

APPENDIX A: NWCCU ACCREDITATION CORE THEMES AND OBJECTIVES

STANDARD 1.B: CORE THEMES

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Our mission begins with the statement that OSU is a land grant institution committed to teaching, research, and outreach and engagement. Therefore, we have articulated three core themes that align with these essential elements of our mission.

Producing graduates competitive in the global economy, supporting a continuous search for new knowledge, and maintaining a rigorous focus on academic excellence help achieve our mission. The objectives established in Core Themes 1 and 2 elaborate on OSU's commitment to recruiting and retaining undergraduate and graduate students to degree completion. We will provide access to high quality programs and offer a supportive and healthy environment in which to learn. All programs, curricular and co-curricular, undergraduate and graduate, have developed full-cycle assessment programs to ascertain learning outcomes aligned with our goals. Objective 3 within Core Theme 2 establishes our commitment to maintaining a robust research enterprise with significant impact for Oregon, the region and beyond. Objectives in Core Theme 3 clarify our obligation to extend our learning and discovery to those not residing on the main campus of Oregon State University.

The rationales provided below further explain the connections of objectives to the Core Themes, and set key metrics to measure our success in meeting our goals and fulfilling our mission to promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

Core Theme 1: Undergraduate Education

Description: The undergraduate experience is at the core of a university's mission. To provide the best undergraduate experience, the university strives to provide an excellent teaching and learning environment, and achieve student access, persistence and success through graduation and beyond.

Objective 1.1: Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.

Indicators of achievement:

- Number of undergraduate student applicants, admitted and matriculated (including admit rate and yield rate) by residency (in- state, out-of-state, international) and by campus (Corvallis, Cascades, Ecampus, DPP). For Oregon and out-of-state, disaggregate data by ethnicity, gender, age category, urban-rural status, and first generation-college status; compare to state demographic distributions.
- Measurement of degree to which student financial need is met through non-loan-based aid.
- OSU's six-year graduation rate for first-time, full-time degree seeking students and the graduation rate gap between under-represented minorities and overall rate.
- Degrees earned by gender, ethnic group, urban-rural status, first-generation status, E-campus, Cascades, transfer and DPP students.

Rationale: Oregon State University's mission as the state's land grant university creates an imperative that the knowledge and skills inherent in an OSU degree are made available to Oregonians who reflect the state's diversity. OSU's mission further states that the university serves to promote the progress of Oregon, the nation and the world. We propose that such progress demands the graduation of bachelor degree recipients with the proper knowledge, skills, and motivation to implement that progress. Objective 1 highlights key markers that indicate the opening of doors and removal of barriers to students' attainment of bachelor's degrees. Indicator 1 provides the raw numbers of interest, selection and commitment to an OSU education, with comparisons in key categories of personal attributes, geographic origins, and parent education backgrounds. This allows us to determine if initial entry to the university is equitable across all manner of backgrounds and characteristics. The indicator also compares the representation of various Oregon demographic groups in OSU enrollments. Knowledge of underrepresentation for certain groups allows the university to optimize its recruiting and pre-college programs. Once admitted, students face a number of challenges in their quest for a degree. For example, excessive accumulation of debt in financial aid may prevent students from persisting to their degree. Indicator 2 is one measure of stress, allowing the university to institute changes in its procedures to remove financial obstacles to degree attainment. While students continually learn during their tenure at OSU, attainment of a bachelor's degree is the ultimate certification that a person has successfully met the standards of the university. Indicator 3, the six-year graduation rate permits determination on how many of an initial cohort of first-time undergraduates ultimately earns an OSU degree. Students leave a degree program for a variety of reasons, but a university should strive to ensure that they do not leave due to negative experiences or lack of institutional support. The six-year graduation rate gives a partial measure of the effectiveness in university efforts to address institutional barriers. In addition, looking at the rate for under-represented minorities (national studies indicate such students have lower graduation rates than other groups) allows for evaluation of the effectiveness of programs aimed at improving their rates. Finally, Indicator 4 compares the degrees earned by various demographic groups, revealing the magnitude of successful undergraduate program completion.

Objective 1.2: Provide rigorous and effective undergraduate degree programs.

Indicators of achievement:

- Percent of programs that have enacted change as a result of completed full-cycle student learning outcomes assessment.
- Percent of active academic programs with completed periodic external program reviews.
- Percent of Baccalaureate Core categories that have undergone full-cycle student

learning outcomes assessment.

