The Board of Trustees of Oregon State University

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To: OSU Board of Trustees
Executive & Audit Committee

From: Pat Reser, Chair
Darry Callahan, Vice Chair

Subject: Board Officers' Report: FY2015 Presidential Assessment

Date: September 30, 2015

The Board of Trustees is charged with the oversight of the President including annually assessing his performance. By policy, a key principle of the assessment is to inform and guide his successful leadership.

As officers of the board, we have completed the FY2015 assessment of President Ray and submit the following report. We recommend that the board accept the report, thereby completing the FY2015 assessment and setting the President's goals for FY2016.

Trustees should also note that the board will be conducting a comprehensive presidential assessment in FY2016. The proposed methods and timeline for the comprehensive assessment will be discussed at the January 2016 Board meeting.

FY2015 Assessment

The President's goals for FY2015 were approved by the Board on October 17, 2014. On August 10, 2015, the President provided his FY2015 self-assessment report and proposed agenda for FY2016 (Attachment 1). The President's report also included an assessment of the financial status of the university, overall academic quality of the university, and challenges and opportunities facing the university.

By policy, we were responsible for reviewing the President's report. To assist in our review, we solicited your thoughts on the report and heard back from eleven trustees, including ourselves. We also interviewed a subset of the President's direct reports and university partners to get feedback on the President's accomplishments and opportunities for development. On September 9, 2015, we met with President Ray to discuss his report, the feedback we heard from trustees and others, and his goals for the coming year.

Without exception, trustees were pleased with the progress made toward President Ray's goals over the past year. Under his leadership, the university has continued to see growth in undergraduate and graduate degrees granted and in research funding. The university has continued its progress on the OSU-Cascades campus and Marine Studies Initiative. The

President was also instrumental in the highly successful and first-ever Campaign for OSU and in the smooth transition to and support for the Board in its inaugural year.

Importantly, trustees also spoke to the President's dynamic leadership and strong personal ethic. They noted that his broad understanding of the influences and challenges to the University serve us very well. Trustees valued President Ray's ability to manage risk while maintaining an eye for opportunity. These comments were echoed in interviews conducted with some of the President's direct reports and university partners. Those interviewed also acknowledged the President's efforts to involve his direct reports in decision-making. They encouraged the President to continue work on the operational plan for Strategic Plan 3.0 (SP 3.0), brand development, and community relations.

Trustees were interested in pursuing future conversations around the data and metrics provided in the President's FY2015 Report. This includes a desire to better understand when we can expect to see measurable gains in retention and graduation rates. Trustees are also interested in continued discussion of metrics around "transformative experiences" for our students and academic quality.

Establishment of FY2016 Goals

The President identified three major goals for the next year:

1. Continue success in the implementation of SP 3.0;
2. Progress toward eliminating achievement gaps and raising first-year retention rates and six-year graduation rates for all students and all sub-groups of students; and
3. Create a 10-year business plan to accompany SP3.0 that ensures a sustainable financial path to success for the university.

Trustees widely support the President's goal to reduce achievement gaps and raise retention and graduation rates for all. There is also strong support for and excitement among trustees for the operational plan to implement Strategic Plan 3.0. Trustees are looking for a plan that clearly articulates initiatives for implementing SP 3.0, how they will be funded and how those initiatives will influence the metrics. The plan can also help the university and Board better understand the financial implications to enrollment growth and mix and other variables over the next ten years.

Conclusion

As Board Officers, we continue to be pleased and honored to work closely and strategically with President Ray to advance the mission of Oregon State University.

ATTACHMENT 1

Oregon State University
Edward J. Ray
(Aug 10)

PRESIDENT'S SELF-ASSESSMENT FOR 2014/2015

As indicated in my agenda for the past academic year, I view Strategic Plan 3.0 as the road map to guide the university for the next five years and take as my first priority each year the successful implementation of the plan, as reflected by progress in meeting the targets for key metrics provided in the plan. In this self-assessment for the 2014-15 academic year, those metrics have been expanded to cover additional key performance areas, which include FY2014-15 outcomes and 2017-18 goals, that relate to the strategic plan's three goals and are appended to this statement on pages 13-15.

The three goals articulated in Strategic Plan 3.0 are to:

1. Provide a transformative educational experience for all learners;
2. Demonstrate leadership in research, scholarship, and creativity, while enhancing pre-eminence in the three signature areas of distinction (Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress); and
3. Strengthen OSU's impact and reach throughout the state and beyond.

The OSU Board of Trustees approved my proposed agenda for the 2014/15 academic year at the October 17, 2014 meeting of the Board. In addition, the Board adopted a Presidential Assessment Policy in May 2015 that requires the self-assessment report to include eight (8) specific elements. Where possible, those elements, which are listed on page 12, are included wherever appropriate in the assessment document for FY15 and the proposed agenda for FY16. The specific agenda and results for FY15 are summarized below and are followed by my proposed agenda for FY16:

1. Completing The Campaign for OSU in December 2014 with a campaign fundraising total well in excess of $1 billion and momentum going forward in our fundraising efforts;
2. Raising first-year retention rates, reducing achievement gaps, and, over the next five years, raising the six-year graduation rate of all sub-groups of students to a common rate of 67.0 percent;
3. Continuing to diversify and internationalize OSU's faculty, staff, and student populations on campus;
4. Providing stewardship of university finances with an ending E&G fund balance close to 10 percent;
5. Advancing development of the four-year campus at OSU-Cascades and the Marine Studies Campus in Newport;
6. Achieving enrollment growth and completion goals consistent with our commitment to 40-40-20;
7. Promoting economic growth and innovation in Oregon;

8. Supporting the OSU Board of Trustees in establishing best practices for its own operations and achieving our Board-approved funding requests for the 2015 legislative session;
9. Developing a sound proposal for addressing deferred maintenance, including disability access, for the Corvallis campus; and
10. Developing an analysis to compare and contrast university opportunities and challenges in the next 10 years compared to the last 10 years.

1. **The Campaign for OSU:** Consistent with recent fundraising success, we should reach a campaign total of close to $1.1 billion by the end of calendar year 2014.

   Results: The Campaign concluded at the end of the 2014 calendar year with a total of $1.142 billion. At the close of FY15 (June 30, 2015), the annual fundraising total was $130.8 million, and we expect the range for next year to be approximately $100-120 million. We closed the final year of the campaign with the greatest annual fundraising total in the history of the university and that gives us tremendous momentum going forward. In addition, discussions regarding fundraising opportunities for the next 3-5 years began prior to the close of the campaign and continued throughout the 2014-15 academic year.

2. **Strategies for Student Success:** We expect 14 fraternities to meet the conditions to house freshmen, starting fall 2014. Other key strategies include: enhanced advising, themed living and learning communities, access to and redesign of large "gateway" courses, and increased high-impact experiential learning opportunities.

