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Secretary of State

State of Oregon

**OREGON UNIVERSITY SYSTEM**  
**Review of Selected Performance Indicators**



Audits Division

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**Review of Selected Performance Indicators**



**Audits Division**

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*Auditing for a Better Oregon*

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This report contains the results of our review of selected performance indicators of the Oregon University System (OUS). One objective of this audit was to provide information on the results of OUS's efforts to improve efficiencies and increase Oregonians' access to higher education. Another objective was to compare expenditure patterns and graduation rates of each OUS institution and peer institutions in other states.

Under Oregon's 1995 Higher Education Administrative Efficiency Act (Senate Bill 271), OUS was made exempt from a number of state administrative regulations. The changes were made with the goals of increasing administrative and academic efficiency and flexibility, reducing university operating costs, and improving Oregonians' access to higher education.

The report shows that OUS institutions did not substantially increase administrative or general operating expenses since fiscal year 1995-1996 and, in some instances, administrative costs declined. Also, the institutions generally made more efficient use of instructional resources. In addition, Oregonians' access to the institutions was improved. At the same time, however, graduation rates declined.

Fiscal year 1998-1999 OUS institution expenditure patterns were similar to those reported by peer institutions. OUS institution graduation rates, however, were substantially below peer institution graduation rates.

OREGON AUDITS DIVISION

John N. Lattimer  
Director

Fieldwork Completion Date:  
September 5, 2000



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# EXECUTIVE SUMMARY

## Background and Purpose

The Oregon University System (OUS) includes the Oregon State Board of Higher Education, the Chancellor's Office, and seven universities. In July 1995, the governor signed into law the Higher Education Administrative Efficiency Act (SB 271), which made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative and academic efficiency and flexibility, reducing university operating costs, and improving Oregonians' access to higher education.

One objective of this audit was to provide information on the results of OUS's efforts to improve efficiencies and increase Oregonians' access to higher education. Another objective was to compare expenditures and graduation rates of each OUS institution and its OUS-selected peer institutions.

## Results in Brief

From fiscal year 1995-1996 through 1998-1999, the institutions did not substantially increase their administrative or general operating expenditures and, in some instances, administrative costs declined. Also, the institutions generally made more efficient use of instructional resources. In addition, Oregonians' access to the institutions improved. At the same time, however, graduation rates declined. A summary of these results is shown in Appendix A.

OUS institution expenditure patterns for fiscal year 1998-1999 were similar in most respects to those reported by peer institutions in other states. OUS institution graduation rates, however, were substantially below peer institution graduation rates. A summary of these results is shown in Appendix B.



## **BACKGROUND AND INTRODUCTION**

The Oregon University System (OUS) is a state agency that includes seven universities. The 11-member Oregon State Board of Higher Education governs OUS. A Chancellor serves as OUS's chief executive and administrative officer.

The institutions are Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, the University of Oregon, and Western Oregon University.

OUS's approved budget for the 1999-2001 biennium, for General Fund and Lottery dollars, totaled approximately \$759.5 million.

In July 1995 the governor signed into law the Higher Education Administrative Efficiency Act (SB 271), which made OUS independent from many state administrative regulations. Responsibility for purchasing, contracting, personnel, and labor relations was transferred from the Department of Administrative Services to the State Board of Higher Education and the Chancellor's Office. The changes were made with the goals of increasing administrative and academic efficiency and flexibility, reducing university operating costs, and improving Oregonians' access to higher education.

### **Objectives, Scope, and Methodology**

One objective of this audit was to provide information on the results of OUS's institutions' efforts to improve administrative and academic efficiencies, and increase Oregonians' access to higher education. Another objective was to compare the institutions' expenditure patterns and graduation rates to peer institutions in other states.

### **Performance Indicators**

#### ***Administrative Efficiency Indicators***

We prepared two indicators to show administrative efficiency trends:

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.

Funds available for instruction may be directly impacted by changes in administrative efficiency. We prepared two indicators to show trends in instructional resources:

- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

For each indicator, and for each institution, we developed a trend analysis for fiscal years 1995-96 through 1998-99. We used data from OUS's audited financial statements. During the period reviewed, the Audits Division contracted with an independent accounting firm to perform the annual financial audit of OUS. We relied on our contractor's work to establish the validity and reliability of the data contained in the financial statements. For payroll expenditures, we used

## Background and Introduction

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data from OUS's financial accounting system, which we reconciled to the audited financial statements.

Certain indicators are presented in actual and inflation-adjusted dollars. The 1999 Portland Consumer Price Index was used as the base year for inflation-adjusted figures.

### *Academic Efficiency Indicators*

We used the term “academic efficiency” to refer to an institution's throughput of students, and to the efficient and effective use of instructional resources. We prepared the following four indicators to show academic efficiency trends:

- Percentage of first-time freshmen returning for the sophomore year (retention rate);
- Percentage of first-time freshmen earning a bachelor's degree in six years at an OUS institution;
- Number of instructional course credits per ranked instructional faculty FTE; and
- Number of student FTE per ranked instructional faculty FTE.

To show the institutions' progress in improving academic efficiency, we developed a trend analysis of each indicator for selected academic years during the period from 1988-1989 through 1998-1999. We used computer-processed data obtained from OUS's central student database; each institution provides student data to the Chancellor's Office. To assess the validity and reliability of the central data, we conducted on-site testing of student enrollment and graduation data at each of the institutions. Our tests showed that for academic year 1988-1989, adequate documentation supporting student records was not available. We report the available student data for each institution; however, we base our conclusions only on the data we considered to be reliable.

### *Accessibility Indicators*

We used the following three indicators to show the institutions' progress in making postsecondary education more available to Oregonians.

- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

The Chancellor's Office provided hard-copy summary enrollment data for each institution. We used these reports to develop accessibility indicators. Because the institutions do not typically retain applications from prospective students who do not enroll, we did not attempt to verify the hard-copy data. Nothing came to our attention that would lead us to question the validity and reliability of the data.

## Peer Comparisons

We compared expenditure patterns and graduation rates of the OUS institutions and their selected peer institutions. For each OUS institution, the Chancellor's Office of Institutional Research Services, in conjunction with the institution, has identified peer institutions. We obtained expenditure and graduation data directly from the peer institutions and from federal 1999 Integrated Postsecondary Educational Data System (IPEDS) survey reports. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Educational Act of 1965 must annually complete IPEDS survey reports. The surveys are managed by the U.S. Department of Education National Center for Education Statistics.

We made comparisons in the following areas:

- Educational and general expenditures as a percentage of current funds expenditures;
- Instruction, research and public service as a percentage of educational and general expenditures;
- Academic support, student services, and scholarships and fellowships as a percentage of educational and general expenditures;
- Institutional support and operation and maintenance of plant as a percentage of educational and general expenditures; and
- Percentage of first-time freshmen earning a bachelor's degree from the same institution in six years.

We conducted this informational review in accordance with generally accepted government auditing standards.



**AGENCY'S RESPONSE TO THE REPORT**





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March 6, 2001

John N. Lattimer  
Director of Audits Division  
255 Capitol Street NE, Suite 500  
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Dear Mr. Lattimer,

We would like to thank the Secretary of States Audits Division for their efforts in evaluating selected performance indicators. This information along with the July 1998 Oregon Senate Bill 271 Review Panel Report are valuable tools to campuses and System management. We agree that the Oregon University System has made substantial strides in improving efficiencies since the adoption of SB 271. However, we would like to point out some inconsistencies in the data used for analyzing graduation rates.