- Participation rates in academic experiential learning — e.g., research, internships, service learning, global learning.
- Satisfaction on value of degree at time of graduation.

Rationale: Objective 2 encompasses the quality of degree programs that lie at the foundation of OSU's undergraduate education program. Excellent undergraduate programs produce graduates with the knowledge, skills and abilities necessary to contribute productively within professional, civic and personal realms. Full-cycle student learning outcomes assessment (outcomes defined, learning assessed, curriculum improved, cycle repeated) provides a means to evaluate effectiveness. These are measured with data collected from Indicators 1 and 2. The requisite disciplinary and liberal education knowledge, skills and abilities are captured collectively in the learning outcomes of degree programs and the Baccalaureate Core. Measuring student learning against these established learning outcomes (Indicator 3) provides evidence of educational program effectiveness. Findings from student learning assessments inform adjustments to curricular design and teaching methods and should lead to student learning improvements over time. All undergraduate programs at Oregon State undergo program review at least once every 10 years. As part of this process, external reviewers who are leaders in their fields, provide feedback and recommendations to ensure that programs align with the national state of their disciplines. National research demonstrates positive educational outcomes for students who participate in experiential learning. OSU academic programs value experiential learning as important opportunities to apply and extend curricular learning to real-world settings and important preparation for post-college challenges. Finally, as part of our annual graduation survey, students provide qualitative feedback on their experiences at OSU (with faculty and staff, with their academic programs and with any experiential learning opportunities), as well as their overall level of satisfaction with the value of their degree. Alumni, once they are in a position to reflect on the practical application of their OSU education, would also be a powerful indicator of program effectiveness. We hope to develop such a survey in the future.

Objective 1.3: Provide a supportive and healthy learning environment beyond the classroom for student success and development at all levels.

Indicators of achievement (wherever possible student data should be disaggregated by ethnicity, gender, age category, urban-rural status and first generation-college status):

- Participation rates in first-year experience courses and percent retention of first-year experience course participants versus those that did not complete a first-year experience course.
- First- to second-year retention rates for undergraduates.
- Student-to-academic-advisor ratios.
- Corvallis campus student engagement in out-of-classroom behaviors that help to address major factors negatively affecting academic performance.
- Ratio of Student Health Services practitioners (physicians, psychiatrists, nurse practitioners and physician assistants) FTE to student FTE at OSU; percent of student users of SHS rating quality of care good/excellent.
- Ratio of practitioner FTE (psychologists, social workers, counselor excluding trainees) to OSU student FTE ; percent of student users of Counseling and Psychological Services rating quality of care good/excellent.
- Percent of Disability Access Services students completing the academic year in good academic standing compared to overall student population.
- NSSE Supportive Campus Environment benchmarks. By class level, survey responses on "quality of academic advising:" "providing you support to succeed academically:"

“helping you cope with non-academic responsibilities;” and “providing support to help you thrive socially.”

Rationale: We initially raised this point in the rationale for Objective 1, but it bears repeating. Meeting our mission imperative of providing access to university degrees to the full range of Oregon’s diversity requires two-fold actions: opening doors and removing barriers. Opening doors is accomplished via pre-college outreach, recruitment and matriculation. But many qualified students encounter procedural and cultural barriers to the successful completion of their degree. To fulfill its mission, the university must remove obstacles from the paths of students who can benefit from an OSU degree and contribute to Oregon’s progress. Objective 3 comprises academic and student affairs services and programs that support success for students with diverse backgrounds and needs. While not comprehensive, these services and programs represent national best practices in foundational student services and reflect OSU’s priorities in student support. High-quality delivery of these services and programs produce conditions conducive to teaching and learning excellence from matriculation to graduation. First-year experience courses and academic advising (Indicators 1 and 3) provide students with critical learning guidance to identify and utilize university resources and opportunities, leading to stronger retention rates. Academic tutoring, health and counseling services and disability access services will help students identify, prevent and overcome difficulties that arise within academic and personal realms. Student participation and ratings of quality provide evidence of the accessibility, usefulness and relevance of these services and programs (Indicators 4 and 5). The NSSE benchmarks provide a holistic snapshot of support and services that undergird students’ ability to persist to degree and achieve academic excellence.