   We will open new facilities for the Lonnie B. Harris Black Cultural Center and the Asian & Pacific Cultural Center during the FY15 academic year. These centers will include professional staff to provide students with academic support services and mentoring support. We will continue to monitor the faculty course re-design initiative, enhancements to university housing programming, and the advising and early intervention programs to assess their success and implement appropriate changes.

   Finally, the Provost will create an Office of the Vice Provost and Dean for Undergraduate Studies to provide university-wide coordination to increase and equalize first-year retention rates and six-year graduation rates for all students.

   Results: 12 fraternities have signed on to meet the conditions to qualify as affiliated housing options for freshmen. All of the staffing and program initiatives cited above are in place. The Lonnie B. Harris and Asian & Pacific Cultural Centers have opened with professional staff assigned to them. The new Ettihad Cultural Center (serving students from North Africa and Southwest Asia) now has dedicated space in the Student Experience Center. And, Susana Rivera-Mills has been appointed Vice Provost and Dean for Undergraduate Studies, effective June 1, 2015. In addition to the initiatives cited above to improve retention and six-year graduation rates, we are implementing the Education Advisory Board (EAB) predictive analytics software package to analyze 14 years of student data, including four years of high school data for entering students for each of the last 10 years, in order to identify paths to success that will improve individual student advising, as part of our work in the University

Innovation Alliance. Becky Warner, senior vice provost for academic affairs, is our liaison with our UIA partners.

The president review metrics on pages 13-15 list a number of statistics related to the first goal of the strategic plan. While the overall first-year retention rate declined slightly last year from 84.2% to 83.8%, the six-year graduation rate increased from 61.5% to 63.1%. The percentage of U.S. minority students increased from 19.4% to 21.9%. The percentage of international students increased from 10.2% to 11.1%, and the percentage of high-achieving Oregon high school graduates in the fall 2014 entering class increased from 39.6% to 44.1%. Instructional faculty diversity increased from 14.8% to 15.2%.

The under-represented minority (URM)-to-white one-year retention and six-year graduation rate gaps fluctuated over time, but they persist, with current one-year retention rate gaps no less than they were 10 years ago. Although the six-year graduation gap has declined from 18.6% in 2007/08 to 10.8% for 2014/15, it remains unacceptable.

Many students face financial challenges. Nationally, 33% of undergraduate students graduate with no debt, and the average debt for other students is about $27,000. At Oregon State University, 37% of our graduates have no debt and the average debt for other students is about $24,000. We recently learned that OSU has been recognized as one of the 2016 Fiske Guide "Best Buys". In all, 20 public and 24 private schools are recognized as best buys among schools in the U.S., Canada and the U.K. The schools selected are viewed as inexpensive or modestly priced and have four- or five-star academic ratings.

3. **Community, Diversity, and Faculty Hiring and Compensation:** We are authorizing up to 40 new faculty hires this year. Thirty of those positions will be targeted to meet enrollment demand pressures, 5 faculty hires will be targeted for the signature areas, and a couple of positions are held back for opportunity hires. An additional 3 FTE will be allocated through the Provost's Dual-Career Hiring Initiative, which recognizes the importance of supporting dual-career couples in recruiting and retaining the best faculty. All of the positions are targeted to improve faculty diversity. We are particularly focused on hiring faculty who will enhance faculty staffing in key areas associated with preparing our students to flourish in an increasingly diverse and connected world, such as the Difference, Power and Discrimination Program (DPD).

   We expect to provide faculty with a 3 percent merit raise during the 2014/2015 academic year. We also expect to begin to improve compensation for fixed-term and part-time faculty, including health benefits for part-time faculty with appointments in other institutions that take their combined employment over half-time, and to develop longer term contracts related to performance and time with the university for fixed-term faculty on annual contracts.

   Results: Of the faculty lines authorized, we expect that 28 faculty will join OSU in the fall, with another nine searches in progress. In addition, five faculty will join us as part of our dual-career hiring. All of these new faculty positions were hired with a focus on increasing diversity; additionally, 30 of the positions are targeted to improve student engagement and success. While five faculty are specifically in Marine Sciences and Genomics/Biocomputing,

two signature areas for the university, it is expected that many of the other positions will also contribute to existing or emerging areas, including engineering and public health. Our concerted efforts to move away from "business as usual" hiring practices have resulted in greater diversity in this cohort of faculty. Twenty-five percent of the initiative hires are US underrepresented minorities and 68 percent are women. Faculty hired this year outside the initiative (n=43) included only 9 percent US underrepresented minorities and 39 percent women.

We implemented a 3% raise package for faculty in July 2014 and addressed compensation, health benefits and longer term contracts for our best fixed-term faculty. We specifically focused on fixed-term instructors, making appropriate equity salary adjustments, and instituting 2- and 3-year contracts with promotion to Senior Instructor I and Senior Instructor II, respectively. Multi-year contracts were also created for promotions within our new Professor of Practice rank.

4. **Financial Management:** We anticipate ending fund balances in the 9-11 percent range for each of the next five years, beginning with 2013/2014.

   Results: FY15 had a strong year-end E&G fund balance of 9.8%, an increase of 16.7% over the FY14 level of 8.4%. The preliminary projections for FY16 show little change in fund balance. We are working to have a fund balance between 9% and 11%, and in consultation with the Board of Trustees, the university has created financial health and sustainability indicators and targets to assist us in assessing the financial sustainability of the university.

   In preparation for the sale of university revenue bonds, we contracted with Moody's Investor Service to secure a bond rating. Our Moody's rating is Aa3. The lack of cash reserves is a primary reason why the rating is not Aa2. The outlook is judged to be stable, with any improvement in rating likely to come from increased fundraising and cash flow to improve monthly liquidity. A downgrade could come from an erosion of student demand or fundraising or significant additional borrowing outpacing revenue growth.

5. **OSU-Cascades:** The year ahead will be a great challenge and opportunity for the university in Central Oregon. OSU-Cascades acquired just over 10 acres of land and the campus plans to build a new academic building and residence hall in the next few years. In addition, OSU-Cascades acquired an option to purchase an additional 46 acres in downtown Bend, and the campus is working through its due-diligence processes related to the purchase. Enrollment at OSU-Cascades, including expected transfers from Central Oregon Community College, is currently slightly above 1,100. We will begin offering four-year degree programs at the campus in fall 2015.

   Results: We spent FY15 dealing with land-use issues regarding our 10.44 acre campus site in Bend, which slowed the development of the new campus along with the expected growth in enrollment there, but we still plan to admit 50 new freshmen to the campus in fall 2015. Total enrollment at Cascades increased from 886 to 934 last year, not including COCC students committed to finishing their four-year degrees at Cascades. The Land Use Board of Appeals decision supported the campus on every point, and plaintiffs have appealed to the

state court of appeals. We have begun site preparation of the 10.44 acre site for the construction of the new campus as we assess the appeal.