- The graduation rate is also impacted because Oregon is a system of higher education. A system allows us to emphasize different missions for different campuses. We expect each campus to be different from on another. As a result of Measure 5 in 1990, we also eliminated duplicative programs. Consequently, a student's choice of institution is influenced by student interest to pursue a certain major. For example, engineering programs are offered at OSU and PSU. Since we operate as a system, unlike many of the peers used in the analysis, the cross campus benefits are not demonstrated. One of the impacts of this is likely a higher inter-OUS transfer. When OUS calculates graduation rates, we generate two reports: one that does not follow inter-OUS transfers (IPEDS-methodology), and one that does (if a student starts at EOU and graduates from UO we call them a "completer"). If one excludes inter-OUS transfers, a 48.7% graduation rate is reported; if one includes inter-OUS transfers, a 55.1% is reported. Although not fully tested, Oregon might improve in comparison to the peer institutions if inter-state transfers were included.
- The data available at the time of the analysis and used for the graduation rate analysis was not the correct student cohort. SB 271 was adopted in 1995; however, the cohort of entering freshmen being reported was 1993. Nearly 85% of that cohort, still attending

when SB 271 was passed, graduated within six years. Therefore, we do not believe the results show causality between SB 271 and the 1993 cohort of freshmen. More recent data shows improvements have been made in graduation rates since the adoption of SB271. We now have six-year graduation rates for the 1994 cohort. The system rate increased from 47.0% for the 1993 cohort to 48.7% for the 1994 cohort. And when we include intra-OUS transfers in the rate, the rate improves from 52.8% for the 1993 cohort to 55.1% for the 1994 cohort. Therefore, the trend is upward.

- The graduation rates do not include all degrees earned. In the case of OIT and WOU, the report does not count as completions two-year degrees earned within three years. This is a departure from NCES' methodology in its Peer Analysis System, which calculates a graduation rate based on all degrees completed within 150% of normal time to degree. For WOU, this only eliminates a single two-year degree, but for OIT it eliminates 17 of 79 degrees awarded, or 21.5% of their completions. Including two-year degrees improves OIT's graduation rate from 25.3% to 32.2% and places them within 5% of their peer group's average.
- The study does not use comparisons of median graduation rates, which impairs the analysis. In calculating a graduation rate for a set of peer institutions, the report does not sum the individual institutions' rates and divide by the number of institutions in the peer set. In fact, despite the label "average," the report does not calculate a peer average at all. Instead, presumably to avoid averaging averages, the report calculates a single graduation rate for the entire peer pool. If School A has ten times as many students in its entering cohort as School B, the School A's graduation rate has ten times the impact on the peer "average" as School B.

We would like to note that the report compares the performance of OUS with the peers identified by System and campus leaders about two years ago. It is important to state that the peers were chosen through a process that allowed the identification of "aspirational" and "statistical" peers. The aspirational peers are regarded as one way to benchmark campus performance, identify best practices, and develop "stretch targets" to improve long-term performance. The true value of these peer lists will be to compare important indicators over time. It is too soon to evaluate the effectiveness of using these peer groups to benchmark campus performance.

An important outcome for OUS not included in this report is the production of degrees and certificates. Oregon Benchmarks establish a goal for a greater proportion of adults completing at least a bachelor's degree. Degree production is insufficient to meet workforce needs of the state as employers "import" highly educated workers from out-of-state.

*Mr. John N. Lattimer*

*March 6, 2001*

*Page 3*

As a part of routine practice, OUS attends to the performance agenda by allocating resources to ensure the success of this nascent effort designed to align performance and priorities.

We wish to thank the Secretary of State Audits Division staff for all their efforts with this complicated and emergent analysis.

Sincerely,

A handwritten signature in black ink that reads "Tom Anderes". The signature is written in a cursive style with a large, sweeping initial "T".

Thomas K. Anderes  
Vice Chancellor for Finance and Administration

cc: Chancellor Cox  
Vice Chancellor Clark



# CHAPTER 1: EASTERN OREGON UNIVERSITY

## Background

Eastern Oregon University (the University), established in 1929, is located in La Grande. The University provides programs in teacher education, liberal arts and sciences, and business. The University also offers cooperative programs in agriculture and nursing.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>1</sup>

**Figure 1**  
**Eastern Oregon University**  
**Student Full-Time Equivalents (FTE)**  
**Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
1,956	1,945	1,980	2,025

The University's student FTE increased by 69 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction—expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.
- Plant operations and maintenance—includes utilities, fire protection and property insurance.
- Scholarships and fellowships.

<sup>1</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**Eastern Oregon University**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$24,717	\$25,024	\$25,260	\$26,658
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$28,485	\$26,621	\$25,652	\$27,340

The University's current funds expenditures increased by approximately \$1.9 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**Eastern Oregon University**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$13,710	\$13,496	\$13,140	\$13,164
Actual Dollars	\$12,636	\$12,866	\$12,758	\$13,164

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$528. In constant (1999) dollars, the amount declined by \$546 per student FTE.

### ***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.

- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**Eastern Oregon University**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$8,267	\$8,176	\$8,156	\$8,248
Actual Dollars	\$7,619	\$7,794	\$7,918	\$8,248

The University’s payroll expenditures per student FTE increased by \$629 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, however, the average amount declined by \$19.

## Part One: Indicators of Administrative Efficiency

We use the term “administrative efficiency” in reference to the portion of current funds expended for general support services. These cost categories include:

### General Support Services

- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/ development, legal services.
- Plant operations and maintenance.
- Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.
- Academic support<sup>2</sup>—e.g. academic administration, curriculum development, museums.
- Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.
- Student services—e.g. career guidance, counseling, financial aid administration.

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

<sup>2</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

### *General Support Services Expenditures as a Percentage of Current Funds Expenditures*

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**Eastern Oregon University**  
**General Support Services Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$11.7	\$11.8	\$12.1	\$12.5
Current Funds Expenditures	\$24.7	\$25.0	\$25.3	\$26.7
<b>General Support Services Expenditures as a Percentage of Current Funds Expenditures</b>	<b>47.3%</b>	<b>47.2%</b>	<b>48.1%</b>	<b>46.9%</b>

The University's general support services expenditures as a percentage of current funds expenditures declined by less than 1 percent from fiscal years 1995-1996 through 1998-1999.

### *General Support Services Expenditures Per Student FTE*

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**Eastern Oregon University**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$6,484	\$6,373	\$6,315	\$6,169
Actual Dollars	\$5,976	\$6,076	\$6,131	\$6,169

The University's general support services expenditures per student FTE declined by \$315 in CPI-adjusted dollars from fiscal years 1995-1996 through 1998-1999.

***Instructional Expenditures as a Percentage of Current Funds Expenditures***

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction;
- Occupational and vocational instruction;
- Special session instruction;
- Community education;
- Preparatory and adult basic education; and
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**Eastern Oregon University**  
**Instructional Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$7.8	\$7.5	\$8.8	\$10.2
Current Funds Expenditures	\$24.7	\$25.0	\$25.3	\$26.7
<b>Instructional Expenditures as a Percentage of Current Funds Expenditures</b>	<b>31.4%</b>	<b>29.9%</b>	<b>34.7%</b>	<b>38.2%</b>

The University's instructional expenditures as a percentage of current funds increased by 6.2 percent from fiscal year 1995-1996 to fiscal year 1998-1999.

***Instructional Expenditures Per Student FTE***

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**Eastern Oregon University**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$4,300	\$4,035	\$4,555	\$5,028
Actual Dollars	\$3,963	\$3,846	\$4,422	\$5,028

The University’s instructional expenditures per student FTE increased by \$1,065 between fiscal years 1995-1996 and 1998-1999. The inflation-adjusted figures show an increase of \$728.