Core Theme 2: Graduate Education and Research

Description: Oregon State University is a Carnegie Doctoral/Research-Extensive University with Very High Research Activity. It is one of only two land-, sea-, space- and sun-grant universities in the U.S. As such, graduate education and research are essential components of Oregon State University and contribute directly to each of OSU’s three signature areas.

Objective 2.1: Attract and support high achieving and diverse graduate students.

Indicators of Achievement:

- Number of enrolled graduate students per year.
- Number of graduate student applicants, admitted, and matriculated by level of degree, ethnicity, gender, Oregon residency and international status.
- Proportion of doctoral students supported on assistantship or fellowships.

Rationale: Fulfilling the OSU mission to “promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world” requires two simultaneous accomplishments: creation of new knowledge and the graduation of diverse, highly trained professionals with advanced skills to implement that knowledge and develop new knowledge via research. Attracting and supporting high achieving and diverse graduate students meets both goals, as they will be trained in the most advanced techniques, as well as contribute to the research endeavors of the university. The land grant aspect of the university’s mission requires that the people of Oregon be well represented in their demographic diversity, even as the university’s diversity is enhanced by the enrollment of students from other U.S. states and foreign countries. Enrolling a high-achieving graduate student body assumes a major institutional investment and commitment. Indicator 1 provides one measure of this commitment, as an increasing number of enrolled graduate students reflects a significant commitment of university resources devoted to graduate education. Indicator 2 ensures that

opportunities for graduate education are equitable among demographic groups. This, in turn, can be used to inform the development of recruitment and support services. Another indicator of university commitment to graduate education is financial support (indicator 3). To compete successfully for the very best doctoral students we need to offer competitive stipends and benefits. These university resources also allow students to flourish as they can focus on their academic endeavors while maintaining work-life-school balance.

Objective 2.2: Provide high quality education to prepare graduate students for employment in rewarding professional careers.

Indicators of Achievement:

- Total number of advanced degrees awarded, and by degree level, Oregon residency, college, ethnicity, international status, and gender at OSU main campus and at OSU-Cascades.
- Percentage of active graduate programs with completed periodic external program reviews as a part of a full-cycle annual assessment.
- Eight-year graduation rates for doctoral students, total, and by college, ethnicity, international status and gender.
- Four-year graduation rates for master's students, total, and by college, ethnicity, international status and gender.
- Average-time-to-degree completion for masters and doctoral students, total and by college.
- Doctoral student to qualified graduate faculty member ratio, overall.
- Overall satisfaction with graduate education at the time of advanced degree conferral.

Rationale: The research and mission of the University is an impetus for a high quality graduate education. Our university expects that students receiving graduate degrees from OSU will excel in the profession related to their degree, whether it is in practical workplace application or in academic teaching and research. Indicator 1 demonstrates the ultimate manifestation of mission fulfillment: the production of graduates who have met the high standards of OSU graduate education. Comparisons in indicators of success across demographic groups ensure equitable opportunities for success for all students. In addition to full cycle annual assessment, all graduate programs undergo a periodic program review once every 10 years (indicator 2). As part of this process, discipline experts from peer institutions provide feedback and recommendations to ensure that programs align with national standards. The results of full-cycle annual program assessments are central to these program reviews and assure on-going mechanisms for identifying assets and challenges dynamically and between decadal reviews. Indicators 3 and 4 measure the percent of a given cohort (for their respective degree objective) that receive their graduate degree within a standard timeframe, while indicator 5 measures the average time to completion for that graduate degree. Indicator 6 is a specific measure of the success and capacity of the University to attract doctoral students critical to the growth of the research enterprise. Indicator 7 provides a key measure of the effectiveness of OSU graduate education: the satisfaction of graduate with the educational quality received. Implicit in the satisfaction rating is an assessment of how well an alumnus' graduate training has prepared them for their post-graduation employment or life endeavor.

Objective 2.3: Foster a research and scholarship environment that is diverse and has a high impact.

Indicators of Achievement:

- Maintain a robust research enterprise, as measured by:
- Growth in total research funding, controlling for inflation
- Growth in private sector funding, controlling for inflation.
- Annual grants and contracts expenditures per research faculty FTE.
- Economic impact, as measured by licensing revenue, numbers of successful spinoff companies, and number of invention disclosures.
- Impact of Statewide Public Service (SWPS) Programs, as measured by SWPS grants and contracts expenditures per research faculty FTE, and licensing revenue and number of invention disclosures for SWPS.
- Resources invested in recapitalization of the research infrastructure of the university.