6. **Enrollment:** We will continue to implement our 40-40-20 plan, which calls for 28,000 resident students in Corvallis, 3,000-5,000 resident students at OSU-Cascades, 7,000 degree-seeking students taking their courses through Ecampus, and up to 500 students rotating through the Marine Studies Campus in Newport by 2025. We currently have about 24,400 students in residence in Corvallis, and we are using wait-listing for the first time this year to hold our enrollment growth to 2-3 percent per year.

   Larry Large, president of the Oregon Alliance of Independent Colleges and Universities, and I expect to convene another meeting of the state's public and private higher education leaders in the fall to discuss partnerships and collaborations across institutions aimed at student success and the attainment of 40-40-20. Our meeting last year was the first such meeting in 35 years.

   The 40-40-20 plan is silent regarding graduate and professional degree success. We are committed to increasing doctoral degrees from 213 in FY13 to 255 in FY18. Our long-term goal is to increase the share of doctoral and professional enrollment from 17.3 percent today to 20 percent by 2025.

   Results: Total university enrollment, including Ecampus, grew from 27,925 in fall 2013 to 28,886 in fall 2014. Enrollment on the Corvallis campus for fall 2014 grew to 24,383 and is expected to increase less than 1% for fall 2015. Ecampus enrollment continues to grow at a healthy pace from 7,763 in fall 2013 to 8,862 in fall 2014. U.S. News and World Report ranked our Ecampus undergraduate program fifth in the nation last spring. The Oregon resident undergraduate enrollment rate fell from 73.3% to 72.3%, in line with a projected figure of 66% over time. Advanced degrees increased from 422 to 579; Ph.D.'s increased from 196 to 229; and degrees in designated shortage areas (engineering and computer science) increased from 1,106 to 1,276.

   The public and private colleges and universities continue to meet annually with modest evidence of meaningful academic collaboration. Beginning next year, we hope to share our findings from the use of predictive analytics on student retention through to graduation with higher education colleagues here in Oregon.

   Our approach to enrollment management and the relevance of 40-40-20 will have to be reassessed as part of our business plan for the next 10 years. The HECC has switched from an enrollment-driven to a degree-driven formula for the distribution of state funds. While our state funding will increase this year, we are likely to get the smallest percentage increase of any of the seven public universities. Furthermore, the HECC Board understands that we may have to recruit non-resident students for financial purposes and there is no particular expectation that we will continue to increase our enrollment of Oregonians at the undergraduate level. Finally, legislative leaders told me that 40-40-20 is an aspirational goal that will not drive the budget process.

7. **Research:** With the departure of Rick Spinrad as vice president for research at OSU to take up the position of chief scientist at NOAA in Washington D.C., we have appointed Ron Adams as interim vice president and will launch a national search for a permanent replacement for Rick. While research funding remains tight at the federal level, Ron, as executive associate vice president for research, and his team continue to broaden and deepen our research collaborations with industry partners. Brian Wall will be on point to advance that effort this year. The OSU Accelerator program is off to a good start, and we are hopeful that the Regional Accelerator Innovation Network (RAIN) project, in conjunction with the University of Oregon and the cities of Albany, Corvallis, Eugene and Springfield, will continue to attract private financial support and renewed funding from the state legislature.

   Results: Overall research funding has grown from $285 million in FY14 to $309 million in FY15. This is the highest funded research total in the history of the university and represents an 8% increase over last year. Industry-funded research grew from $36.8 million to $40.1 million last year representing an annual increase of 9% and 62% growth since 2009-10. Licensing revenue increased by 73% from $5.9 million to $10.2 million last year and is at the highest level in our history. We have hired Dr. Cynthia Sagers from the University of Arkansas as our new vice president for research and Dr. Mitzi Montoya as our new dean for the college of business. Both are expected to provide administrative leadership in expanding and diversifying our research portfolio.

8. **Governance:** Over the course of the next year, I will work with the board and colleagues to ensure that we are adhering to best practices from a governance perspective. Going forward, one challenge will be to determine access to the board to present views at general meetings of the board and board committee meetings. A second challenge will be to ensure effective communications among the OSU Board, OSU Foundation Board, the OSU Alumni Association Board, the Higher Education Coordinating Commission, and the Oregon Legislative Assembly, particularly as it considers re-appointments for trustees with two-year terms. In addition, Oregon State University has accepted the primary management position for the University Shared Services Enterprise (USSE), and staffing, service management, and quality assurance will require considerable attention during the next year or two.

   Results: Coordination of boards has proceeded well and the University Shared Services Enterprise is working well. Debbie Colbert has transitioned extremely well into the position of the secretary to the Board. Becca Gose is doing an excellent job as general counsel.

   I have worked with the Board and colleagues to support governance that is grounded in best practices identified by the Association of Governing Boards (AGB) and based on "best of breed" examples from other institutions. Working in this manner, over the last year, the Board has adopted a presidential assessment policy, debt policy, investment policy, and delegation of authority resolution. These governance documents have been paired with educational items to support ongoing board development (e.g., risk management, enrollment management, alignment of the University's strategic plan with HECC and accreditation standards). Working with the Board and committee chairs, we have been able to set guidelines and advise trustees for handling public comments as an opportunity to listen rather than engage in back and forth dialog. I have also worked with the Chair and Vice Chair on a

consistent approach for identifying what, if any, follow-up to public comments is appropriate following each meeting and ensuring that information is communicated to the Board. Working with the Governor's Office, we were able to secure all requested reappointments as well as the appointment of Preston Pulliams to the Board.

The Board has made substantial progress in further developing policies and procedures for presidential evaluation, reviewing public requests for Board consideration of issues, and the selection of nominees for the Board as needed. Communications with the Board from other boards and groups remain a work in progress. On behalf of HECC, Ben Cannon and Tim Nesbitt have been regular contributors to the general meetings of the Board. The University Board of Trustees played a critical role in securing state operating funds at the $700 million level for the seven public universities and an increase of $14 million in support of the OSU statewide public service programs.

I work closely with the Board Secretary and the General Counsel to share important matters with the Board in a timely fashion and the Vice President for University Relations and Marketing provides periodic information newsletters to the Board. The Provost and Vice President for Research staff the needs of the Academic Strategies Committee and the Vice President for Finance and Administration provides staff support for the Finance Committee of the Board. While judgments are not always perfect, we work hard to make certain that there is an effective policy of no surprises on all substantive matters. I have worked with University Presidents who apologized to Boards after important actions have been taken by a University but that has not been the case here.

9. **Facilities:** We participate in the new OHSU/OUS Collaborative Life Sciences Building, which opened in Portland in summer 2014. The structure houses programs from OHSU and Portland State University as well as the clinical elements of the Oregon State University College of Pharmacy. The College of Business's Austin Hall will open in fall 2014, as will the new William H. Tebeau residence hall. We will continue work on the Memorial Union renovation, the Student Experience Center, the new all-purpose classroom building, the Lonnie B. Harris Black Cultural Center, and the Asian & Pacific Cultural Center. Our capital project proposals for 2015-17 were approved by the Board of Trustees in March.