## Part Two: Indicators of Academic Efficiency

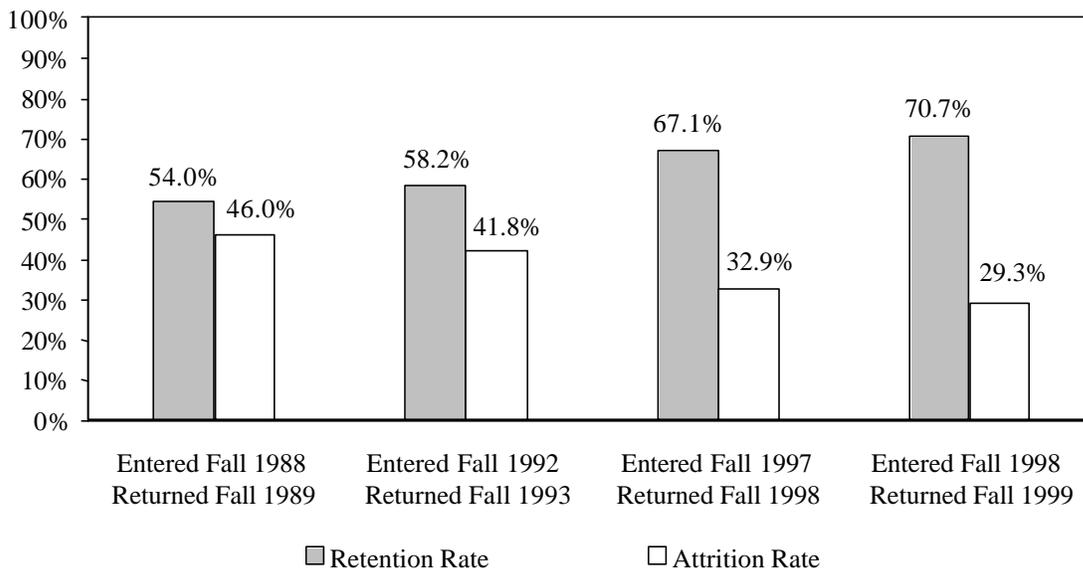
We use the term “academic efficiency” to refer to an institution’s throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

- Percentage of first-time freshmen<sup>3</sup> returning for their sophomore year.
- Percentage of first-time freshmen earning a bachelor’s degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

### *Percentage of First-Time Freshmen Returning for their Sophomore Year (Retention)*

An important indicator of academic efficiency is the portion of entering freshmen that return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen that returned to the University for their sophomore year (retention rate) and the portion that did not return (attrition rate).

**Figure 9**  
**Eastern Oregon University**  
**Retention and Attrition Rate of First-Time Freshmen Entering**  
**Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

<sup>3</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

Figure 9 shows that the University’s retention of first-time freshmen increased significantly over the eleven-year period from 54 percent in 1989 to 70.7 percent in 1999.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor’s degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University’s graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor’s degree at another OUS institution.

**Figure 10**  
**Eastern Oregon University**  
**Percentage of First-Time Freshmen Earning a Bachelor’s Degree in**  
**Six Years at an OUS Institution<sup>4</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	6.4%	11.1%	11.5%	13.4%
Graduated In 5 Years Or Less	21.2%	26.0%	28.2%	28.0%
<b>Graduated In 6 Years Or Less</b>	<b>27.9%</b>	<b>31.0%</b>	<b>35.4%</b>	<b>31.9%</b>

*Source: OUS Institutional Research Services*

The data show an increase of 4 percent of first-time freshmen earning a bachelor’s degree in six years at an OUS institution from 1988 through 1993.

***Number of Instructional Course Credits per Ranked Instructional Faculty FTE***

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>5</sup>

<sup>4</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 20. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>5</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

**Figure 11**  
**Eastern Oregon University**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
11.7	11.0	10.7	12.0

*Source: OUS Institutional Research Services*

The data indicate that the instructional workload of the University's ranked instructional faculty members increased by less than one instructional course credit.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents<sup>6</sup>***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**Eastern Oregon University**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
29	24	26	25

*Source: OUS Institutional Research Services*

The University's student-to-faculty ratio has declined over the eleven-year period; however, the data show no significant changes from academic years 1993-1994 through 1998-1999.

### **Part Three: Indicators of Accessibility**

Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and

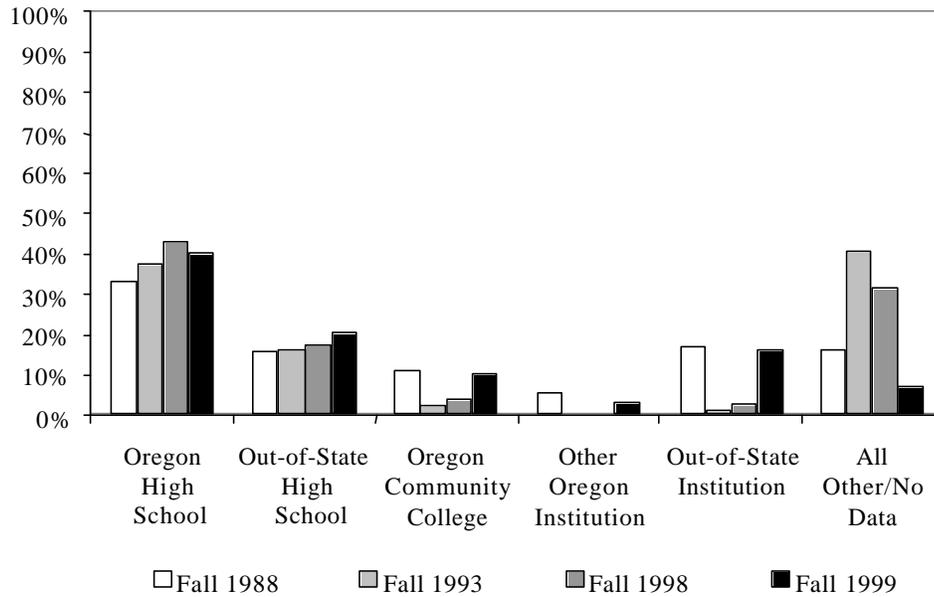
<sup>6</sup> Ranked instructional faculty include professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in regular programs.

- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

**Figure 13  
Eastern Oregon University  
Percentage of Undergraduates by Educational Source  
Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate that between 1988 and 1999 the University increased its enrollment of undergraduate students from Oregon high schools. In 1988, 33 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 41 percent had done so.

***Percentage of Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percentage of resident first-time freshmen who applied and were admitted; and
- Number and percentage of resident first-time freshmen who were admitted and subsequently enrolled.

**Figure 14**  
**Eastern State University**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled<sup>7</sup>**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	546	404	440
<b>Oregonians Admitted</b>	<b>334</b>	<b>221</b>	<b>213</b>
<b>Percentage Admitted</b>	<b><u>61.2%</u></b>	<b><u>54.7%</u></b>	<b><u>48.4%</u></b>
Oregonians Admitted	334	221	213
<b>Oregonians Enrolled</b>	<b>335</b>	<b>235</b>	<b>225</b>
<b>Percentage Enrolled</b>	<b><u>100.3%</u></b>	<b><u>106.3%</u></b>	<b><u>105.6%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregon applicants admitted declined by approximately 13 percent from 1994 through 1999. At the same time, fewer Oregon freshmen were admitted and fewer enrolled.

## Part Four: Peer Institutions and Selected Indicators

The Chancellor's Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor's Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>8</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>7</sup> Enrollment percentages exceeding 100 percent include students admitted by another OUS institution, and allowed to enroll for classes at the University.

<sup>8</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. According to OUS documentation, the University qualifies for the "Masters (Comprehensive) Universities and Colleges II" classification and was matched with peer institutions in that classification. These institutions offer a full range of baccalaureate programs and award 20 or more master's degrees annually in one or more disciplines.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• Eastern Washington University	\$100,939,479	7,688
• Southeast Missouri State University	\$100,328,250	8,487
• State University of New York College – Fredonia	\$70,632,521	4,809
• California State University – Stanislaus	\$68,336,174	6,351
• Southern Utah University	\$59,409,995	5,539
• Southern Oregon University	\$57,178,674	5,458
• Fort Hays State University (Kansas)	\$53,009,831	5,401
• University of Michigan – Flint	\$52,363,875	6,656
• Plymouth State College (New Hampshire)	\$50,716,589	3,990
• Western Oregon University	\$49,104,050	4,517
• Mary Washington College (Virginia)	\$48,153,915	3,806
• University of Wisconsin – Parkside	\$44,927,892	4,582
• <b>Eastern Oregon University</b>	<b>\$26,094,392</b>	<b>2,457</b>

Eastern Oregon University, Western Oregon University, and Southern Oregon University all share the same peer institutions.

