

Portland State University

Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	20,185	21,841	23,117	23,486	24,015	24,284	24,999	26,587	27,972	28,522

Headcount of all students enrolled during fall term, regardless of course load

New Undergraduate Enrollment

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	3,389	3,778	3,916	4,045	4,175	3,909	4,202	4,674	4,818	4,487

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment

Explanation of Performance Trend

Overall enrollment at PSU increased for the 15th consecutive year, by 2% over the previous fall. Portland State has averaged 3.5% annual growth rate over the last five years.

In 2010-11, new undergraduate enrollment was down 6.9% from the previous year. Much of this decrease represents students who may have been conditionally admitted in the past, but did not meet University requirements for full admission. The number of these students was reduced intentionally this year, in order to better align admissions with available student support services.

Campus Initiatives and Significant Accomplishments

Portland State continues to be an institution of first-choice for students across the region and abroad. With its emphasis on student success and student engagement, PSU provides a diverse and vibrant campus environment and supports OUS and statewide goals for higher education. In fall 2010, enrollment goals were redefined to align the number of conditionally admitted students (those with an entering GPA under 3.00) with campus-wide academic support programs. The SAT/HS GPA matrix was recalibrated for those not meeting the minimum high school GPA requirement, thus providing PSU with a new tool for managing the admission of at-risk students. Initiatives are also underway to increase the enrollment of transfer, non-resident, and international students. PSU's focus on engagement, sustainability, global excellence, educational opportunity, and the creation of knowledge and solutions for the 21st century make the University attractive to students from a variety of backgrounds and experiences.

Portland State University

Student Progress and Completion

Freshman Retention

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	67.9%	66.8%	66.0%	67.1%	67.5%	67.0%	68.5%	70.1%	70.4%		
Targets			68.6%	70.0%	72.0%	74.0%	67.5%	68.1%	68.6%	69.2%	69.7%
			65.4%	66.1%	67.9%	69.6%					

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Explanation of Performance Trend

The freshman retention rate remained flat at 70.4%, up over prior years and exceeding targets for this indicator.

Campus Initiatives and Significant Accomplishments

In 2009, a new position was created to oversee retention initiatives, which include purchase of Customer Relationship Management software, more deliberate advising for undergraduates, enhanced orientation for new students, a degree mapping project, and better ways to identify at-risk students. While these measures have focused on traditional students, Portland State's large numbers of transfer students also take advantage of academic support activities.

These students typically are retained and graduate at higher numbers than first-time full-time freshmen. Indicators that focus only on freshmen omit student success measures for the largest group of Portland State undergraduates, those who transfer to PSU from community colleges or other four-year institutions.

Freshman Retention within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	71.3%	71.1%	69.5%	71.1%	70.3%	70.3%	71.3%	72.6%	73.5%

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

Graduation Rate

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	33.2%	33.2%	34.0%	34.6%	37.2%	35.0%	33.7%	33.4%	36.0%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years

Graduation Rate within OUS

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Actual	39.3%	40.4%	41.4%	39.3%	41.9%	39.1%	39.3%	37.9%	42.5%

Percentage of first-time, full-time freshmen entering this institution who graduate from any OUS institution within six years.

Explanation of Performance Trend

In 2010, the retention of freshmen within OUS reached its highest level at 73.5%. This marks PSU's 5th consecutive year of increased retention within OUS.

The graduation rate increased by almost 3 percentage points from the previous year, while the graduation rate within OUS improved to a high of 42.5%, an increase of nearly five percentage points over last year.

Campus Initiatives and Significant Accomplishments

Initiatives that support enrollment growth and retention also are designed to improve retention rates and student success overall. Student success is an institutional priority and initiatives are underway across campus, focused on success for both traditional and non-traditional students. Placement testing at admission, degree mapping, and intentional advising are helping students establish a successful pathway toward degree completion.

Portland State University

Academic Quality and Student Success

The source survey for graduate satisfaction, graduate success, and internship data was indefinitely suspended in 2008 due to staff reductions within the Chancellor’s Office. As a result, data for the Class of 2009, previously scheduled for release in fall 2010, was not produced. Historical data are drawn from surveys of recent bachelor’s graduates (the *One Year Later* report series), conducted biennially by the Chancellor’s Office on behalf of OUS institutions.