   We have introduced several major capital projects for consideration by the legislature for the 2015/2017 biennium budget, including major renovations and ADA-related upgrades, funding to address deferred maintenance challenges, as well as new facilities for the Marine Studies Initiative in Newport, the Oregon Forest Science Complex including the Advanced Wood Building Products Laboratory for the College of Forestry, and major academic buildings for the College of Engineering and the OSU-Cascades Campus. All new facilities will retain identified funding to assure care and maintenance over their designated life spans.

   Results: All of the projects listed for completion are now open, and the two major new projects have been approved by the legislature for funding. We failed to get line item support for ADA upgrades, but we are going to use state minor capital renewal funds to accelerate improvements. Furthermore, the legislature included budget note language seeking recommendations for changes if necessary to increase our ability to invest deferred

maintenance funding for disability access features for existing buildings. We have launched an effort to raise $42 million to improve the Valley Football Center portion of the football stadium. Construction is underway for Johnson Hall for chemical, biological and environmental engineering, which includes new classroom and student support facilities. The new Learning Innovation Center is scheduled to open this fall.

10. **The Seeds of Failure Are Sewn in Success:** Our current success is derived from managing opportunities and risks that may not persist for the next 10 years. If we stick with what has worked, we will lose our current momentum. This year, we will assess the extent to which the drivers and obstacles we dealt with in the last 10 years will persist into the next 10 years. Also, we will identify drivers and obstacles likely to emerge in the next 10 years and develop appropriate action plans guided by Strategic Plan 3.0.

    Results: With the leadership of the Provost and the President of the University Senate, we have convened a group to develop a 5-10 year business plan to accompany SP3.0. We have hired a facilitator and enlisted Darry Callahan, vice chair of our Board of Trustees, to help guide the process of developing a draft plan for discussion at the board retreat on October 14th. Our goal is to have a business plan in place by the winter of 2015-16 in advance of the March 2016 meeting of the Board of Trustees at which the budgets for FY17 will be set.

PROPOSED AGENDA FOR FY16

Each year I ask my direct reports to provide me with a summary of their three or four major goals for the coming academic year and to explain them in two pages or less. I ask them at the end of the academic year to revisit those goals and tell me what they did or did not accomplish with respect to those goals and to do so in two pages or less. I hope that I can reach a similar agreement with the Board, although the scope of my responsibilities is such that some leeway from the two-page limit may be appropriate.

I have three major goals for next year:

4. Continue success in the implementation of SP 3.0;
5. Progress toward eliminating achievement gaps and raising first-year retention rates and six-year graduation rates for all students and all sub-groups of students; and
6. Create a 10-year business plan to accompany SP3.0 that ensures a sustainable financial path to success for the university.

1. **Continue Success in the Implementation of SP3.0:** This goal, with the expanded table of metrics associated with SP3.0 appended here (pp. 13-15), simply reflects my view that the strategic plan is the road map to guide the university forward. I have described the strategic planning process as the equivalent of looking at a map across time. Each year we cover terrain anticipated and unexpected, and we adjust our course accordingly. Each year we see a horizon that we could not see the year before, and we respond thoughtfully to what we have discovered. Periodically, we update the strategic plan in light of what we learn. The

indicators in the table of strategic plan metrics are the compass for our journey, and each year we should move each of them in the desired direction. This was overwhelmingly the case last year except in the two areas that give rise to goals two and three below.

2. **Eliminating Achievement Gaps and Raising Retention and Graduation Rates for All Students:** As reflected in the table of metrics on page 14, the achievement gaps for first-year retention and six-year graduation rates for all students and all sub-groups of students have not changed markedly for the good in over a decade. This is my greatest regret concerning progress at the university. The partnership with UIA, the implementation of the predictive analytics tools to improve student advising, and the day-to-day leadership of the new Vice Provost and Dean of Undergraduate Studies, assisted by the Senior Vice Provost in a liaison role with the UIA along with the UIA Fellow, are all intended to move the percentages in the right direction. I also expect collaboration through the UIA with colleagues from other major public research universities to accelerate the rate at which we learn effective practices here at OSU to reduce achievement gaps and increase retention and graduation rates. The Vice Provost and Dean of Undergraduate Studies, the Vice Provost for Student Affairs and the Senior Vice Provost for Academic Affairs will be responsible for integrated planning and implementation across the student experience.

3. **Create a Sustainable 10-year Business Plan:** The preliminary work undertaken this academic year by the Provost and the University Senate President in concert with colleagues and a facilitator to assess revenue opportunities and risks, cost threats and cost reduction possibilities and possible changes for efficient management should prove valuable in developing a sustainable 10-year business plan. Elements of a plan that addresses both the operating and capital revenues and expenses will be developed over the summer and reviewed with appropriate groups across the university to be shared with the Board in advance of the October Board Retreat. The purpose of the Retreat is to provide information to Board members to facilitate their discussion of a sustainable business plan and to incorporate Board member ideas and suggestions into a draft document for circulation to the Board and other internal and external groups by the end of fall quarter. The goal is to provide the Board with a penultimate draft business plan in advance of the January 2016 Board of Trustees meeting. The final business plan will be shared with all stakeholders in advance of the March Board meeting, at which time the Board will be asked to approve the FY17 budget.

I have been asked to assess the financial status of the university and the challenges and opportunities facing the university in this report. For the sake of brevity, let me cite several observations from the Moody's Investment Service report accompanying our bond rating with which I strongly agree. The report states that "The Assignment of the Aa3 rating is based on Oregon State University's essential role in the state of Oregon…the university's growing enrollment and net tuition revenue, ongoing state capital funding, and a moderate sized research profile…"

The report goes on to describe positive and negative possibilities that could change our rating. On the plus side, the report cites: Substantial growth in financial resources from fundraising to support growing debt and operations and sustained healthy cash flow leading to monthly growth

in liquidity. On the negative side, the report cites: erosion of student demand or fundraising and significant additional borrowing outpacing revenue or resource growth.

State funding will increase substantially this biennium, but it will not reach the goal of $755 million for the seven former OUS universities that would have brought state funding per student FTE back up to the funding level of 2007, just before the great recession. There is some hope that additional state funding for enrollment and degrees awarded can be obtained in the February 2016 session.

We have secured an additional $14 million in new state dollars above the current service level funding for the statewide public service programs. At the same time, the legislature has instructed the HECC to moderate capital requests for higher education in the future.

