Target:** See 4.1

**Initiative:** The UO is placing increased emphasis on expansion of program offerings in areas such as Portland and Central Oregon. The relocation of the Eugene-based continuing education program to the Baker Downtown Center in Eugene provides greater access to local residents who are interested in specialized courses which are not part of the degree programs at the UO.

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**5.3 Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to University of Oregon?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	3.23	3.38	3.34	3.27	3.30	3.32
% >3.75 (number of students)	12.7% (277)	18.1% (347)	18.0% (330)	15.3% (384)	16.8% (417)	19.1% (446)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	1096	1115	1105	1104	1102	1099
% >1200 (number of students)	24.5% (529)	27.5% (521)	25.0% (469)	25.8% (665)	27.5% (702)	26.0% (614)

Note: All reported SAT scores have been re-entered.

**Trend:** The high school GPA of students entering the UO averages 3.3, an increase of .1 since 1987. The average 1997 GPA of Oregon residents is 3.4 and 3.2 for non-residents.

**Target:** The UO will increase the proportion of new students whose high school GPA is greater than 3.75 to 22% by 2005 and 24% by 2010. The UO will increase the proportion of new students whose combined SAT scores are greater than 1200 to 28% by the year 2005, and it will be maintained at that level.

**Initiatives:** Expanded opportunities are available in the Honors College and Honors Track programs. Students are offered an expanding number of opportunities for close collaboration with faculty in the laboratory, in seminars, and in field work.

**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at University of Oregon?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	13,072	73.9	13,294	74.6	12,593	74.5	12,086	72.8	12,421	72.5	12,437	72.3
Total Minority*	1,296	8.1	1,532	9.5	1,657	10.6	1,917	12.3	2,135	13.2	2,094	13.0
Nonresident Alien	1,627	9.2	1,272	7.1	1,368	8.1	1,612	9.7	1,647	9.6	1,623	9.4
Unknown	2,801	9.6	1,723	9.7	1,292	7.6	978	5.9	936	5.5	1,054	6.1
Total Enrollment	17,696	100.0	17,821	100.0	16,910	100.0	16,593	100.0	17,139	100.0	17,208	100.0

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	208	1.2	222	1.2	241	1.4	256	1.5	251	1.5	246	1.4
American Indian	112	0.6	146	0.8	155	0.9	180	1.1	198	1.2	188	1.1
Asian American	745	4.2	862	4.8	916	5.4	1,052	6.3	1,182	6.9	1,133	6.6
Hispanic/Latino	231	1.3	302	1.7	345	2.0	429	2.6	504	2.9	527	3.1
Total Minority*	1,296	8.1	1,532	9.5	1,657	10.6	1,917	12.3	2,135	13.2	2,094	13.0

Note: (1) Total minority excludes European American, Unknown and Nonresident Aliens (international students);  
 (2) Enrollment used to determine percentage minority is total enrollment minus unknown.

**Trend:** During the past ten years the percentage of racial/ethnic minority students at the UO has increased from 8.7% to 13.4% among undergraduate students, and from 6% to 11.1% among graduate students. This is not inconsistent with overall representation in the state. However, it is not a percentage with which the UO is satisfied.

**Target:** The UO will increase the size of its ethnic and racial minority student body by 18% by the year 2005. Targets for 2010 will be set at a later time.

**Initiatives:** The University has focused its efforts to increase diversity on a plan for the years 1997-2002. Emphasis will be put on the creation of ethnically and culturally diverse communities of sufficient numbers to impact the larger campus environment. These communities will be benefitted by aggressive recruitment efforts, aggressive financial incentives, and enhanced coordination of existing campus resources, including curriculum, advising, and other academic support services.

**5.5 Gender representation. What are the trends in the enrollment women at the University of Oregon?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Enrollment	17,696		17,821		16,910		16,593		17,139		17,208	
Female Undergrads	7,151	51.8	7,304	53.0	6,797	52.0	6,740	51.1	7,050	51.4	7,116	51.7
Female Graduates	1,846	47.4	1,916	47.5	1,825	47.7	1,666	49.0	1,725	50.4	1,722	50.0
Total Female	8,997	50.8	9,220	51.7	8,622	51.0	8,406	50.7	8,775	51.2	8,838	51.4

Note: Graduate includes enrollments in masters, doctorates, and professional programs.

**Trend:** The distribution of gender among those awarded degrees at the UO closely mirrors the distribution of gender among high school graduates. This is currently true at both the undergraduate and graduate levels, although the past ten years has shown an increase in the percentage of graduate degrees awarded to women from 47.4% to 50.0%.

**Target:** The UO will maintain the current overall gender representation among those receiving degrees.

**Initiative:** See above.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at the University of Oregon?**

Headcount Enrollment	1987	1989	1991	1993	1995	1996
Regular Program	15,284	15,204	14,379	14,372	15,018	15,107
Extended	1,373	1,320	1,438	1,253	1,354	1,401
Total	16,657	16,524	15,817	15,625	16,372	16,508
Total over 25	3,713	3,253	2,622	2,525	2,607	2,556
% of Total Enrollment	22.3	19.7	16.6	16.2	15.9	15.5

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** During the past ten years the percentage of students older than 25 has declined from 22% to 15%. This is not unexpected as the economy has improved and was possibly impacted by the decline in programs offered in the College of Education.

**Target:** By increasing participation in extended studies programs, the UO will increase by 2 percentage points the participation of students aged 25 and older by the year 2005 and by 5 percentage points by the year 2010.

**Initiatives:** Unspecified.

**6.1 Employment. *How successful are University of Oregon graduates within a year of baccalaureate completion?***

Percent	1994-95	1996-97
Employed	73.0%	data fall 1998
Enrolled	9.2%	
Employed/ Enrolled	7.6%	
Neither	10.2%	

Trend: There have been no changes in the percentage of students reporting employment within one year of graduation. Rates were 79% in 1994 and 80% in 1996. In each year 10% reported continuing their education, and 10% reported they were neither employed nor seeking employment. There was no effort to probe reasons for not seeking employment. Students in computer science, journalism, and accounting reported high employment rates.

Target: The UO will continue to provide services to maintain the 80-10-10 split in post-graduation plans, with 80% employed and 10% continuing their education.

Initiatives: The UO will continue to provide career services which meet the needs of students seeking employment in very fluid job markets.