Rationale: The advancement of the social and economic human condition is dependent, among other things, on understanding natural systems, how they operate, and how humans can live sustainably within them; on improving the health and wellness of all citizens; and on fundamental discoveries, applied understanding and solutions to critical issues facing our state and nation. As one of only two institutions in the United States to be designated as a land, sea, space and sun grant institution, Oregon State University has special obligations to maintain scholarly and creative research programs that address the diverse needs of Oregonians and to train the next generation of leaders, who will be expected to carry on this charge. These obligations would best be fulfilled through developing and sustaining research programs that address the needs of major federal and state agencies, private associations and foundations and, increasingly, corporate America. A robust program must be active in all colleges within the university; it must be of sufficient magnitude to be a critical part of the institution's culture and budget; and it must have impact, either through the national or international recognition received by our faculty, staff and students, or through the economic or environmental value provided to the state or nation. Indicator 1 is a powerful measure of government and private confidence in the quality and value of OSU research efforts, since continued real growth in research investments is a financial vote of confidence. Indicator 2 considers the distribution of financial research investments across OSU research staff, providing one measure of researcher quality and productivity. While the research endeavor may often be characterized as having a time lag in useful application, indicators 3 and 4 measure areas where OSU's cutting-edge research has an immediate and direct impact on state and industrial sectors. Indicator 5 reflects the University's commitment to sustaining and enhancing the capacity of the institution to maintain a competitive footing for conducting leading edge research.

Core Theme 3: Outreach and Engagement

Description: Outreach and engagement is a process that involves discovery, validation and communication among learners. The focus of this theme is discovery and learning that involves those not residing on the main campus of Oregon State University.

Objective 3.1: Attract off-campus learners to educational opportunities using a variety of face-to-face, distance and technology-based programs.

Indicators of Achievement (where available, data should be disaggregated by gender, ethnicity, and geographic region of the state):

- Number of degree/certificate programs offered and student credit hours delivered by Extended Campus.

- Number of undergraduate and graduate degrees and certificates awarded through Extended Campus programs.
- Number of Oregon adults and youth participating in activities sponsored by the OSU Extension Service per million dollars invested.
- Number of on-campus experiences for K-12 students.
- Number of participants in professional and noncredit programs.

Rationale: OSU's mission "to promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world" suggests that OSU degrees should be accessible to all people representative of Oregon's diversity, and to those unable to relocate to the Corvallis or OSU-Cascades campuses because of job or family obligations. In particular, technologies that allow distance education have made the completion of degrees completely via the Internet a reality, thus broadening OSU's mission fulfillment. Indicators 1 and 2 report the extent to which credit courses and degree programs have been made available to those unable to attend the main campus. In addition, indicator 3 provides measures of the extent of non-credit programs that provide learning for career enhancement, personal growth, college preparation and general life-long learning. Indicators 4 and 5 go beyond the OSU Extension Service to measure campus-wide contact with two priority audiences of learners. Work with K-12 students is also critical in building a pipeline to post-secondary education if Oregon is to achieve its 40-40-20 goals.

Objective 3.2: Build and sustain engagement with communities of interest and communities of place across the institution to exchange knowledge and resources in a context of partnership, reciprocity and mutual benefit.

Indicators of Achievement:

- Amount of external funding secured for outreach and engagement, including funding embedded in federal research grants (examples include: National Science Foundation, National Institutes of Health and National Institute of Food and Agriculture).
- Number of volunteers per faculty FTE in Extension Service programs.
- Measurement of OSU economic footprint in the State of Oregon.
- Systematic sampling surveys assessing the quality of engagement.

Rationale: To have a land grant mission implies a partnership between the university and the people and organizations of the areas it serves. To garner a critical review of engagement, Indicator 1 reports the value of financial resources secured to conduct such efforts, including integrated grant awards that enhance research application through explicit inclusion of outreach and engagement. Indicator 2 recognizes the use of volunteers in the numerous Extension Service programs. OSU provides an environment for volunteers with a wide set of skills to learn how to transfer those skills to others. In return, OSU greatly leverages the funds invested by the state by channeling the skills available in the community back into the community, under guidance of subject matter experts. This also brings OSU research efforts to the practical use of communities in Oregon. Indicator 3 measures the university's aggregate contribution to jobs and economic prosperity through engagement, and Indicator 4 records the perception of the quality of engagement from partners involved in these interactions. The surveys also allow us to measure the pervasiveness of such partnerships, the opportunity for dialog and information exchange, and institutional commitment via structured agreements.