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

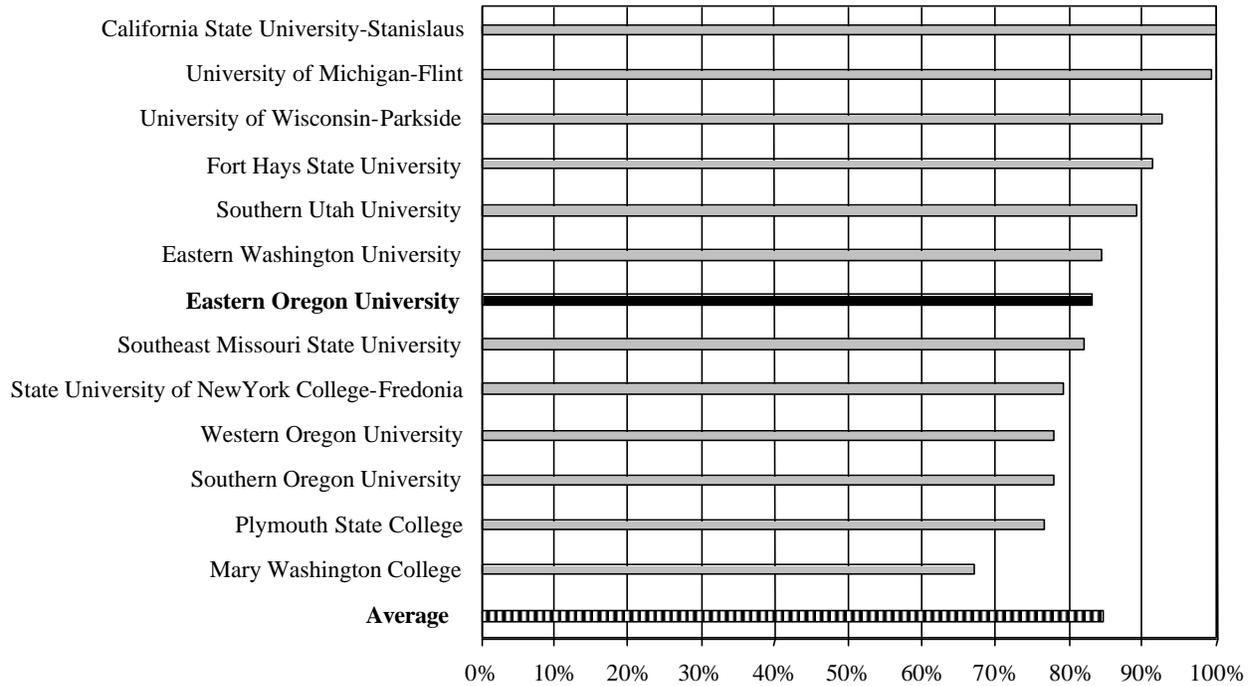
***Educational and General Expenditures as a Percentage of Current Funds Expenditures***

The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution’s operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

**Figure 15**  
**Eastern Oregon University and Peer Institutions**  
**Educational and General Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



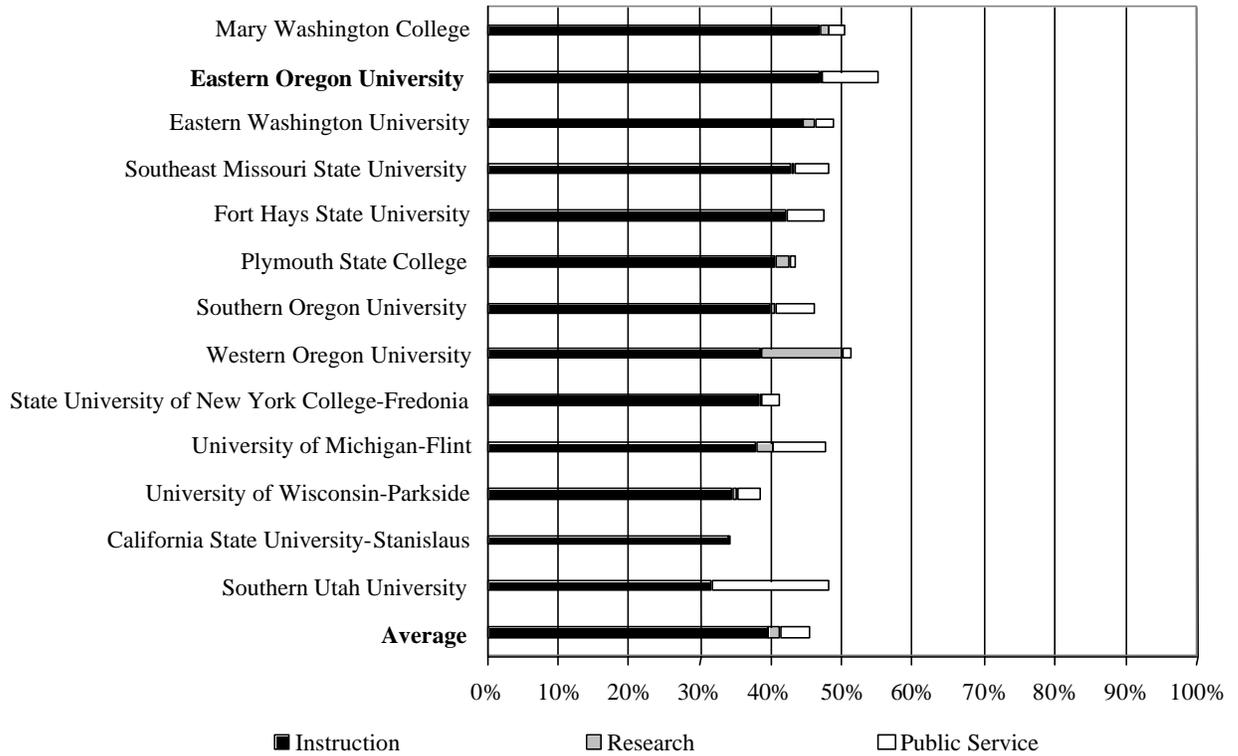
*Source: IPEDS FY 1999 Finance Survey*

The University's educational and general expenditures ratio, at 83 percent, was 2 percent below the average (85 percent) of the 13 peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**Eastern Oregon University and Peer Institutions**  
**Instruction, Research, and Public Service as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



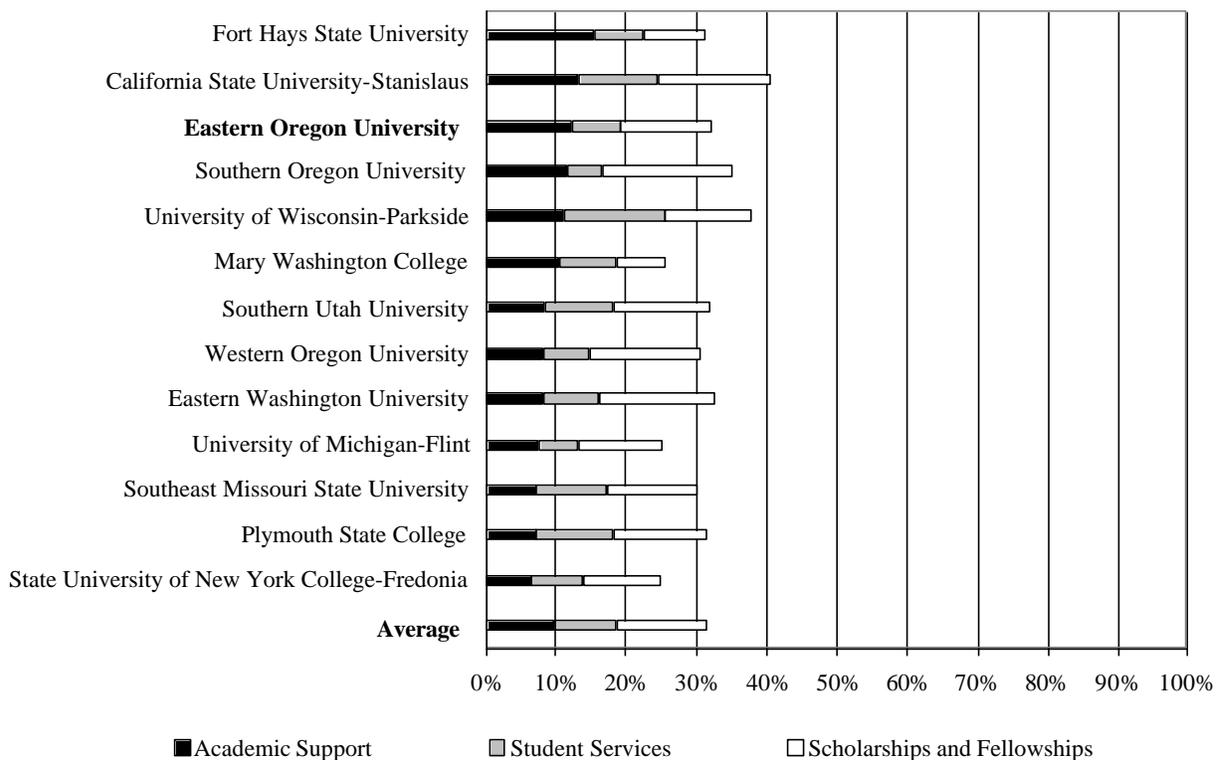
*Source: IPEDS FY 1999 Finance Survey*

The University's instruction expenditure ratio, at 47 percent, was above the average (40 percent) of the 13 peer institutions. Its research expenditure ratio, at less than 1 percent, was on par with the average (1 percent). The University's ratio for public service expenditures, at 8 percent, was 3 percent above the average (5 percent).

**Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures**

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.

**Figure 17**  
**Eastern Oregon University and Peer Institutions**  
**Academic Support, Student Services, and Scholarships and Fellowships as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



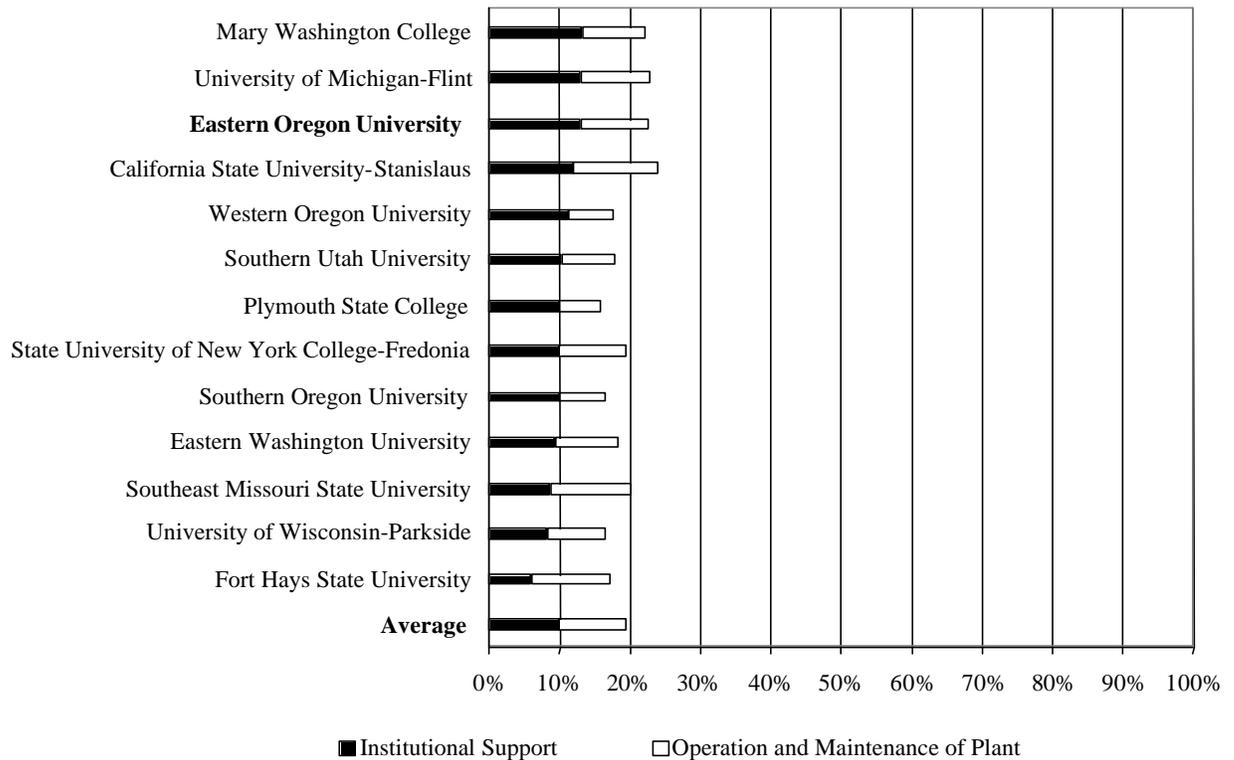
*Source: IPEDS FY 1999 Finance Survey*

The University's academic support expenditure ratio, at 12 percent, was 2 percent above the average (10 percent) of the 13 peer institutions. Its student services expenditure ratio, at 7 percent, was 2 percent below the average (9 percent) of the peer institutions. The University's scholarships and fellowships expenditure ratio, at 13 percent, was on par with the average (13 percent) of the 13 peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**Eastern Oregon University and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University’s institutional support expenditure ratio, at 13 percent, was 3 percent above the average (10 percent) of the 13 peer institutions. The University’s operation and maintenance of plant ratio, at 10 percent, was 1 percent above the average (9 percent) of the peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.<sup>9</sup>

**Figure 19**  
**Eastern Oregon University and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institutions where they began—**

Peer Institutions	Graduated in Four Years or Less	Graduated in Five Years or Less	Graduated in Six Years or Less
Mary Washington College	64.8%	72.3%	73.3%
Plymouth State College	23.3%	42.9%	47.3%
Eastern Washington University	17.8%	37.1%	44.6%
Southeast Missouri State University	18.3%	36.9%	42.7%
California State University-Stanislaus	15.5%	34.6%	41.6%
Western Oregon University	19.7%	38.1%	41.2%
Fort Hays State University	18.7%	35.7%	40.4%
University of Michigan-Flint	8.1%	22.8%	33.5%
Southern Utah University	14.7%	26.9%	32.4%
University of Wisconsin-Parkside	7.5%	20.2%	27.4%
Southern Oregon University	12.3%	22.0%	25.6%
<b>Eastern Oregon University</b>	<b>9.8%</b>	<b>20.1%</b>	<b>22.1%</b>
<b>Average</b>	<b>20.4%</b>	<b>35.7%</b>	<b>40.9%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via National Center for Education Statistics (NCES) state level coordinators*

With 22.1 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was significantly below the average (40.9 percent) of 12 peer institutions.

<sup>9</sup> State University of New York College-Fredonia did not respond to our request for the 1999 IPEDS Graduation Rate Survey information.

## CHAPTER 2: OREGON INSTITUTE OF TECHNOLOGY

### Background

Oregon Institute of Technology (the University), founded in 1947, is located in Klamath Falls. The University provides programs in engineering and health technologies, management and applied sciences, and a cooperative program in nursing. The University is the only public institute of technology in the Pacific Northwest.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>10</sup>

**Figure 1**  
**Oregon Institute of Technology**  
**Student Full-Time Equivalents (FTE)**  
**Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
1,897	1,826	1,975	2,087

The University's student FTE increased by 190 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction—expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.
- Plant operations and maintenance—includes utilities, fire protection and property insurance.
- Scholarships and fellowships.

<sup>10</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**Oregon Institute of Technology**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$28,365	\$29,135	\$29,765	\$31,728
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$35,721	\$30,066	\$27,555	\$35,100

The University's current funds expenditures increased by approximately \$3.4 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**Oregon Institute of Technology**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$16,224	\$16,738	\$15,523	\$15,203
Actual Dollars	\$14,953	\$15,956	\$15,071	\$15,203

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$250. In constant (1999) dollars, however, the amount declined by \$1,021 per student FTE.

***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.
- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**Oregon Institute of Technology**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$9,866	\$10,282	\$9,148	\$9,276
Actual Dollars	\$9,093	\$9,802	\$8,882	\$9,276

The University’s payroll expenditures per student FTE increased by \$183 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, however, the average amount declined by \$590.