**6.2 Internships. *How many University of Oregon graduates complete internships in their academic experiences?***

Percent Saying "Yes"	1994-95	1996-97
Yes	54.9%	data fall 1998

Note: UO population consists of June 1994 completers.

Trend: More than 54% of students graduating in 1994 reported they had completed internships related to their academic programs. No data are available on internship experiences from the survey of 1996 graduates.

Target: The UO will increase the percentage of undergraduate students participating in an internship, field work experience, or research project to 60% by 2005 and 70% by 2010.

Initiatives: Departments are encouraged to provide additional internship and research opportunities for undergraduates. New initiatives are being coordinated either within colleges or through collaborative efforts between colleges and departments and the Career Center. Faculty committees — university wide, within colleges, within departments, and individual faculty — continuously review course offerings to ensure that students are offered the optimal combination of classes and individualized instruction to prepare them for professional positions after graduation. Increased emphasis is being placed on inter-disciplinary approaches to the curriculum.



**7.1 Sponsored research. How well has University of Oregon done in attracting outside revenues?**

	1992-93	1993-94	1994-95	1995-96	1996-97
Total expenditures	\$38,624,884	\$39,810,715	\$42,705,087	\$46,744,315	\$47,853,607

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants and similar support. Student aid is excluded.

**Trend:** Sponsored research dollars coming into the UO have increased 23% over the past five years and reached a high of \$47.8 million in 1996-97. A particularly strong performance in sponsored research activity has been shown by the College of Education.

**Target:** Sponsored research will continue to grow at a rate of 3-4% per year over the next several years. This growth rate will be impacted by several things, any of which can result in changes in the target. These include changes in the federal research agenda or overall funding for the University, which must be adequate to allow faculty time to devote to research and proposal development.

**Initiative:** The University fosters research through proposal development services, on-line resources including identification of funding sources and electronic proposal submission, internal support including summer research awards, new faculty awards, travel assistance, and proposal development funds. Careful attention is also given to providing opportunities for cross-disciplinary collaboration through research centers and institutes, balanced teaching loads and start-up funds for new faculty.

**7.2 Other resources. How successful has University of Oregon been in attracting additional revenue (e.g., fund-raising)?**

	1989	1990	1991	1992	1993	1994	1995	1996	1997
\$ Fund Raising (in millions)	\$12.8	\$13.7	\$16.2	\$17.8	\$13.0	\$34.5	\$24.8	\$52.3	\$43.7

Note: Six -year campaign from 1992-1998. Totals are for new gifts and pledge commitments for each year.

**Trend:** During the six-year capital fund-raising campaign the UO has raised more than \$228 million. The past three years have produced more than half this amount (\$120 million).

**Target:** Unspecified.

**Initiatives:** Unspecified.

# Western Oregon University

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# Western Oregon University

## *Profile*

### **Observation And Goals**

1. Increase six-year graduation and retention rates for freshman and transfer students from the mid-60 percent to the mid-70 percent level.
2. Improve the visibility of WOU's undergraduate programs in arts and sciences, business and computer science in the Northwest Coast and Central Oregon regions.
3. Improve graduate program visibility in the Northwest Coast and Central Oregon regions.
4. Improve graduated student satisfaction: academic major selection and degree requirements.

### **Priorities for Targets**

The highest priorities are as follows:

- Increase six-year freshman retention/graduation rates.
- Increase six-year cumulative retention/graduation rates.
- Improve Northwest Coast region student access/participation.

The next highest priority is as follows:

- Improve Student Advisement.

Improved undergraduate and transfer student retention will reduce program costs per student credit hour. Improved program advisement will improve retention rates among freshman and transfer students, and improve graduated student satisfaction levels.

Improved student advising concerning the selection of academic majors is demonstrated by the high number of freshmen and transfer students who appear to be entering WOU without specific career goals in mind (40 percent of freshmen and 30 percent plus of transfers). Improved advising should improve retention rates and cost-per-credit-hour efficiencies.

**Western Oregon University**  
**1998 Baseline Performance Report Summary**

Indicator	Trend Direction	WOU Performance	2005 Target
<b>1. Successful Completion</b>			
1.1 Entering freshmen graduating within six years (cohorts entering 1987 through 1991)	Positive	The graduation rate of first-time freshmen has improved by 7 percentage points from 34% of the 1987 cohort to 41% of the 1991 cohort (excluding OUS transfers). When OUS transfers are included, the graduation rate improved over 7 percentage points from 44.9% for the 1987 cohort to 52.1% for the 1991 cohort.	49% (excluding OUS transfers)
1.2 Entering freshmen persisting to second year	Positive	There has been a slight improvement in the persistence of first-time freshmen from their first year to their second year. In 1992, 66.4% of first-time freshmen (excluding transfers within OUS) persisted to their second year. By 1996, 68.0% persisted, an improvement of slightly less than 2%.	70% by 2000 (excluding OUS transfer)
1.3 Community college transfers graduating within six years (cohorts entering 1987 through 1989)	Positive	For students transferring as sophomores, juniors, and seniors, the graduation rate increased (including transfers within OUS) for the 1989 cohort compared to the 1987 cohort (sophomores 63.0%, juniors 76.2%; seniors 80.0%). For students transferring as freshmen, the graduation rate has decreased 25.6%.	65% for students transferring with 45-90 credits (including OUS transfers)
1.4 Cumulative credits earned for baccalaureate by community college transfers compared to freshmen	Positive (for first-time freshmen)  Slight increase (for cc transfers)	The number of cumulative credits earned by first-time freshmen for a baccalaureate declined from 209 for the freshmen cohort entering in 1987 to 203 for the 1989 cohort. The cumulative credits earned by community college students increased from 212 for the 1987 cohort to 214 for the 1989 cohort.	209 by 2001 (for cc transfers)



Indicator	Trend Direction	WOU Performance	2005 Target
<b>2. Graduate Abilities</b>			
2.1 Pass rates for professional licensure exams		Baseline data needed.	
2.2 Undergraduate general skills and abilities	Planning assessments	A three-year assessment schedule for all degree programs will be implemented in 1998-99.	To be set by fall 2000
<b>3. Customer Satisfaction</b>			
3.1 Satisfaction of recent graduates and alumni	Baseline data only	In a survey of 1994-95 graduates, 94% rate the education they received as "good" to "excellent."	Maintain
3.2 Satisfaction of currently enrolled students	Baseline data only	Baseline data established in 1995-96 for customer satisfaction of current students. Among academic issues, the highest average ratings were class size and faculty attitude.	Reduce advisement concerns to less than 5%
<b>4. New Students</b>			
4.1 Freshmen participation rates for Oregon high school graduates (entering fall after graduation)	Constant	The number of Oregon first-time freshmen has remained constant at approximately 10% between 1987 and 1997. Between 1987 and 1995 the largest number of Oregon first-time freshmen came from the Portland Metro area (7.1%) and the Willamette Valley (9.7%). A significant percentage of Oregon first-time freshmen are attracted from other economic regions of Oregon including the Northwest (17.8%) and North Central regions (15.6%).	Increase Benton-Lane-Lincoln-Linn region to 12% and Northwest and North region to 22%.
4.2 Community college transfers	Declining	The number of community college transfer students has declined by 38% in ten years (from 305 in 1987 to 189 in 1997).	