APPENDIX B: STRATEGIC PLAN METRICS

Metrics Associated with Institutional Mission and Goals						
Metric	2003-04 Baseline	2007-08 Performance	2012-13 Performance	2017-18 Target	NEXT TIER PEERS	TOP TEN PEERS
Degrees Awarded - Total	3894	4222	5055	6000	6640	11953
Degrees Awarded - Cascades	-	-	210	360	n/a	n/a
First Year Retention Rate	80.7	80.8	84.2	88.0	86.1	92.8
Six Year Graduation Rate	60.5	62.1	61.5	67.0	67.4	81.5
Junior Transfer 4 Year Graduation Rate	72.6	67.3	63.8	72.0	n/a	n/a
% High Achieving Oregon High School Graduates	30.5	32.7	39.5	45.0	n/a	n/a
% US Minority Students	13.0	15.0	20.0	25	16.5*	24.6
% International Students	6.6	4.7	8.9	15	6.9	13.0
Total R&D Expenditures (million \$)	208.1	233.4	232.6	270.0	282.0	766.0
Industry Dollars % of R&D Exp.	1.3	1.5	2.8	3.6	(2011-12) 5.4	(2011-12) 5.8
PhDs Awarded	169	173	213	255	(2011-12) 331	(2011-12) 714
Invention Disclosures	36	74	80	120	(2011-12) 107	(2011-12) 318
Licensing Revenues (million \$)	1.5	2.3	7.3	10.9	(2011-12) 3.94	(2011-12) 17.0 (
Ecampus Degree Seeking Enrollment (student primary campus)	101	593	1854	3000	(2011-12) n/a	(2011-12) n/a
Dollars Leveraged per Appropriated Dollar for SWPS Research	1.73	1.70	2.66	3.00	n/a	n/a
Annual Private Giving (million \$)	29.3	91.1	81.5	110.0	81.9	229.9

*Excluding UC Riverside, with 74% minority, it heavily skews average

APPENDIX C: OUS ACHIEVEMENT COMPACT (DRAFT)

OUS ACHIEVEMENT COMPACT 2014-15



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.

<u>Outcome Measures</u>	2012-13			2013-14 Projected			2014-15 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	3,375	318	1,615	3,542	380	1660	3,747	444	1,680
# of bachelor's degrees awarded to rural Oregonians	491	54	292	482	66	269	476	76	248
# of advanced degrees awarded to Oregonians	530	43	n/a	532	52	n/a	510	52	n/a

Quality									
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)								
Employer Satisfaction for new teachers (OACTE)***	Data Available 2015								

OUS ACHIEVEMENT COMPACT 2014-15



(Continued)

<u>Outcome Measures</u>	2012-13			2013-14 Projected			2014-15 Targets		
	Disadvantaged Students*			Disadvantaged Students*			Disadvantaged Students*		
	All Oregonians	URM	Pell Eligible	All Oregonians	URM	Pell Eligible	All Oregonians	URM	Pell Eligible
Connections									
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	1,371	216	467	1419	292	452	1557	259	482
# of bachelor's degrees awarded to transfer students from Oregon community colleges	792	91	540	879	110	611	931	128	646
				54%	47%	51%	54%	47%	51%
				871	100	594	922	106	628
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	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 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. Employer survey administered during 2013-14 by OACTE, data is not yet available.