**Part One: Indicators of Administrative Efficiency**

We use the term “administrative efficiency” in reference to the portion of current funds expended for general support services. These cost categories include:

**General Support Services**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.</li> <li>• Plant operations and maintenance.</li> <li>• Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.</li> </ul> | <ul style="list-style-type: none"> <li>• Academic support—e.g. academic administration, curriculum development, museums.<sup>11</sup></li> <li>• Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.</li> <li>• Student services—e.g. career guidance, counseling, financial aid administration.</li> </ul> |
|--|--|

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

<sup>11</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

### ***General Support Services Expenditures as a Percentage of Current Funds Expenditures***

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**Oregon Institute of Technology**  
**General Support Services Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$14.6	\$13.4	\$13.9	\$14.5
Current Funds Expenditures	\$28.4	\$29.1	\$29.8	\$31.7
<b>General Support Services Expenditures as a Percentage of Current Funds Expenditures</b>	<b>51.3%</b>	<b>46.0%</b>	<b>46.6%</b>	<b>45.6%</b>

The data show a decline from fiscal years 1995-1996 through 1998-1999.

### ***General Support Services Expenditures Per Student FTE***

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**Oregon Institute of Technology**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$8,328	\$7,698	\$7,234	\$6,938
Actual Dollars	\$7,676	\$7,339	\$7,023	\$6,938

Between fiscal years 1995-1996 and 1998-1999, the University's general support services expenditures per student FTE declined by \$738. The inflation-adjusted figures show a decline of \$1,390.

### *Instructional Expenditures as a Percentage of Current Funds Expenditures*

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Also included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction.
- Occupational and vocational instruction.
- Special session instruction.
- Community education.
- Preparatory and adult basic education.
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**Oregon Institute of Technology**  
**Instructional Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$9.6	\$10.3	\$10.0	\$11.0
Current Funds Expenditures	\$28.4	\$29.1	\$29.8	\$31.7
<b>Instructional Expenditures as a Percentage of Current Funds Expenditures</b>	<b>33.7%</b>	<b>35.4%</b>	<b>33.5%</b>	<b>34.7%</b>

The data show the University's instructional expenditures as a percentage of current funds expenditures increased by 1 percent from fiscal years 1995-1996 through 1998-1999.

***Instructional Expenditures Per Student FTE***

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**Oregon Institute of Technology**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$5,468	\$5,927	\$5,198	\$5,271
Actual Dollars	\$5,039	\$5,650	\$5,046	\$5,271

The data show a decline of \$197 of CPI-adjusted dollars from fiscal years 1995-1996 through 1998-1999.

**Part Two: Indicators of Academic Efficiency**

We use the term “academic efficiency” to refer to an institution’s throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

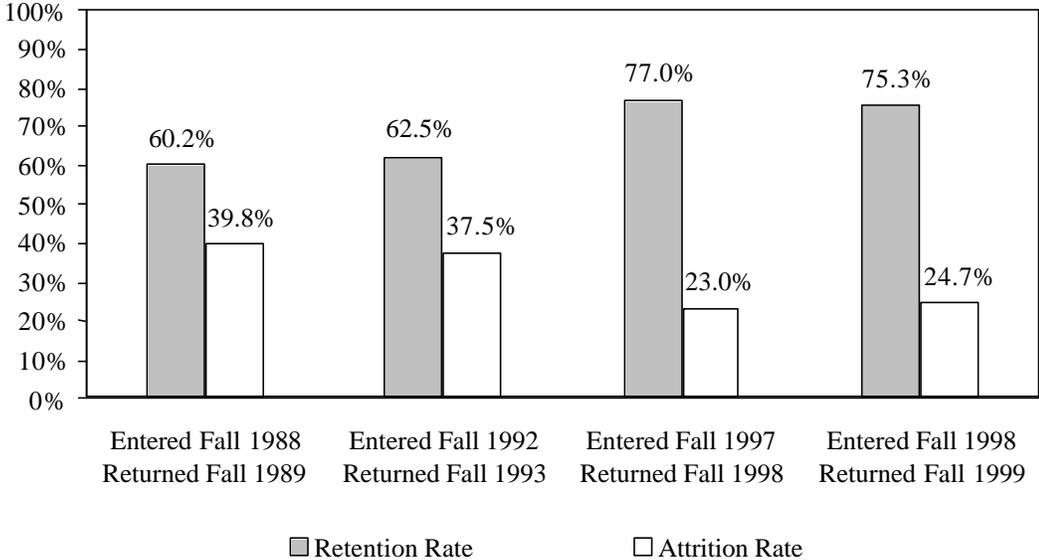
- Percentage of first-time freshmen returning for their sophomore year.<sup>12</sup>
- Percentage of first-time freshmen earning a bachelor’s degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

***Percentage of First-Time Freshmen Returning for their Sophomore Year (Retention)***

An important indicator of academic efficiency is the portion of entering freshmen that return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen that returned to the University for their sophomore year (retention rate) and the portion that did not return (attrition rate).

<sup>12</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

**Figure 9**  
**Oregon Institute of Technology**  
**Retention and Attrition Rate of First-Time Freshmen**  
**Entering Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

Figure 9 shows that the University’s retention of first-time freshmen increased over the eleven-year period from 60.2 percent in 1989 to 75.3 percent in 1999.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor’s degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University’s graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor’s degree at another OUS institution.

**Figure 10**  
**Oregon Institute of Technology**  
**Percentage of First-Time Freshmen Earning a Bachelor's Degree in**  
**Six Years at an OUS Institution<sup>13</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	10.4%	12.5%	9.5%	19.2%
Graduated In 5 Years Or Less	23.5%	26.2%	18.0%	33.1%
<b>Graduated In 6 Years Or Less</b>	<b>29.1%</b>	<b>30.8%</b>	<b>22.3%</b>	<b>38.0%</b>

*Source: OUS Institutional Research Services*

The data show an increasing portion of first-time University freshmen graduating from an OUS institution within four, five, and six years.

### *Number of Instructional Course Credits per Ranked Instructional Faculty FTE*

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>14</sup>

**Figure 11**  
**Oregon Institute of Technology**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
11.3	11.3	11.8	12.6

*Source: OUS Institutional Research Services*

The data indicate that the University's ranked instructional faculty members have had an increase in instructional workload from 1988 through 1998.

<sup>13</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 37. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>14</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents<sup>15</sup>***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**Oregon Institute of Technology**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
20	19	19	18

*Source: OUS Institutional Research Services*

The University's student-to-faculty ratio has declined slightly over the eleven-year period.

**Part Three: Indicators of Accessibility**

Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

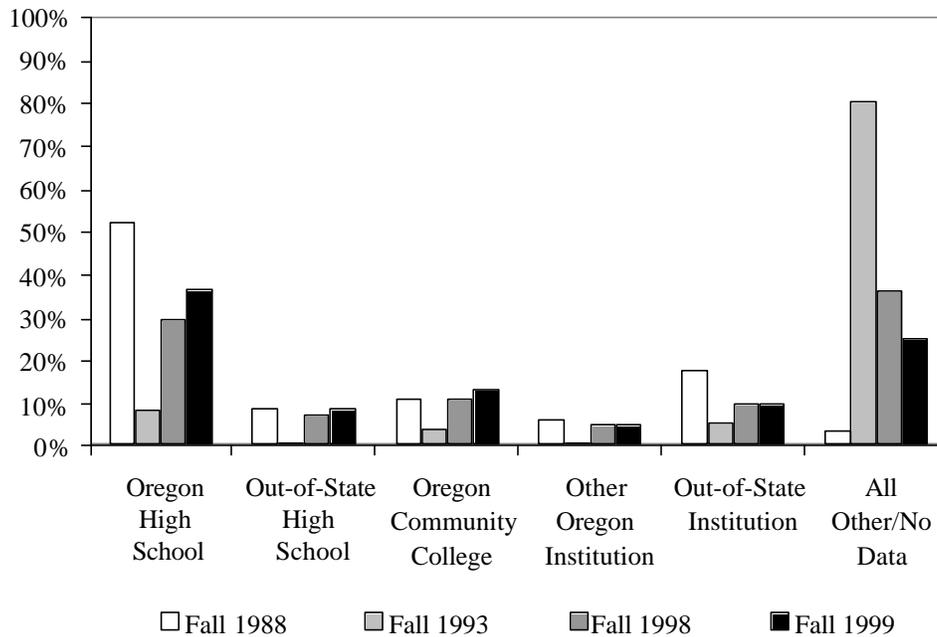
- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

<sup>15</sup> Ranked instructional faculty include professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in regular programs.