Indicator	Trend Direction	WOU Performance	2005 Target
<b>5 Student Quality and Diversity</b>			
5.1 Total unduplicated headcount enrollment	Fluctuating	Total enrollment has fluctuated from a high of almost 7,000 in 1993 to a low of 6,422 in 1995. The most recent data for 1996 (6,685) suggests enrollment may be climbing (4% increase).	5,000 undergrad headcount
5.2 Students by Oregon county (base enrollment)	Constant	While the majority of Oregon undergraduates are from the Portland Metro area and Willamette Valley, WOU attracts students from every Oregon county. The majority of Oregon graduate and professional students are from Marion, Polk, and Benton counties.	Increase graduates by 20 students (by 2000)
5.3 Higher ability freshmen GPA 3.75+	Positive	The mean high school GPA improved from 3.02 in 1987 to 3.24 in 1997. The percentage of freshmen entering with a high school GPA of 3.75 or above increased by almost 7% during this period (8.3% in 1987 to 15% in 1997).	Maintain
SAT 1200+	Slight decline	The mean SAT score has improved from 960 in 1987 to 975 in 1997, but the percentage of entering freshmen with an SAT score of 1200 or above decreased slightly from 6.5% in 1987 to 5.9% in 1997.	Maintain SAT
5.4 Ethnic/racial minority students	Positive	Minority students as a percentage of total enrollment increased over the last ten years by almost 6 percentage points. In 1997, 10.3 % of students identifying their race/ethnicity were minority students compared to 4.7% in 1987. Hispanic/Latino students represent the largest minority group.	12%
5.5 Enrollment of women	Positive	The enrollment of women has increased slightly (+1.5%) over the last ten years with undergraduate women representing 58.3% of the student body and graduate women representing 63.3%.	Maintain



Indicator	Trend Direction	WOU Performance	2005 Target
5.6 Undergraduates aged 25 and older	Declining	The total number of students over 25 has declined by 30% between 1987 and 1996 from 1,360 to 942. As a portion of total enrollment, students over 25 declined by 12 percentage points during the same period from 32.7% of the total population in 1987 to 20.7% in 1996.	+100 students 25% of population
<b>6. Graduate Success</b>			
6.1 Employed and enrolled Continuing education	Baseline data only	In a survey of 1994-95 graduates, over 92% of students were employed, or employed and enrolled in post-graduate education. Another 4.7% were continuing their education.	Maintain
6.2 Completed internships	Baseline data only	Slightly less than one-third of surveyed 1994-95 graduates reported completing an internship as part of their education. A 1996-97 survey showed that 53% participated in an internship or practicum.	Maintain 53%
<b>7. External Resources</b>			
7.1 Sponsored research expenditures	Declining	Sponsored research dollars have declined by approximately 8% from \$5.4 million in 1992-93 to slightly less than \$5 million in 1996-97.	Increase NSF and NEH grant funds by \$100,000 per year by 2000
7.2 Revenue from fundraising and other sources		Baseline data needed.	



**Western Oregon University**  
1998 Baseline Performance Report

**GOAL: QUALITY**

**MEASURE: SUCCESSFUL COMPLETION**

**1.1 Entering freshmen. How many first-time full-time freshmen successfully complete a baccalaureate at Western Oregon University within six years?**

	1987		1988		1989		1990	1991	
	N	%	N	%	N	%		N	%
Entering Cohort	632		665		577		no data available	576	
% Graduated (excludes OUS transfers)	215	34.0	197	29.6	204	35.4		236	41.0
% Graduated (includes OUS transfers)	284	44.9	278	41.8	290	50.3		300	52.1

Note: Fall term freshman cohort drawn from fourth week fall file. Includes freshmen entering with fewer than 12 hours of transfer credit. Tracked fall-to-fall for six years, ending spring of the sixth year. Degrees count for an academic year are those awarded fall through following summer.

**Trend:** The WOU six-year graduation rate has improved from 34 percent in 1987 after a dip in 1988 (29.6 percent) to 41 percent in 1991 (excluding OUS transfers).

**Target:** WOU will increase its six-year non-OUS transfer freshman graduation rate by 8 percent between 1998 and 2004.

**Initiatives:** Strategies to improve the six-year freshman graduation rate include:

- Improved freshman to sophomore year academic advisement by making this advisement mandatory.
- Identification of "high risk" students likely to experience academic difficulties. Identification will allow special remediation and faculty mentoring. Students with poor high-grade indicators in any combination of math, science, and composition courses (two grades of "C" in any course combination), or the absence of college prep courses in any one of these disciplines, will be offered special study opportunities.
- Implementation of a Freshman Year Experience syllabus open to at least 60 percent of incoming freshmen.
- Redirection of the mission of the Tutor and Study Skills Center from one emphasizing grade improvement for successful students to a more directed skill development mission for at-risk students.

**1.2 Student persistence. What percentage of Western Oregon University first time full-time freshmen persist to the second year?**

	1987		1988		1989		1990	1991		1992	1993	1994	
	N	%	N	%	N	%		N	%			N	%
Entering Cohort	632		665		577		no data available	576		no data available	no data available	664	
Continuing (excludes OUS transfers)	410	64.9	394	59.2	363	62.9		374	64.9			459	69.1
Continuing (includes OUS transfers)	448	70.9	448	67.4	407	70.5		408	70.8			494	74.4

Trend: Persistence rates continue to improve (up 5 percent from the 1980s). This trend will continue but at less than 5 percent over the next five years.

Initiatives: Increased contact with academic advisors beginning the first week of the fall term will be integrated into the graduation rate improvement initiatives.