¹ Statewide Public Service (SWPS) Programs

Investment:

Education and General	2009-10	2010-11	2011-12	2012-13	2013-14
OSU	\$94,483,547	\$96,289,665	\$72,864,677	\$77,557,069	\$85,596,032
OSU-Cascades	\$4,682,199	\$4,780,251	\$4,049,137	\$4,183,887	\$4,540,905
Extension Service	\$21,161,731	\$17,925,822	\$18,357,067	\$19,106,335	\$19,555,668

OUS ACHIEVEMENT COMPACT 2014-15



Disadvantaged Students 2012-13

Disadvantaged Students*

Outcome Measures

Actual for 2012-13

	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	31	186	45	15	41	1,615
# of bachelor's degrees awarded to rural Oregonians	1	37	10	2	4	292
# of advanced degrees awarded to Oregonians	5	22	5	2	9	n/a
Quality						
Undergraduate alumni rating of overall quality of education (5 point scale, 1=poor and 5=excellent) ***	1.0%	2.4%	.7%	0%	1.5%	36.7%
Percentage responding either 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	12 50%	104 44%	9 56%	- 0%	91 48%	467 50%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	4	57	11	1	18	540
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

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¹ Statewide Public Service (SWPS) Programs

OUS ACHIEVEMENT COMPACT 2014-15



Disadvantaged Students 2013-14 Projections

Disadvantaged Students*

Outcome Measures 2013-14 Projections

	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	20 33	196 195	42 47	9 16	123 43	1660 1,695
# of bachelor's degrees awarded to rural Oregonians	0 1	41 37	9 10	0 2	17 4	269 294
# of advanced degrees awarded to Oregonians	4 5	25 21	4 5	1 2	19 9	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	7 37% 39%	103 113 43% 47%	4 2 29% 17%	1 2 14% 29%	105 109 46% 49%	452 514 49% 51%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	5 4	52 63	11 12	1	41 20	611 594
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.

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¹ Statewide Public Service (SWPS) Programs

OUS ACHIEVEMENT COMPACT 2014-15



Disadvantaged Students 2014-15 Targets

Disadvantaged Students*

Outcome Measures 2014-15 Targets

	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	23 34	229 207	38 50	10 17	144 46	1680 1,793
# of bachelor's degrees awarded to rural Oregonians	0 1	47 39	10 11	0 2	19 4	248 311
# of advanced degrees awarded to Oregonians	4 5	25 22	4 5	1 2	19 9	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	8 7	121 114	5 2	1 2	123 110	482 518
	39%	46% 48%	31% 17%	15% 29%	49%	48% 51%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	5	61 66	13	2 1	48 21	646 628
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. Employer survey administered during 2013-14 by OACTE, data is not yet available.

¹ Statewide Public Service (SWPS) Programs

OUS ACHIEVEMENT COMPACT 2014-15

DATA DEFINITIONS

<i>Independent Variables</i>	<i>Definition</i>	<i>Source</i>
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)	<p>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.</p> <p>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.</p>	OUS

<i>Achievement Compact Metrics</i>	<i>Definition</i>	<i>Source</i>
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

OUS ACHIEVEMENT COMPACT 2014-15

DATA DEFINITIONS

Achievement Compact Metrics (continued)	Definition	Source
Quality		
<p>Percent of engineering, computer science, and technology employers reporting they were “<i>very or extremely satisfied</i>” with recent graduates’ knowledge or abilities in the following areas:</p>	<p>OUS Employer Survey 2012-13</p> <p>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.</p> <p>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.</p> <p>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)</p> <p>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.</p>	OUS
<p>Written Communication</p>		
<p>Verbal Communication</p>		
<p>Critical Thinking</p>		
<p>Knowledge in employee’s field of study or major</p>		
<p>Percentages are also reported for those employers who reported being “<i>extremely, very, or somewhat</i>” satisfied.</p>		
<p>Employer satisfaction</p>	<p>OUS Employer Survey 2012-13</p> <p>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?”</p> <p>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.</p>	OUS

OUS ACHIEVEMENT COMPACT 2014-15

DATA DEFINITIONS

Achievement Compact Metrics (continued)

Definition

Source

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.

The Status of OUS Baccalaureate Graduates: One Year Later Survey.

OUS

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:

EOU	OIT	OSU	PSU	SOU	UO	WOU
92	83	488	495	121	494	164

Overall sample sizes for Oregon residents were as follows:

EOU	OIT	OSU	PSU	SOU	UO	WOU
69	65	412	428	90	352	142

Alumni Satisfaction

The Status of OUS Baccalaureate Graduates: One Year Later Survey (see above)

OUS

Undergraduate alumni rating overall quality of education

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.

Connections

and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit

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.

OUS

of bachelor’s degrees awarded to transfer students from Oregon community colleges

SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community colleges

OUS

Local Priorities (optional for each institution)

of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested

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

Campus

OSU