***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

**Figure 13  
Oregon Institute of Technology  
Percentage of Undergraduates by Educational Source  
Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate that between 1988 and 1999 the University enrolled fewer undergraduate students from Oregon high schools. In 1988, 52 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 37 percent had done so.

***Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percentage of resident first-time freshmen who applied and were admitted; and
- Number and percentage of resident first-time freshmen admitted and subsequently enrolled.

**Figure 14**  
**Oregon Institute of Technology**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	401	455	508
<b>Oregonians Admitted</b>	<b>353</b>	<b>362</b>	<b>415</b>
<b>Percentage Admitted</b>	<b><u>88.0%</u></b>	<b><u>79.6%</u></b>	<b><u>81.7%</u></b>
Oregonians Admitted	353	362	415
<b>Oregonians Enrolled</b>	<b>210</b>	<b>296</b>	<b>312</b>
<b>Percentage Enrolled</b>	<b><u>59.5%</u></b>	<b><u>81.8%</u></b>	<b><u>75.2%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregonian applicants admitted declined by approximately 6 percent from 1994 through 1999. At the same time, more Oregon freshmen were admitted and more enrolled.

#### **Part Four: Peer Institutions and Selected Indicators**

The Chancellor's Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor's Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>16</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>16</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. According to OUS documentation, the University is classified under "Specialized Institution: Engineering and Technology." These include institutions offering degrees ranging from the bachelor's to the doctorate with at least 50 percent of the degrees awarded in a single discipline, and awarding at least a bachelor's degree in programs limited almost exclusively to technical fields of study.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• East Tennessee State University	\$177,652,283	11,728
• California State Polytechnic University-Pomona	\$159,288,942	17,577
• Weber State University (Utah)	\$107,117,908	13,900
• Western Carolina University (North Carolina)	\$99,038,893	6,534
• Pittsburg State University (Kansas)	\$55,525,990	6,258
• State University of New York College of Technology-Alfred	\$50,835,569	2,840
• University of Houston-Downtown	\$48,974,390	8,393
• University of Southern Colorado	\$48,163,416	5,296
• Southern Polytechnic State University (Georgia)	\$41,241,752	3,678
• <b>Oregon Institute of Technology</b>	<b>\$31,728,207</b>	<b>2,664</b>
• West Virginia University Institute of Technology	\$23,365,000	2,508
• Purdue University-North Central	\$21,018,068	3,373

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

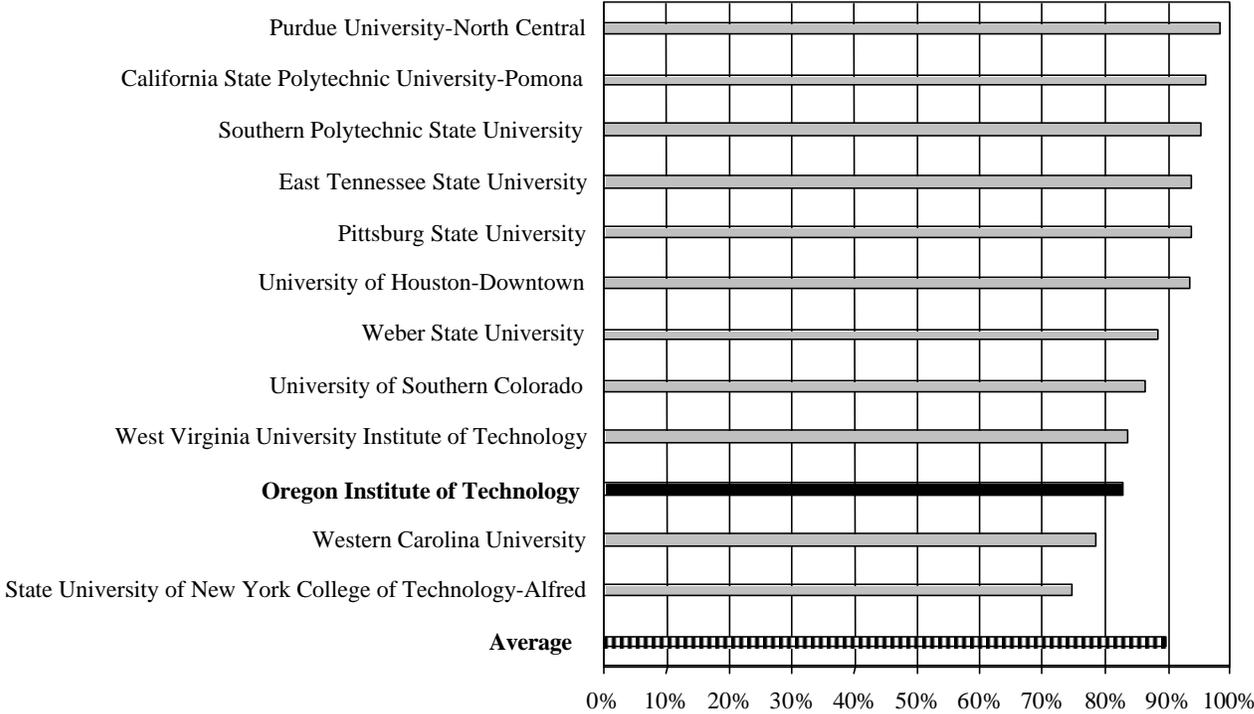
### ***Educational and General Expenditures as a Percentage of Current Funds Expenditures***

The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution's operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

**Figure 15**  
**Oregon Institute of Technology and Peer Institutions**  
**Educational and General Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



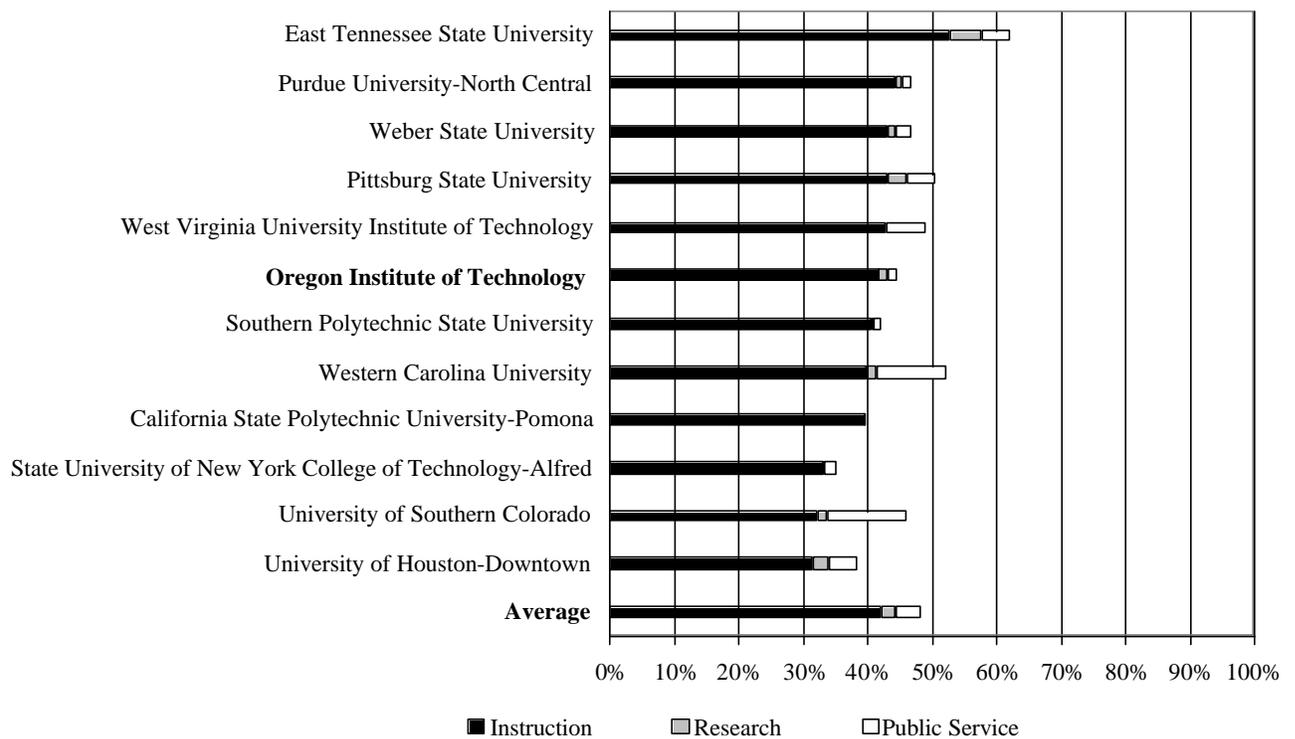
Source: IPEDS FY 1999 Finance Survey

The University’s educational and general expenditures ratio, at 83 percent, was below the average (90 percent) of the 12 peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**Oregon Institute of Technology and Peer Institutions**  
**Instruction, Research, and Public Service as a Percentage of**  
**Educational and General Expenditures**  
**Fiscal Year 1998-1999**