**1.3 Community college transfers. How many Oregon community college transfers complete a bachelor's degree at Western Oregon University within six years?**

*Completions including transfers within OUS*

	Total Cohorts	After 1 Year		After 2 Years		After 3 Years		After 4 Years		After 5 Years		After 6 Years	
	N	N	%	N	%	N	%	N	%	N	%	N	%
<b>Freshman (&lt;45 credits)</b>													
1987-88	81	0	0	1	1.2	11	13.6	26	32.1	32	39.5	35	43.2
1988-89	34	0	0	0	0	2	5.9	6	17.6	9	26.5	11	32.4
1989-90	43	0	0	0	0	0	0	5	11.6	9	20.9	11	25.6
<b>Sophomore (45-89 credits)</b>													
1987-88	148	0	0	8	5.4	58	39.2	80	54.1	87	58.8	89	60.1
1988-89	97	0	0	1	1.0	32	33.0	49	50.5	57	58.8	60	61.9
1989-90	108	0	0	12	11.1	48	44.4	62	57.4	67	62.0	68	63.0
<b>Junior (90-134 credits)</b>													
1987-88	143	0	0	35	24.5	79	55.2	87	60.8	90	62.9	93	65.0
1988-89	171	0	0	32	18.7	113	66.1	125	73.1	129	75.4	130	76.0
1989-90	101	1	1.0	31	30.7	68	67.3	77	76.2	77	76.2	77	76.2
<b>Senior (135+ credits)</b>													
1987-88	34	9	26.5	16	47.1	22	64.7	23	67.6	24	70.6	24	70.6
1988-89	31	1	3.2	16	51.6	25	80.6	26	83.9	26	83.9	27	87.1
1989-90	10	0	0	5	50.0	6	60.0	8	80.0	8	80.0	8	80.0

**Note:** Community College Transfers: New undergraduates admitted as transfer students from an Oregon community college during the 1988-89 academic year (i.e., summer 1988 through spring 1989). Students who transferred in the summer are included only if they also enrolled fall term.

**Trend:** The graduation rate is stable for all transfer levels above freshman, with a slight improvement in graduation rates for sophomore and junior transfers.

**Target:** Transfer student graduation rates for students transferring to WOU with 45 to 90 credits will improve to 65 percent by 2001.

**Initiatives:** Greater emphasis will be placed on WOU advisement activities at community colleges. Individual academic disciplines will begin to better articulate prerequisite courses for WOU majors with their community college colleagues. In some cases (business and computer science) specific articulation agreements will be arranged.

**1.4 Cumulative credits. How many credits do students accumulate for a baccalaureate?**

Entering Status	1987	1988	1989	1990	1991
Freshmen	209.2	204.8	203.4	no data available	200.3
CC Transfers	211.6	221.4	214.2		data pending

Note: Includes students transferring within OSSHE/OUS after initial enrollment.

Trend: Cumulative credits for community college transfers at the time of graduation from WOU are within acceptable limits (209-214).

Target: Cumulative graduation credits for community college students will be reduced to the 209 credit level (i.e. the lower end of the present range) by 2001.

Initiatives: Improved course transfer information will be provided to feeder community colleges and "high frequency" 100 and 200 level transfer courses in English, math, and science will be made interchangeable by increasing the similarity of course content.

**2.1 Professional standards. Do Western Oregon University graduates exceed pass rates on national and state professional licensure and certification exams?**

Field	1993	1994	1995	1996	1997
Education	n/d	n/d	n/d	n/d	n/d

Note: n/d = no data

The Oregon University System data for fifth-year MAT/Ed programs cannot be compared to the WOU four year teacher education program. NTE, CBST, and PRAXIS performance data are available but not comparable.

**2.2 Undergraduate general abilities. Do Western Oregon University bachelor's graduates possess the general abilities and skills for success in their workplace and life?**

The ACT comprehensive objective test is scheduled for 1998-99. This will be a post-test for students who took it in 1996. The WOU Critical Thinking Assessment will be administered again in 1998 to incoming freshmen. Data collected over time from this instrument assess freshman/sophomore student performance in the WOU Liberal Arts Core Curriculum. Results of this assessment enable trend analysis of undergraduate student critical thinking ability and liberal studies subject mastery. Results from Career Success and Alumni Satisfaction surveys complement the ACT data. The Career and Alumni surveys are conducted annually. Specific academic departmental surveys of graduates by degree program are conducted every three years.

Trend: Early undergraduate assessment results indicate "average" performance by WOU students in regard to general education subject mastery and critical thinking skills. Nationally-normed achievement "subject matter" assessments indicate "superior" student performance in Biology and Computer Science.

Target: A three-year assessment schedule for all degree programs will be implemented in 1998-99. Performance results will indicate targets to be set by fall 2000.

Initiatives: A new nationally-normed assessment instrument for Math Placement will be employed no later than fall 1999 (probably by 1998). The WOU Critical Thinking assessment will continue to be used with each incoming Freshman class.

3.1 Recent graduates. *How do recent graduates of Western Oregon University rate the quality of education they received?*

	1994-95	1996-97
Excellent	7.7%	data fall 1998
Very Good	50.8%	
Good	35.9%	
Fair	5.6%	
Poor	0%	

Trend: Satisfaction levels among graduates is high with over 58 percent rating WOU at "excellent" or "very good."

Target: Maintain overall satisfaction level with the undergraduate experience at WOU.

Initiatives: WOU has developed, funded, and staffed an Academic Advisement Center (3.5 FTE). Now in its second year of operation the center has begun to show results in better student retention through improved advisement. It remains to be seen over time if the Academic Advisement Center will be cited by graduates as a contributor towards their success at WOU. Western alumni have been surveyed four times in recent years. The first survey, which is conducted on an annual basis by the Office of Career Services, is mailed to alumni one year after their graduation. It includes questions on job placement, skill preparation required by professions, and use of career services. Of the 1994-95 graduates who responded to the survey, 93 percent were employed, 4 percent were in graduate school, and 2 percent were seeking employment. Of graduates who were employed, 56 percent responded that their position definitely met their career goals, while 32 percent responded that it somewhat met their goals. The survey identified three important skill areas for which they were not adequately prepared: budgetary management, analysis of numerical or written data, and ability to adapt to change in an organization. The areas that they indicated the highest level of preparation were the ability to work independently and to gather information.