Graduate Satisfaction

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual		79.1%		79.8%		81.7%		N/A		N/A	
Targets				67.3%		74.4%		81.5%		82.0%	
				64.3%		68.6%		72.9%			

Percentage of recent bachelor’s degree recipients rating the overall quality of their educational experience as “very good” or “excellent” on a 5-point scale

Explanation of Performance Trend

The percentage of graduates expressing a high level of satisfaction with PSU has increased steadily since 2000-01.

Campus Initiatives and Significant Accomplishments

The university is increasingly the institution of first choice for residents of the Portland metro area and Oregon, as well as for residents of other states and nations around the globe. PSU graduates cite community engagement, community-based learning experiences, campus diversity, the urban location, and strength and diversity of program offerings as reasons for their high level of satisfaction with the university. Investments in research provide opportunities for undergraduate and graduate students to work with faculty on topics related to sustainability, healthy communities, and urban transportation, among others. The focus on residential life and a campus climate supportive of teaching and learning have contributed to student satisfaction.

Graduate Success

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual		93.6%		96.6%		95.1%		N/A		N/A

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

Internships

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual				96.2%		96.3%		N/A		N/A

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Actual	24.4	26.1	31.3	29.8	28.9	27.4	27.2	27.6	30.1	29.0

The ratio of fall FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount

Explanation of Performance Trend

At least 75% of Portland State graduates work while enrolled. Following trends from prior years, at least 95% are expected to be employed, in school, volunteering, or working at home following graduation.

Internships, practica and community-based learning are important components of undergraduate and graduate education at Portland State. Following trends from prior years, at least 96% of students participate in these activities prior to graduation; the percentage is expected to remain steady or grow in the coming years.

Efforts to increase the number of faculty positions in response to steady enrollment growth has shown some progress, with the student/faculty ratio decreasing by one percentage point from 30.1 to 29.0.

Campus Initiatives and Significant Accomplishments

While most Portland State students are employed at least part-time while enrolled in the University, career support services are provided by the Career Center and by many professional

schools and colleges. Advising and preparation for graduate school are also provided by individual programs and departments across the campus. Every student is provided the opportunity to participate in internships, practica, or community-based learning, both at the graduate and undergraduate levels, many of which lead to employment in the community and beyond. The general education and graduate curricula include employment related components, group work and time management, as well as competencies desired by employers: critical thinking, writing, quantitative reasoning, ethics, and appreciation of diversity.

The student/faculty ratio is expected to continue its trend downward as the University addresses enrollment growth with new full-time faculty hires. The conversion of fixed term positions in University Studies, PSU's general education curriculum, to full-time tenure-related positions in academic departments was designed, in part, to address this need. Additional positions will be added as funding becomes available.

Portland State University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	3,488	3,928	4,390	4,496	4,528	4,819	4,840	4,970	5,207		
Targets			3,387	4,150	4,275	4,400	5,000	5,160	5,320	5,480	5,640
			3,267	3,850	3,975	4,100					

Total number of bachelor's, master's, and doctoral degrees awarded annually

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Degrees in Designated Shortage Areas

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	268	323	409	456	371	406	364	378	393		
Targets			310	322	334	346	420	440	460	480	418
			284	290	296	302					

Total number of degrees awarded in engineering, engineering-related technologies, and computer science

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Explanation of Performance Trend

The number of degrees awarded has again increased, growing by 4.8% over the previous year. While slightly below the performance trend set several years ago, the number of degrees granted continues the upward trend of the past ten years.

The number of degrees granted in engineering and computer science increased for the 2nd straight year, growing by 4.0% over the previous year.

Campus Initiatives and Significant Accomplishments

Computer Science enrollment has followed a national decline since 2000. At Portland State, the decline has bottomed out and enrollment is trending upward. The peak enrollment in Electrical and Computer Engineering earlier in the decade was due primarily to a surge in enrollment from India. Initiatives, such as the Innovation Scholars Program, Willow Creek initiative, Maseeh College of Engineering and Computer Science (MCECS) Ambassador, and international programs such as the Intel Vietnam Study Abroad Program, have attracted quality students from the region and across the globe. Improved enrollment management in the Maseeh College, combined with efforts to improve both teaching and learning, has helped improve quality and stabilize enrollment numbers.

Portland State University

Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Actual	\$27.7	\$30.5	\$33.1	\$37.2	\$40.6	\$38.4	\$41.1	\$53.8	\$59.2	
Targets										

Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support. The Sponsored Research expenditures have been revised in the 2011 performance report to more accurately represent actual campus expenditures. Targets created under the previous calculation are no longer applicable.