Athletics is one area that has been a continuing challenge from a financial perspective, although many of our teams have been very successful in recent years. New coaches in men's basketball and football hold great promise for greater success by our student-athletes in those areas, and that alone should improve the budget situation in Athletics. We asked outside consultants to assess marketing, fundraising and other aspects of the athletics program during FY15, and the new athletic director, Todd Stansbury, will have an opportunity to implement some of those proposed changes and implement some of his own program initiatives that proved effective in enhancing revenues at the University of Central Florida. Furthermore, changes in scholarship requirements and possible Pac-12 subscribers and partnerships are under consideration with an unclear net impact on the budget for Athletics.

The Board also asked that the President's Self-Assessment Report provide an assessment of the overall academic quality of the university. Our goal is to imbed quality (or excellence) in all dimensions of OSU's mission: teaching and learning, research and innovation, and outreach and engagement.

An important measure of academic quality is the performance of our students on national exams in professional programs. It reflects their academic preparation and the quality of education they receive at OSU. Performance of OSU students has continued to be excellent in professional certification exams, outpacing national averages. Results from the last cycle are:

- Engineering—99 percent passed the Fundamentals of Engineering exam (national average 82 percent)
- Exercise Science—92 percent passed the national athletic training association exam (national average 77 percent)
- Nutrition—100 percent passed the American Dietetic Association exam (national average 82 percent)
- Pharmacy—98 percent first time pass rate on the North American Pharmacist Licensing Examination (national average 95 percent)
- Veterinary Medicine—100 percent passed the North American Veterinary Licensing Examination (national average 95 percent)
- Accounting—70 percent pass rate (national average 60 percent)
- The acceptance rate for pre-medical students from OSU was over 75 percent, as

compared to the national average of 40 percent, with students accepted to a variety of prestigious medical schools.

At the same time OSU continues to attract a large proportion of high-achieving students from Oregon high schools. As noted earlier, the percentage of high-achieving Oregon high school graduates in the fall 2014 entering class increased from 39.6% (fall 2013) to 44.1%.

Another measure of the overall academic quality of the university is its competitiveness in research and innovation, also noted earlier.

- Overall research funding grew from $285 million in FY14 to $309 million in FY15, an 8% increase over last year.
- Federal funding grew from $171 million in FY14 to $185 million in FY15, an increase of 8.2% this year over last year and a 20.1% increase since FY13. This is a remarkable performance during a period of relatively flat, non-defense, Federal R&D budgets.
- Industry-funded research grew from $36.8 million to $40.1 million last year representing an annual increase of 9%. As a percent of total research expenditures, industry-funded research rose from 3.8% in FY14 to 4.1% in FY15.
- Licensing revenue increased by 73% from $5.9 million to $10.2 million last year and is at the highest level in our history. Normalized based on $1 million R&D expenditure, this translated to an increase from $25,541 (FY14) to $43,078 (FY15).

While perception is not reality, it is clear that external perceptions do have consequences on our ability to partner with other universities, compete for some grants and awards nationally and to form strategic partnerships with industry. Some rankings, such as the QS rankings, take into consideration the quality and impact of faculty research and publications.

Among public land grant universities, OSU is ranked 37th by US News and World Report and 27th in the QS World University Rank. Among the highest ranked academic programs are Agriculture and Forestry, ranked 9th, by the QS World University rankings. Consistent with the focus in OSU's SP 3.0 to develop excellence in targeted interdisciplinary programs, Environmental Sciences is ranked 30th and Marine Sciences, 51-100, by the QS World University Rankings, and Earth Sciences is ranked 34th by U.S. News and World Report. The U.S. News and World Report ranks OSU as 5th among Best On-line Programs, as 4th among Best On-line Colleges for Veterans, and 38th as Best College for Veterans. Finally, OSU is listed on the "best buy" list of schools in the 2016 edition of "The Fiske Guide to Colleges," based on academic quality and expense data.

For my own professional development, I will remain active in national and regional organizations where I can interact with colleagues to share best practices and do an environmental scan of the trends and challenges to higher education across the nation and in Oregon. I will continue to serve as the chair of the Science and Mathematics Teaching Imperative (SMTI) Committee for the Association of Public and Land-grant Universities as well as on the APLU board. I will chair the board of the Association of American Colleges and Universities and serve on the boards of the American Council on Education, the UIA, the Pac-12, Pac-12 Enterprises and the Presidents Council in Oregon.

TAB F

From Oregon State University Presidential Assessment Policy (as approved May 29, 2015):

V. Annual Assessment

The Annual Assessment will include the following:

A. President's Self-Assessment Report
The President will complete a Self-Assessment Report that addresses the State of the University and the President's stewardship. The report will be due to the Board on the date specified by the Chair and will be based on information available at the time of the assessment.

The report will include the following:

1. Progress on meeting previously established goals, including any relevant data;
2. An assessment of the university's advancement of goals outlined in the Strategic Plan;
3. As assessment of the overall academic quality of the university;
4. An assessment of the financial status of the university;
5. An assessment of the challenges and opportunities facing the university;
6. An assessment of the President's relationships with the Board, Board Officers, university leadership, and other key stakeholders;
7. The identification of any professional development the President wishes to pursue; and
8. Goals the President proposes for him/herself over the course of the next year.

Oregon State University

President Review Metrics

June 2015

Preliminary current year estimates are highlighted in blue - these may change after final fiscal year accounting

Strategic Plan 3.0 Metrics

Goal 1: Provide a Transformative Educational Experience for All Learners

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2017-18 Target
Degrees Awarded-Total	4113	4213	4294	4222	4232	4254	4490	4538	5055	5256	5891	*6326*	6000
Bachelor's Degrees	3078	3177	3351	3294	3267	3300	3453	3478	3932	4157	4702	*5010*	
Master's Degrees	760	778	659	621	674	648	727	745	774	746	848	*943*	
Doctoral Degrees	172	159	166	179	173	178	179	174	205	213	196	*229*	
First Professional Degrees	103	99	118	128	118	128	131	141	144	140	145	*144*	
Cascades Degrees[1]	22	54	57	129	108	111	134	153	173	210	262	*322*	360

1 These are also counted in the total and levels.

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2017-18 Target
First Year Retention Rate[2]	80.7%	80.7%	80.3%	80.9%	81.3%	80.8%	82.6%	83.1%	81.4%	83.3%	84.2%	83.8%	88%
Six Year Graduation Rate[2]	60.5%	60.4%	61.5%	60.0%	60.9%	62.1%	60.2%	60.4%	60.7%	60.4%	61.5%	63.1%	67%
URM to White 1 yr Retention Rate Gap[3]	4.0%	7.8%	7.6%	0.1%	1.5%	5.5%	1.7%	6.6%	3.9%	2.1%	3.3%	8.3%	
URM to White 6 yr Graduation Rate Gap	12.7%	10.3%	16.7%	17.6%	18.6%	18.0%	15.5%	15.0%	7.4%	9.4%	10.1%	10.8%	
Junior Transfer 4 Year Graduation Rate	72.6%	66.9%	66.0%	62.8%	67.7%	66.1%	63.4%	70.4%	65.5%	63.8%	61.6%	62.3%	72%

2 First-time students from High School, full-time degree seeking Fall cohort. Year shown is year rate was completed. For example, 2003-04 is the rate for freshmen beginning in Fall 2002 and returning Fall 2003. For 6 year graduation, 2003-04 is the reference year (degrees earned up to summer 2003) for freshman that began Fall 1997.