The second survey was conducted in 1995 by the University of Oregon's Oregon Survey Research Laboratory (OSLR). While there are no national norms for this instrument, results for Western compared favorably with those from a similar survey conducted by OSLR for the University of Oregon. Overall, 90 percent of those surveyed indicated that they "would attend Western again," and 68 percent were "very satisfied" with their education.

The third survey, which was distributed in 1996, was designed in cooperation with the Coordinator of Institutional Research and individual academic departments. It combined a set of common questions addressing overall satisfaction and preparation in key skill areas with questions developed by each department. On the overall satisfaction questions, 90 percent of those surveyed were "satisfied" with their academic experience at Western. The same percentage "would recommend Western to a current high school student." Results for each department's questions were forwarded for their use to improve their major and minor programs.

The fourth survey was conducted in 1995 by the Dean of the School of Liberal Arts and Sciences. It focused on graduate satisfaction with the college experience and the value of Western's general education curriculum in students' personal and professional lives. More than 95 percent of those surveyed reported a good personal and academic experience at Western, while 85 percent responded that Western had given them skills that were useful in their occupation. For 84 percent of those surveyed, their Western degree was helpful in obtaining their current employment.

One common area of concern from these surveys was academic advisement. In response, the Central Advising Office was created in 1996.

### **3.2 Current students. *How do currently enrolled students perceive their educational experience (programs, services, activities)?***

A total of 368 currently enrolled students were surveyed in 1995-96 using the ACT Student Opinion Survey. Students were questioned about academics, admissions, rules and regulations, facilities, registration, and general issues. Each question was rated on a scale of "very satisfied" (5) to "very dissatisfied" (1). Among academic issues, the highest average ratings were for class size relative to the type of college (4.20) and attitude of faculty toward students (4.03). The lowest ratings were for testing/grading systems (3.47) and variety of courses offered (3.36). The overall college rating was 4.04.

Trend: Current students indicate a high level of satisfaction but cite the need for better or expanded opportunities for academic advisement.

Target: Student concerns in regard to major program advisement (i.e. their dissatisfaction) will be reduced to less than 5 percent of all surveyed students.

Initiatives: The number and frequency of significant program changes in the School of Education degree programs will be minimized.

### **3.3 Employers. *Are employers satisfied with the quality of Western Oregon University graduates?***

A survey was mailed to employers in spring 1997, with 195 completed surveys returned. The employers were asked to compare Western graduates to those from other colleges and universities.

Trend: 78 percent of employers surveyed rank Western graduates in the top 25 percent of their employees when compared to other college graduates they employ. Seventeen percent of Western employers rank WOU graduates in the top 10 percent of their employees.

Target: Employers cite the need to improve the following work skills: (1) numerical and written data analysis; (2) finance and management practices; and (3) ability to adapt to organizational change.

Initiatives: The Computer Science and Business Curriculum will improve existing course work to greater emphasize the above indicated skills. Improvements to English 135 (required of all students) also should address concern for written analysis skills.



**4.1 Freshmen participation rate by Oregon counties. *What proportion of Oregon high school graduates enrolling in OUS institutions the fall following graduation as first time freshmen are served by Western Oregon University?***

Economic Region	1987			1989			1991			1993			1995		
	OUS N	WOU N	%	OUS N	WOU N	%	OUS N	WOU N	%	OUS N	WOU N	%	OUS N	WOU N	%
Baker-Malheur	91	9	9.9%	78	6	7.7%	66	3	4.5%	44	3	6.8%	73	7	9.6%
Benton-Lane-Lincoln-Linn	1,053	91	8.6%	958	67	7.0%	818	87	10.6%	893	103	11.5%	1,082	105	9.7%
Central Oregon	160	22	13.8%	168	19	11.3%	125	16	12.8%	135	22	16.3%	186	16	8.6%
Coos-Curry-Douglas	295	24	8.1%	267	34	12.7%	232	31	13.4%	243	50	20.6%	247	30	12.1%
Harney-Klamath-Lake	356	18	5.1%	346	11	3.2%	306	17	5.6%	260	16	6.2%	285	24	8.4%
Jackson-Josephine	601	16	2.7%	548	21	3.8%	472	19	4.0%	509	32	6.3%	561	16	2.9%
Metro	2,054	127	6.2%	1,831	128	7.0%	1,521	135	8.9%	1,518	145	9.6%	1,675	119	7.1%
Mid-Valley	651	160	24.6%	640	163	25.5%	492	116	23.6%	576	148	25.7%	640	127	19.8%
Mt. Hood	652	67	10.3%	637	61	9.6%	521	70	13.4%	509	70	13.8%	607	74	12.2%
North Central	124	23	18.5%	122	17	13.9%	80	19	23.8%	81	16	19.8%	90	14	15.6%
Northeast	237	20	8.4%	178	8	4.5%	187	7	3.7%	190	15	7.9%	195	19	9.7%
Northwest	182	41	22.5%	174	30	17.2%	110	28	25.5%	104	15	14.4%	157	28	17.8%
Unknown	4	0	0.0%	0	0	0	32	18	56.3%	47	28	59.6%	54	39	72.2%
<b>Total</b>	<b>6,460</b>	<b>618</b>	<b>9.6%</b>	<b>5,947</b>	<b>565</b>	<b>9.5%</b>	<b>4,930</b>	<b>548</b>	<b>11.1%</b>	<b>5,062</b>	<b>635</b>	<b>12.5%</b>	<b>5,798</b>	<b>579</b>	<b>10.0%</b>

Note: Economic regions as defined by the Oregon Economic Development Department. Central Oregon: Crook, Deschutes, Jefferson; Metro: Multnomah, Washington; Mid-Valley: Marion, Polk, Yamhill; Mt. Hood: Clackamas, Hood River; North Central: Gilliam, Grant, Morrow, Sherman, Wasco, Wheeler; Northeast: Umatilla, Union, Wallowa; Northwest: Clatsop, Columbia, Tillamook.

High school completers represent regular high school diplomas; unknown are Oregon first-time freshmen whose resident county is unknown.

Source: Oregon Department of Education, Office of Education Support Services "High School Completers Oregon Public Schools.

**Trend:** The number of Oregon first-time freshmen attending WOU has remained stable at approximately 10 percent between 1987 and 1997. Between 1987 and 1995, the largest number of Oregon first-time freshmen attending WOU came from the Portland Metro area (1,675) and the Willamette Valley (1,082). WOU also attracts a significant percentage of Oregon first-time freshmen from other economic regions of Oregon including the Northwest (17.8 percent) and North Central regions (15.6 percent).