Explanation of Performance Trend

The annual growth rate for sponsored research expenditures increased by \$5.4 million, which represents a 10% increase over the previous year. In the last 10 years, expenditures have grown by 134%.

Campus Initiatives and Significant Accomplishments

Several campus initiatives are leading to increased research productivity. Ongoing efforts include combining PSU's strengths in social science, biology and chemistry with the clinical expertise at OHSU, and collaboration with PGE on electric vehicle research. A major thrust of PSU's research efforts on pre K-20 education centers on a collaboration with local school districts and Intel in the development of a STEM Center for College and Career Readiness. Through the center, PSU will provide guidance in the development of new pedagogies and the analysis and assessment needed to document improvement in student performance across a range of STEM disciplines following their implementation. Sustainability research, coordinated by the Institute for Sustainable Solutions, focused on green building design, planning for sustainable cities, and development of a PSU-centered ecodistrict that can be a laboratory for urban sustainable research.

Philanthropy

Non-Targeted Measure

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Actual	\$28.4	\$33.1	\$36.8	\$34.8	\$38.8	\$42.7	\$48.7	\$38.0	\$44.1

Net assets of campus affiliated foundation as reported in the OUS audited financial statement (\$ in millions)

Faculty Compensation

Non-Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Individual	89.2%	88.8%	91.2%	90.4%	90.3%	94.3%	90.7%	92.6%	95.1%
Shared	84.8%	85.2%	87.5%	86.4%	86.9%	90.1%	84.9%	86.0%	88.8%

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

Explanation of Performance Trend

The net assets of the campus affiliated foundation increased by \$6.1 million, or 16%, over the prior year. This increase was primarily due to an increase in the market value of investments based on recovery in the financial markets. Total liabilities were reduced by \$10 million, due to principal payments on bonds and notes payable without acquiring new debt.

Faculty compensation as a percentage of PSU's peers made a positive increase moving from 92.6% to 95.1% of peers for total compensation. PSU made a concerted effort to target salary inequities by field of discipline when it allocated limited salary increases spring 2010.

Campus Initiatives and Significant Accomplishments

The campus affiliated foundation provided close to \$20 million in support to the University, including \$1.5 million for scholarships, \$6.5 million in academic program support, and \$6.5 million for student housing operations.

Successful bargaining between Portland State and the Portland State Chapter of the AAUP resulted in an initial agreement to impose "Presidential Leave Days" in lieu of salary, but salaries were restored in the reopening of negotiations. Negotiations for the upcoming academic year begin in April 2011.

Portland State University

Mission-Specific Indicators

R&D in Science and Engineering

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	\$7.7	\$9.9	\$11.0	\$14.0	\$17.2	\$14.2	\$15.9	\$19.4	\$22.1		
Targets			\$7.0	\$9.5	\$10.0	\$10.5	\$15.4	\$16.5	\$17.7	\$18.9	\$20.0
			\$6.9	\$8.9	\$9.2	\$9.4					

Research and development expenditures in science and engineering (\$ in millions)

Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

Community-Service Learning

Targeted Measure

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Actual	6,918	7,432	7,789	8,020	8,296	9,437	10,189	11,431	12,255		
Targets			7,256	8,194	8,603	9,034	9,675	9,780	9,925	10,125	10,200
			7,036	7,808	8,003	8,204					

Number of students who enrolled in a community-service learning project designed to develop higher-order thinking skills and competencies in the workplace

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

In 2009-10, R&D expenditures increased 13.6% over the previous year. Expenditures have continued to grow, with an average annual growth rate over the last five years of 10.6%.

Enrollment in community-service learning courses has increased by just over 7% from previous year. In the last five years, the number of students enrolled in community based learning (CBL) classes has increased by over 50%.

Campus Initiatives and Significant Accomplishments

Investment in key university-wide and college centers and institutes, such as the Oregon Transportation Research and Education Institute, the Institute for Sustainable Solutions, and the School of the Environment, has resulted in increased opportunities for collaboration among PSU faculty, and enhanced PSU's capability for addressing large and complex problems and questions. Collaborations with other institutions included shared positions with OHSU and expanded research opportunities for faculty and students.

The University has provided faculty workshops and consultations and has sponsored faculty learning communities in order to integrate community-service learning into the disciplines and interdisciplinary curricula. Capstone courses and internships are recognized by AAC&U as "high impact practices" leading to student success.

Portland State's goal of increasing student participation in these courses is part of its overall student success initiative.