3 URM rates are computed by using aggregate cohort and outcome numbers for URM students; it is a weighted average of group rates (American Indian, Black, Hispanic).

Metric	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	2017-18 Target
% US Minority Student[4]	13.5%	13.6%	14.1%	14.3%	15.0%	15.8%	16.1%	17.6%	18.8%	19.7%	19.4%	21.9%	25%
% International Student[4]	6.0%	5.2%	4.9%	4.8%	4.7%	4.9%	4.8%	6.5%	7.4%	8.9%	10.2%	11.1%	15%
High Achieving Oregon HS Graduates[5]	30.9%	31.6%	33.7%	32.8%	32.7%	32.6%	31.8%	34.6%	36.2%	40.3%	39.6%	44.1%	45%

4 Out of all enrolled students, including non-degree students on main campus (Corvallis + Ecampus), excludes non-credit INTO students and Cascades-only students.

5 First-time from high school, degree-seeking Fall cohort from an Oregon high school, with high school GPA of 3.75 or higher.

Other Student Access and Success Measures

Oregon Resident Degrees	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bachelor's-All	2527	2655	2795	2769	2740	2800	2812	2805	3088	3097	3289	*3691*
Bachelor's - URM[6]	156	127	173	186	193	188	226	218	262	299	352	*394*
Bachelor's - Pell Eligible	1120	1206	1238	1302	1215	1204	1205	1374	1673	1702	1927	*1969*
Advanced Degrees	506	584	536	540	556	547	596	596	586	425	422	*579*

6 As defined in Achievement Compact: Underrepresented Minority - African American, Hispanic, Native American, Native Hawaiian/Pacific Islander and those citing "two or more races" where at least one is one of these groups.

OSU Office of Institutional Research

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Main Campus Enrollment[7] (IR Census)	18979	19162	19236	19362	19753	20320	21969	23761	24977	26393	27925	28886
URM Enrollment	1095	1133	1232	1252	1338	1488	1637	1872	2034	2233	2431	2668
International	1061	944	904	897	928	988	1120	1548	1852	2362	2859	3202
Ecampus (all)	1563	1781	2508	2704	3170	3575	4282	4811	5564	6750	7763	8862
Undergraduates	15599	15713	15747	15829	16228	16673	18067	19559	20261	21812	23161	23903
Graduate/1st Professional	3311	3449	3489	3533	3525	3647	3902	4202	4356	4581	4764	4983
Oregon Resident	15262	15676	15736	15712	15760	15816	16670	17178	17360	17487	17657	17707
Estimated Corvallis[8] Undergraduate % Resident	87.5%	88.5%	88.8%	88.6%	87.6%	86.3%	84.5%	80.8%	78.6%	75.6%	73.3%	72.3%
Cascades Enrollment (IR Census)	373	438	591	495	497	510	611	678	764	801	936	980
URM Enrollment	17	15	20	27	22	35	45	42	49	68	77	82
Undergraduates	312	385	406	419	417	432	488	574	640	662	784	812
Graduate/1st Professional	61	53	85	76	80	78	123	104	124	139	152	168
Oregon Resident	343	417	457	451	457	489	584	649	713	741	886	934

7 Corvallis + Ecampus (includes some Cascades students taking Ecampus courses)

8 Corvallis campus only including non-degree students, excludes those determined to be Ecampus only students

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Degrees in Designates Shortage Areas (Engineering and Computer Science)	761	725	756	736	650	712	765	787	919	919	1106	*1276*
% Graduating Seniors with Experiential Learning[9]	-	-	-	-	-	-	-	-	-	69.1%	69.3%	n/a
% Graduating Seniors Satisfied with degree/educational experience[9]	-	-	-	-	-	-	-	-	-	82.0%	82.2%	n/a

9 From IR Undergraduate Exit Survey, percent of graduating senior reporting having participated in at least one of: research, internship, education abroad, service learning, or creative projects, whether for credit or outside of OSU

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Instructional Faculty Diversity[10]	-	-	*9.3%*	*9.9%*	*10.2%*	*11.0%*	*11.2%*	*11.0%*	*11.2%*	12.5%	14.8%	15.2%

10 From IPEDS Human Resources Report, prior to 2012, numbers included research and extension service staff. 2012 and later are restricted to those with some instructional role.

OSU Office of Institutional Research

Goal 2: Demonstrate Leadership in Research, Scholarship, and Creativity while Enhancing Preeminence in the Three Signature Areas of Distinction

Fiscal Year/Academic Year starting with summer

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2017-18 Target
Total R&D Expenditures ($ millions)	207.2	218.0	227.7	231.9	233.4	257.6	216.6	228.8	240.5	232.7	231.0	*213.0*	270
Industry-funded Research percent of Total R&D Expenditures	1.3%	1.0%	1.5%	1.4%	1.4%	1.9%	2.7%	2.4%	2.9%	2.8%	3.8%	*4.1%*	3.6%
PhDs Awarded	172	159	166	179	173	178	179	174	205	213	196	*229*	255

Other Research and Scholarship Measures

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total R+D Revenues ($ millions)	204.0	230.0	209.0	206.0	244.0	265.6	288.3	275.9	280.9	263.4	284.6	*309.0*
Industry Contracts, Licensing, Royalties ($ miliions)					21.2	21.7	24.9	25.1	35.2	36.0	36.8	*40.1*

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Goal 3: Strengthen Oregon State's Impact and Reach Throughout the State and Beyond

Fiscal Year/Fall term

Metric	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2017-18 Target
Ecampus (student primary campus) Degree Seeking Enrollment	162	207	414	476	593	802	1085	1244	1548	1854	2424	2896	3000
Invention Disclosures	36	44	49	54	74	58	52	76	75	80	62	*72*	120
Licensing Revenue ($ millions)	1.5	1.9	1.9	2.1	2.3	2.4	2.5	4.0	3.7	6.3	5.9	*10.2*	10.9
Dollars Leveraged per Appropriated Dollar for SWPS Research	1.89	1.98	1.98	1.87	1.70	1.89	2.05	2.89	2.92	2.66	2.49	*2.48*	3.00
Annual Private Giving ($ millions)	51.9	64.3	67.6	57.9	91.1	77.5	77.6	84.6	103.9	81.5	96.9	*116.9*	110

OSU Office of Institutional Research

TAB F

TAB F

OSU ACHIEVEMENT COMPACT 2015-16

Oregon State University Mission:

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

Outcome Measures	***2013-14***			***2014-15 Projected***			***2015-16 Targets***		
		Disadvantaged Students*			**Disadvantaged Students***			**Disadvantaged Students***	
	All Oregonians	**URM**	**Pell Eligible**	**All Oregonians**	**URM**	**Pell Eligible**	**All Oregonians**	**URM**	**Pell Eligible**
Completion									
# of bachelor's degrees awarded to Oregonians	3,603	381	1,818	3,554	377	1,793	3,662	387	1,848
# of bachelor's degrees awarded to rural Oregonians	504	73	309	485	70	297	499	73	306
# of advanced degrees awarded to Oregonians	518	54	n/a	506	53	n/a	516	54	n/a

Quality ***(Data in this section is from the 2013-14 alumni survey and has not been updated)***		
	Percent undergraduate alumni reporting they were "Extremely Satisfied" or were at least "Somewhat Satisfied" with university's contribution to abilities and skills in the following areas:***	
	Extremely Satisfied	***At Least Somewhat Satisfied***
Written Communication	32.9% (135)	87.2% (358)
Verbal Communication	36.4% (150)	83.2% (342)
Critical Thinking	52.8% (217)	90.0% (370)
Knowledge in field of study or major	44.5% (183)	84.7% (348)
Undergraduate alumni rating overall quality of education (5 point scale, 1=poor, 5=excellent)***	Percent Responding 5 (Excellent): 35.5% (146) Percent Responding 4 or 5: 79.9% (328)	

OSU ACHIEVEMENT COMPACT 2015-16

(Continued)

Outcome Measures	***2013-14***			***2014-15 Projected***			***2015-16 Targets***		
		Disadvantaged Students*			**Disadvantaged Students***			**Disadvantaged Students***	
	All Oregonians	**Minority**	**Pell Eligible**	**All Oregonians**	**Minority**	**Pell Eligible**	**All Oregonians**	**Minority**	**Pell Eligible**
Connections									
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	1,510	233	456	1,705	297	515	1,703	297	514
	54%	47%	49%	61%	56%	56%	61%	56%	56%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	954	122	673	988	126	697	1,018	130	718
Local Priorities *(optional for each institution)* *(This data is from the 2013-14 compact and has not been updated)*									
# of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested[1]	419,083	n/a	n/a	427,460	n/a	n/a	436,000	n/a	n/a

* A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

** To protect confidentiality of individual students, data is not reported for cells containing fewer than six students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

[1] Statewide Public Service (SWPS) Programs

Investment:

Education and General	2010-11	2011-12	2012-13	2013-14	2014-15
OSU	$96,289,665	$72,864,677	$77,557,069	$85,596,032	$85,759,634
OSU-Cascades	$4,780,251	$4,049,137	$4,183,887	$4,540,905	$4,856,049
Extension Service	$17,925,822	$18,357,067	$19,106,335	$19,555,668	$20,353,858

TAB F

OSU ACHIEVEMENT COMPACT 2015-16

Disadvantaged Students 2013-14

Outcome Measures Actuals for 2013-14	**Disadvantaged Students***					
	African-American	**Hispanic/ Latino**	**Native Amer. or Alaskan Native**	**Pacific Islander**	**Multi-Racial or Multi-Ethnic**	**Pell Eligible**
Completion						
# of bachelor's degrees awarded to Oregonians	21	206	32	13	109	1,818
# of bachelor's degrees awarded to rural Oregonians	**	46	8	**	19	309
# of advanced degrees awarded to Oregonians	**	32	**	**	18	n/a
Quality ***(Data in this section is from the 2013-14 alumni survey and has not been updated)***						
Undergraduate alumni rating of overall quality of education *** (5 point scale, 1=poor and 5=excellent) ● % responding either 4 or 5	1.0%	2.4%	.7%	0%	1.5%	36.7%
● % responding 4 or 5 within category	100%	45.5%	100%	0%	100%	74.8%
● Number of respondents with 4 or 5	4	10	3	0	6	151
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	7	113	**	**	109	456
	39%	47%	17%	29%	49%	49%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	**	58	12	**	48	673
Local Priorities ***(optional for each institution)***						
# of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested[1]	n/a	n/a	n/a	n/a	n/a	n/a

* A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

** To protect confidentiality of individual students, data is not reported for cells containing fewer than six students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

[1] Statewide Public Service (SWPS) Programs

OSU ACHIEVEMENT COMPACT 2015-16

Disadvantaged Students 2014-15 Projections

Outcome Measures 2014-15 Projections	**Disadvantaged Students***					
	African-American	**Hispanic/ Latino**	**Native Amer. or Alaskan Native**	**Pacific Islander**	**Multi- Racial or Multi-Ethnic**	**Pell Eligible**
Completion						
# of bachelor's degrees awarded to Oregonians	21	203	32	13	108	1,793
# of bachelor's degrees awarded to rural Oregonians	**	44	8	**	18	297
# of advanced degrees awarded to Oregonians	**	31	**	**	18	n/a
Quality						
Undergraduate alumni rating of overall quality of education	*Survey data not projected*					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	9	148	**	**	130	515
	53%	52%	33%	71%	65%	56%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	**	60	12	**	50	697
Local Priorities *(optional for each institution)*						
# of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested[1]	n/a	n/a	n/a	n/a	n/a	n/a

* A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

** To protect confidentiality of individual students, data is not reported for cells containing fewer than six students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

[1] Statewide Public Service (SWPS) Programs

TAB F

OSU ACHIEVEMENT COMPACT 2015-16

Disadvantaged Students 2015-16 Targets

Outcome Measures 2015-16 Targets	**Disadvantaged Students***					
	African-American	**Hispanic/ Latino**	**Native Amer. or Alaskan Native**	**Pacific Islander**	**Multi- Racial or Multi-Ethnic**	**Pell Eligible**
Completion						
# of bachelor's degrees awarded to Oregonians	21	209	33	13	111	1,848
# of bachelor's degrees awarded to rural Oregonians	**	46	8	**	19	306
# of advanced degrees awarded to Oregonians	**	32	**	**	18	n/a
Quality						
Undergraduate alumni rating of overall quality of education	*Survey data not projected*					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	9	148	**	**	130	514
	53%	52%	33%	71%	65%	56%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	**	62	13	**	51	718
Local Priorities *(optional for each institution)*						
# of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested[1]	n/a	n/a	n/a	n/a	n/a	n/a