**Target:** WOU will improve the freshmen participation rate for Benton-Lane-Lincoln-Linn region from 9.7 percent to 12 percent by 2000, and increase the Northwest region participation rate to 22 percent by 2000.

**Initiatives:** Unspecified.

**4.2 Community college transfers. What are the trends in the enrollment of undergraduate and master's students at Western Oregon University?**

	1987	1989	1991	1993	1995	1997
CC Transfers	305	255	no data available	391	128	189

Trend: The number of WOU community college transfers has declined by 38 percent in ten years (from 305 in 1987 to 189 in 1997).

Target: Unspecified.

Initiatives: Articulation/transfer agreements will be explored with the north Oregon coast community colleges. WOU will increase and then maintain the frequency of academic advisement and recruitment visits to the northwest county community colleges. Experimentation with offering WOU courses on-site in Lincoln City will be attempted.

**5.1 Total unduplicated, headcount enrollment. *What are the trends in the enrollment of undergraduate and master's students at Western Oregon University?***

Headcount Enrollment	1987	1989	1991	1993	1995	1996*
Regular Program	4,511	4,735	4,438	4,459	4,443	4,559
Extended Studies	2,335	2,075	2,404	2,498	1,979	2,126
Total	6846	6810	6842	6957	6422	6,685

Note: 1997 data not available at this time.

**Trend:** Total enrollment has fluctuated from a high of almost 7,000 in 1993 to a low of 6,422 in 1995. Most recent data for 1996 (6,685) suggests enrollment may be climbing (4 percent increase).

**Target:** Total undergraduate headcount enrollment will increase to 5,000 over the next three biennia. The undergraduate credit hour carrying load of 14.3 will remain stable.

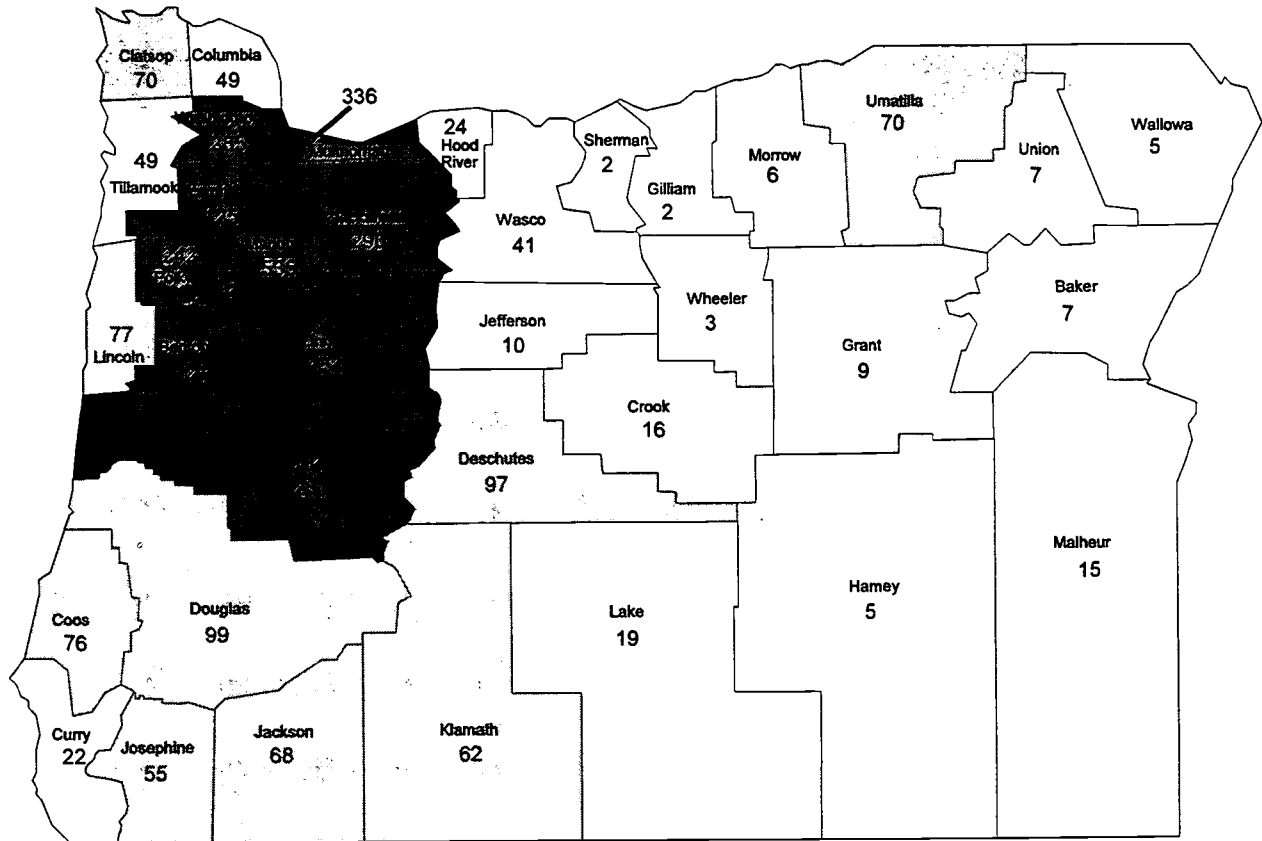
**Initiatives:** Increased emphasis on graduate programming including new degrees now in the planning stages relating to computer science, business, and public policy studies will be directed toward the non-traditional population of in-service government professionals in Salem. These programs will be offered in Salem.

WOU will retain its identity as a comprehensive undergraduate school comprised of traditional, college-aged students. Nevertheless, off-campus course offerings, especially in Salem, will account for a 3.7 percent increase in non-traditional students over the next five to seven years.

WOU will continue to bring a large part of its teacher education course work and programs directly on site to mid-Willamette Valley high and middle schools through its Department of Continuing Professional Development which is an adjunct of the School of Education. The education program is itself a non-traditional, outcomes and competency-based program. On-site delivery of criminal justice programming is occurring at the Oregon State Correctional Institution as well.

5.2 Oregon resident students by county. How many Oregon residents are served by Western Oregon University in undergraduate and graduate programs?