* A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

** To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

[1] Statewide Public Service (SWPS) Programs

OSU ACHIEVEMENT COMPACT 2015-16

DATA DEFINITIONS

Independent Variables	***Definition***	***Source***
All	All Oregonians	OUS
Disadvantaged students: **Underrepresented Ethnic Minorities (URM)** (OEIB Disadvantaged Student Groups 705-0010-0040, part 4)	Oregonians who are Hispanic/Latino, Pacific Islander, African American, Native American/Alaskan Native, or those who identify with two or more races.	OUS
Disadvantaged Students: **Pell Eligibility** (OEIB Disadvantaged Student Groups 705-0010-0040, part 4)	The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Each student's award amount is determined on the basis of financial need and cost of attendance by a formula applied to information a student or their parents supply on the FAFSA. For this report, only Pell recipients are counted. For the metrics pertaining to degrees, a student is counted as being Pell eligible if he/she was awarded a Pell Grant at any time while he/she was attending an OUS university. For the metric on freshmen entering with high school dual credit or other early entry credit, a student is counted as Pell eligible if he/she received a Pell Grant during the year he/she was a first-time freshman.	OUS

Achievement Compact Metrics	***Definition***	***Source***
Completion		
# of bachelor's degrees awarded to Oregonians	SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year bachelor's degree was awarded	OUS
# of bachelor's degrees awarded to rural Oregonians	SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year degree was awarded, to include the following rural Oregon counties: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler	OUS
# of advanced degrees awarded to Oregonians	SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year Master's or Doctoral degrees were awarded	OUS

OSU ACHIEVEMENT COMPACT 2015-16

DATA DEFINITIONS

Achievement Compact Metrics (continued)	***Definition***	***Source***
Quality		
Percent of engineering, computer science, and technology employers reporting they were *"very or extremely satisfied"* with recent graduates' knowledge or abilities in the following areas: Written Communication Verbal Communication Critical Thinking Knowledge in employee's field of study or major Percentages are also reported for those employers who reported being *"extremely, very, or somewhat"* satisfied.	***OUS Employer* Survey 2012-13** Survey conducted in 2012-13 by OUS reflecting responses of employers hiring recent OUS graduates with engineering, computer science, and materials science degrees. Four (4) digit NAICS industry codes were used to obtain industries that would potentially hire engineering and technology graduates. A study conducted by Carnegie Mellon University was used as a baseline for these industry codes. In order to help ensure that respondents were directly dealing and had familiarity with OUS graduates, 3 separate employer contact lists were used for a total number of 286 respondents out of a total list of 3350 contacts for a 8.5% response rate. The first contact list was executives and hiring managers from ETIC members and OUS engineering contractors comprised 29% of the total sample (84 responses out of 175 total, and a 48% response rate); a list of 'C-level' executives and hiring managers from a DMX mailing list for 26 of the entire sample (14 respondents out of 1027 records for a 7% response rate); and a list from the Oregon Employment Department comprising of primarily of accounting, payroll, and HR managers for engineering and technology industries for 45% of the entire sample (128 respondents out of 2148 records for a 6% response rate) For those respondents who reported being at least 'somewhat familiar' with graduates from the Oregon University System, skills were assessed for an institution if it was among the top 3 institutions from which the company hires recent graduates. Employers were not asked to rate OUS alumni's skills or knowledge in terms of race or ethnicity.	OUS
Employer satisfaction	***OUS Employer Survey 2012-13*** For those respondents who reported being at least 'somewhat familiar' with graduates from the Oregon University System, employer satisfaction is measured by the percent response of "Extremely" or "Very satisfied" to the following question: "Overall, how satisfied are you with the general skills of the majority of recent graduates of (institution name) as they relate to the requirements of the job(s) for which they are hired?" Data is also shown for the percent responding "Extremely" "Very" and "Somewhat" satisfied. Employers were not asked to rate OUS alumni's skills or knowledge in terms of race or ethnicity. Employers were not asked to rate their satisfaction levels in terms of student race/ethnicity.	OUS

OSU ACHIEVEMENT COMPACT 2015-16

DATA DEFINITIONS

<table>
<tr><th>Achievement Compact Metrics (continued)</th><th>Definition</th><th>Source</th></tr>
<tr><td>Percent undergraduate alumni reporting they were “Extremely Satisfied” or were at least “Somewhat Satisfied” with university’s contribution to abilities and skills in the following areas:

Written Communication

Verbal Communication

Critical Thinking

Knowledge in employee’s field of study or major

Percentages are also reported for those alumni who reported being “extremely, very, or somewhat” satisfied.</td><td>The Status of OUS Baccalaureate Graduates: One Year Later Survey. Bachelor’s degree recipients awarded a degree in any term of 2011-12 academic year (summer through the following spring) were surveyed twelve to eighteen months following graduation. Surveys were administered via the web as well as by phone. Data reported is for Oregon residents only. Race/ethnicity and residency status are reported as of the term of graduation. Students are Pell ‘eligible’ if they received an award during any term of enrollment. System results reported are weighted by both institution and survey mode. Weighting by institution was necessary because the institution-level sample sizes (i.e., number of completed surveys) were determined based on minimizing sampling error (i.e., +5% or less), which artificially increased the number of completed surveys for smaller institutions relative to the proportion of graduates. Furthermore, weighting by survey mode was necessary due to a modality influence between phone and web survey respondents that was revealed by significance tests on key variables.

Overall sample sizes for campuses were as follows:
<table>
<tr><th>EOU</th><th>OIT</th><th>OSU</th><th>PSU</th><th>SOU</th><th>UO</th><th>WOU</th></tr>
<tr><td>92</td><td>83</td><td>488</td><td>495</td><td>121</td><td>494</td><td>164</td></tr>
</table>
Overall sample sizes for Oregon residents were as follows:
<table>
<tr><th>EOU</th><th>OIT</th><th>OSU</th><th>PSU</th><th>SOU</th><th>UO</th><th>WOU</th></tr>
<tr><td>69</td><td>65</td><td>412</td><td>428</td><td>90</td><td>352</td><td>142</td></tr>
</table></td><td>OUS</td></tr>
<tr><td>Alumni Satisfaction

Undergraduate alumni rating overall quality of education</td><td>The Status of OUS Baccalaureate Graduates: One Year Later Survey (see above) Graduates were be asked to rate the overall quality of their educational experience on a scale of 1 to 5 (5 is “excellent” and 1 is “poor”). Data reflect the percentage of survey respondents rating the overall quality of the experience as a 5 (Excellent) as well as either a 4 or 5.</td><td>OUS</td></tr>
<tr><td colspan="3">Connections</td></tr>
<tr><td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td><td>SCARF Fall 4th Week, Enrollment of New Freshmen from Oregon High Schools. Dual college credit includes any course that is offered to high school students and awarded college credit. Early college credit for Oregonians also includes credit earned through Advanced Placement (AP) testing.</td><td>OUS</td></tr>
<tr><td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td><td>SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community colleges</td><td>OUS</td></tr>
<tr><td colspan="3">Local Priorities (optional for each institution)</td></tr>
<tr><td># of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested</td><td>OSU Extension Service reports, Oregon resident and youth (like youth participating in 4-H) activities per million dollars of state support invested in OSU Extension Service</td><td>Campus

OSU</td></tr>
</table>