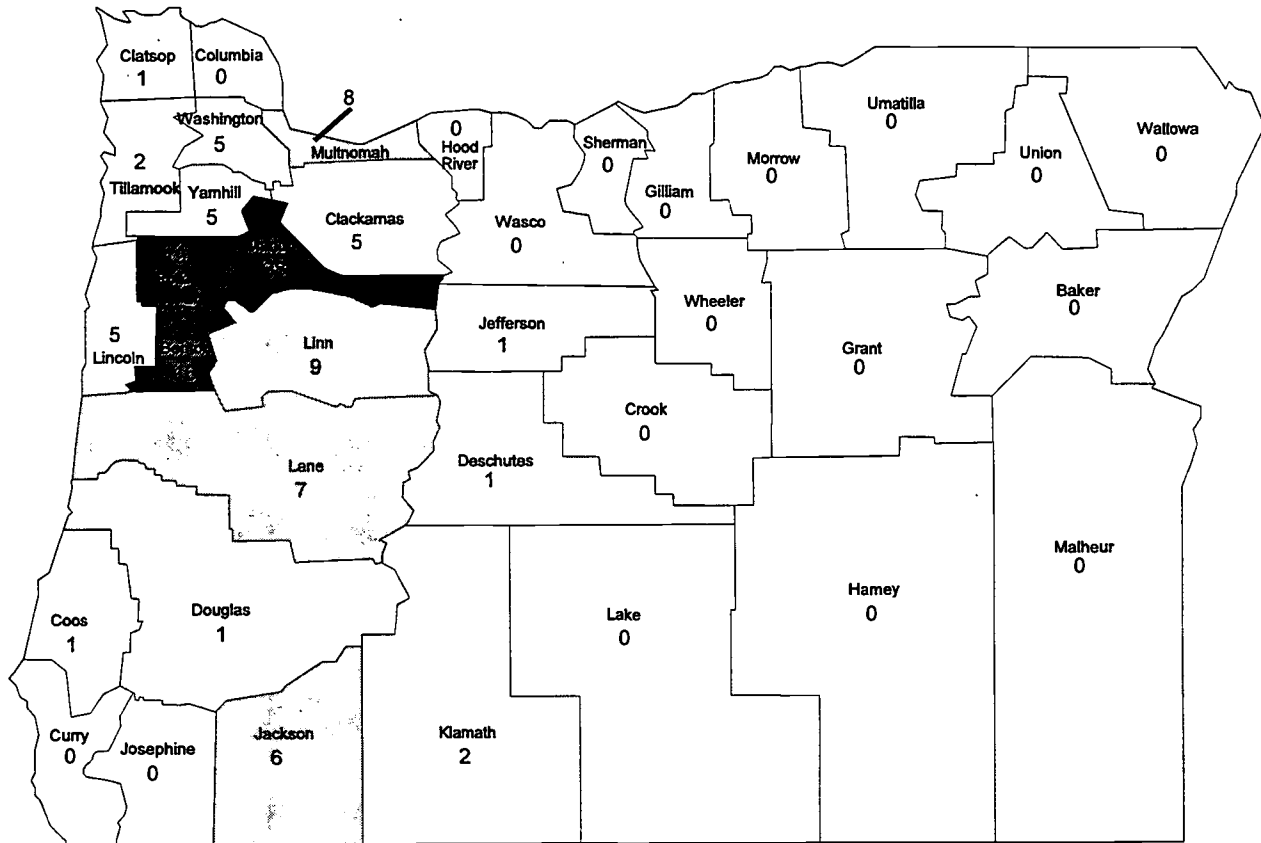
Undergraduate Students Enrolled by County of Origin, Fall 1977



- >100
  - 51-100
  - 11-50
  - 0-10
  - WOU —
- County unknown: 265  
 Undergraduates from Oregon, Fall 1977: 3,519  
 All undergraduates, Fall 1977: 3,820

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**Graduate and Professional Students by  
County of Origin, Fall 1977**



- >15
  - 6-10
  - 1-5
  - 0
  - WOU --
- County unknown: 26  
 Graduate and professional students from Oregon, Fall 1977: 158  
 All graduate and professional students, Fall 1977: 189

**Trend:** The Mid-Willamette and Portland Metro areas will continue to be the major geographic loci for student recruitment with significant enrollment increases derived from the North Coast counties (Lincoln, Tillamook, and Clatsop).

**Target:** WOU will attempt to increase graduate student participation in the Education and Criminal Justice M.S. programs in Clatsop, Columbia, Tillamook, Yamhill, and Lincoln counties. An aggregate increase of 20 students per year from these counties will be effected by the year 2000.

**Initiatives:** Regular recruitment appointments with in-service education and criminal justice professionals will be maintained in Lincoln, Tillamook, and Clatsop county schools and criminal justice agencies.

**5.3 Higher ability (high school GPA and SAT scores). How many higher ability high school graduates are attracted to Western Oregon University?**

	1987	1989	1991	1993	1995	1997
Mean HS GPA	3.02	3.12	3.19	3.27	3.27	3.24
% >3.75 (number of freshmen)	8.3% (53)	9.5% (56)	11.0% (64)	13.2% (90)	12.8% (81)	15.0% (114)
	1987	1989	1991	1993	1995	1997
Mean SAT Score	960	982	1047	1005	993	975
% >1200 (number of freshmen)	6.5% (36)	6.4% (33)	6.6% (36)	7.7% (48)	8.6% (48)	5.9% (37)

Note: All reported SAT scores have been re-entered.

Trend: The mean entering freshman high school GPA of 3.24 will remain constant and continue to be the most reliable predictor of college success.

Target: No change in the mean 3.24 rate is anticipated.

Initiatives: WOU will not allocate additional resources to effect a significant upward trend in this rate.

**5.4 Racial/ethnic representation. What are the trends in the enrollment of racial/ethnic minority students at Western Oregon University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Euro American	2,53	69.3	3,27	85.0	23,23	83.9	3,45	86.3	3,29	84.4	3,387	82.9
Total Minority*	132	4.7	181	5.0	240	6.8	281	7.3	295	8.0	401	10.3
Nonresident	148	4.0	128	3.3	55	1.4	99	2.5	100	2.6	111	2.7
Unknown	842	23.0	269	7.0	327	8.5	166	4.2	214	5.5	189	4.6
Total Enrollment	3,65	100.0	3,85	100.	3,854	100.	3,99	100.0	3,90	100.	4,088	100.

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
African American	28	0.8	25	0.6	36	0.9	28	0.7	31	0.8	56	1.4
American Indian	32	0.9	37	1.0	38	1.0	53	1.3	65	1.7	67	1.6
Asian American	31	0.8	60	1.6	82	2.1	79	2.0	84	2.1	111	2.7
Hispanic/Latino	41	1.1	59	1.5	84	2.2	121	3.0	115	2.9	167	4.1
Total Minority	132	4.7	181	5.0	240	6.8	281	7.3	295	8.0	401	10.3

Note: (1) Total Minority excludes European Americans, Unknown and Nonresident Aliens (international students)  
(2) Enrollment used to determine percent minority is total enrollment minus unknown.

Trend: Minority student representation of over 10 percent continues a decade-long rise.

Target: A minority student participation rate of 12 percent is planned by 2005.

Initiatives: WOU has begun to target high minority student participation in high schools in the Mid-Willamette Valley. Special college based advisement programs are occurring at the high schools in order to better prepare minority students for college entry.

**5.5 Gender representation. What are the trends for enrollment of women at Western Oregon University?**

	1987		1989		1991		1993		1995		1997	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Enrollment	3,659		3,856		3,854		3,997		3,908		4,088	
Female Undergrads	1,787	55.9	2,049	59.2	2,045	58.2	2,134	57.5	2,107	57.1	2,260	58.5
Female Graduates	309	67.2	274	69.4	243	70.8	209	73.9	145	66.5	143	63.3
Total Female	2,096	57.3	2,323	60.2	2,288	59.4	2,343	58.6	2,252	57.6	2,403	58.8

Note: Graduate includes enrollment in masters-level courses.



**Trend:** The percentage of female undergraduate students remains constant at slightly more than 55 percent of the total undergraduate population. This percentage is 3.4 percent higher than state gender representation for college-age students.

**Target:** No change in the 55 percent rate for undergraduate female students at WOU is planned.

**Initiatives:** None.

**5.6 Adults aged 25 and older. What are the trends in the enrollment of undergraduate students aged 25 and older at Western Oregon University?**

	1987	1989	1991	1993	1995	1996*
Regular Program	3,696	3,889	3,811	3,994	4,060	4,155
Extended	467	441	347	301	375	389
Total	4,163	4,330	4,158	4,295	4,435	4,544
Total Over 25	1,360	1,299	972	892	967	942
% of Total Enrollment	32.7	30.0	23.4	20.8	21.8	20.7

Note: Regular program enrollment includes state-supported enrollment for fall, winter, and spring terms (summer term is self-support only); extended studies enrollment includes self-supported enrollment for four terms. Data for 1997-98 are not yet available.

**Trend:** Less than 25 percent of undergraduate students are non-traditional students. This number has been gradually decreasing over the past decade.

**Target:** A composite graduate/undergraduate headcount increase of 100 students older than age 25 will be set as a goal to be attained by 2004. An increase in the proportion of non-traditional students in the WOU undergraduate enrollment mix from less than 20 percent of the total student population to 25 percent by 2002.

**Initiatives:** Delivery of the business and computer science course work leading to degrees will be once again attempted in downtown Salem. The Master's in Education (with Education Technology) will be expanded to a second site in Alaska during 1998-2000.

**6.1 Employment. *How successful are Western Oregon University graduates within a year of baccalaureate completion?***

Percent	1994-95	1996-97
Employed	79.6%	data fall 1998
Enrolled	4.7%	
Employed/ Enrolled	13.1%	
Neither	2.6%	
Total	100.0%	

Trend: In a survey of WOU graduates completed in 1997 within a year of their graduation, 80 percent (N=370) were gainfully employed in positions related to their college career choices. This percentage is consistent with earlier surveys, but these limited data do not constitute a trend.

Target: The above indicated employment and internship rates will be maintained at existing levels.

Initiatives: Attempts will be made to increase the number of on-campus corporate employment recruiting for northwest firms (in business and computer science related fields).

**6.2 Internships. *How many Western Oregon University graduates complete internships in their academic experiences?***

Percent Saying "Yes"	1994-95	1996-97
Yes	32%	53%

Trend: In 1996, 53 percent (N=2030) of WOU students participated in a degree-related internship or practicum experience. These experiences, usually for credit, range from three to nine credit hours.

Target: WOU will maximize its current 53 percent rate of student participation in off-campus internships and practicum courses.

Initiatives: There is, of course, a high correlation between practicum and internship experiences and first time employment. The practicum often either leads to a first job with the practicum agency or provides valuable job leads and recommendations. Therefore, new degree programs will include practicum and internship programs. The WOU public service mission will necessitate continual review of existing and new practicum placements in state and local government agencies.

**7.1 Sponsored research. *How well has Western Oregon University done in attracting outside revenues?***

	1992-93	1993-94	1994-95	1995-96	1996-97
Total Expenditures	\$5,422,013	\$6,046,919	\$6,458,503	\$5,176,165	\$4,981,493

Note: (1) The data definitions used here differ from those used in similar data displayed in the OSSHE Fact Book, making the use of Fact Book data for comparison with earlier years not possible. Future editions of the Fact Book will be adjusted to provide consistent definitions. (2) The sponsored research and other support dollars reported here are restricted funds expenditures. They include sponsored research, teaching/training grants, student services grants, library grants and similar support. Student aid is excluded.

Trend: After a decline from the 1994-95 level, funds are expected to remain steady for the foreseeable future.

Target: An increase of \$100,000 per year in cooperative grant funds in NSF, NEH programs is a goal to be attained by 2000. Sponsored research will continue at the \$5,000,000 level for the next five years.

Initiatives: An Office of Grant Support developed through the Teaching Research Division will begin by Winter 1999.

**7.2 Other resources. *How successful has Western Oregon University been in attracting additional revenue (e.g., fund-raising)?***

Trend: Efforts to increase the university endowments including planned giving, gifts, and scholarship development have been very successful in the past five to seven years. These resources have doubled in five years.

Target: Improvements in scholarship support for academic degree programs will be emphasized when library funding efforts are completed. No dollar targets have been set at this time.

Initiatives: Strategies will be developed to increase degree-specific scholarship support in all disciplines with special emphasis on the arts, business, and computer science degree programs.

In order to ensure that a steady increase in resources continues, special efforts to obtain private funding for a portion of the new university library will occupy most university fund raising energies for the next three to four years.



**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



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