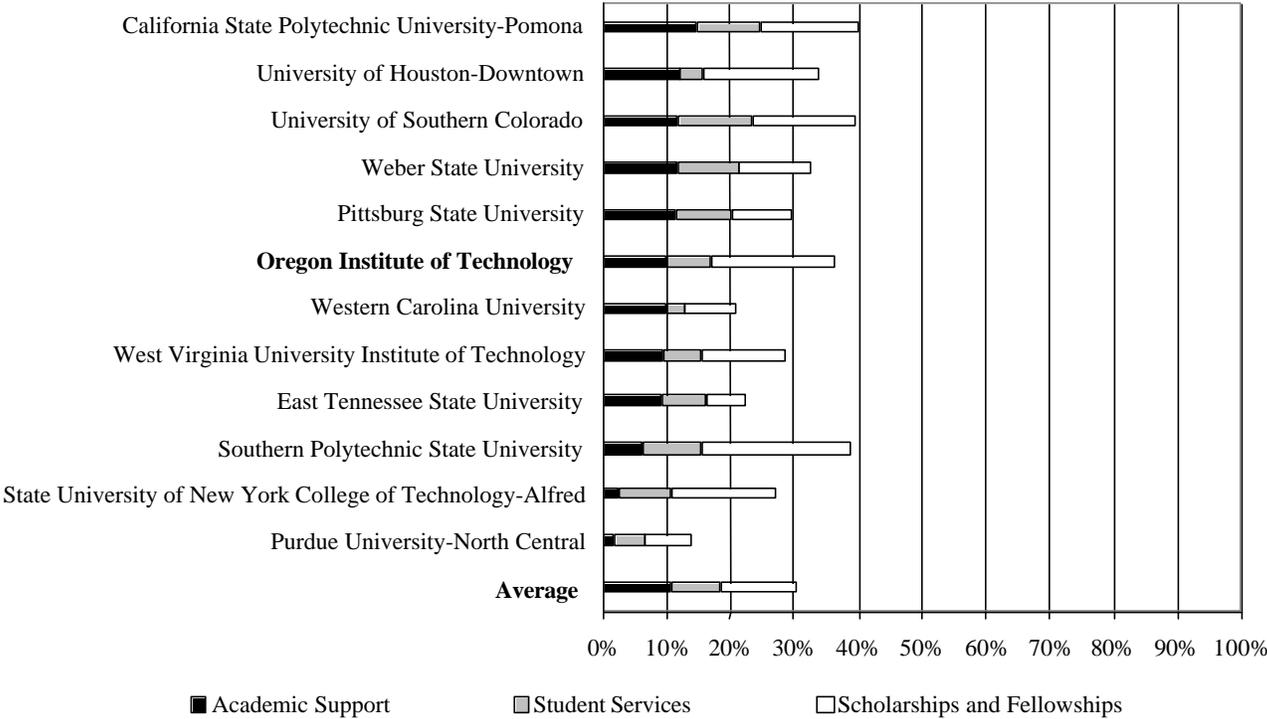
*Source: IPEDS FY 1999 Finance Survey*

The University’s instruction expenditure ratio, at 42 percent, was on par with the average (42 percent) of the 12 peer institutions. The University’s research expenditure ratio, at 1 percent, was 1 percent below the average (2 percent) of its peer institutions. The University’s ratio for public service expenditures, at 2 percent, was 2 percent below the average (4 percent) of the 12 peer institutions.

**Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures**

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.

**Figure 17**  
**Oregon Institute of Technology and Peer Institutions**  
**Academic Support, Student Services, and Scholarships and Fellowships as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



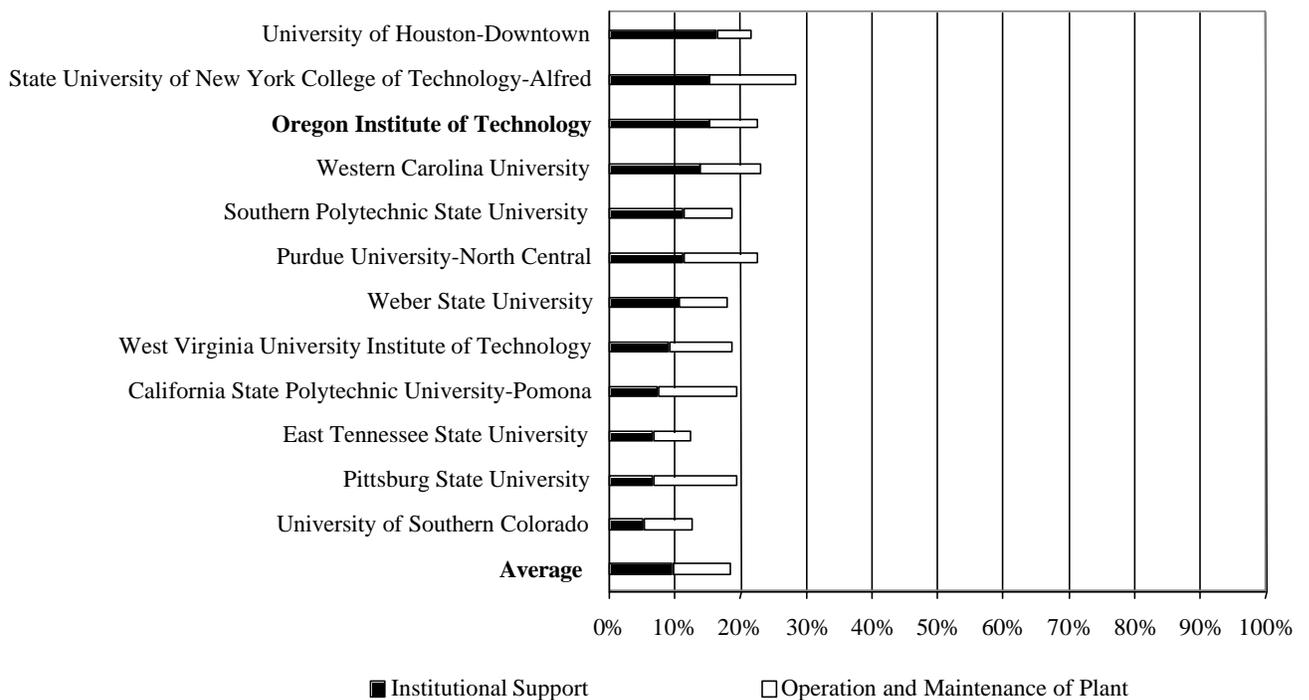
Source: IPEDS FY 1999 Finance Survey

The University’s academic support expenditure ratio, at 10 percent, was 1 percent below the average (11 percent) of the 12 peer institutions. The University’s student services expenditure ratio, at 7 percent, was 1 percent below the average (8 percent) of its peer institutions. The University’s scholarships and fellowships expenditure ratio, at 20 percent, was above the average (12 percent) of the 12 peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**Oregon Institute of Technology and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University’s institutional support expenditure ratio, at 15 percent, was above the average (10 percent) of the 12 peer institutions. The University’s operation and maintenance of plant ratio, at 7 percent, was 2 percent below the average (9 percent) of the 12 peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.<sup>17</sup>

**Figure 19**  
**Oregon Institute of Technology and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institution where they began—**

Peer Institutions	Graduated in Four Years Or Less	Graduated in Five Years or Less	Graduated in Six Years or Less
Western Carolina University	21.4%	42.2%	47.1%
Pittsburg State University	39.6%	44.6%	45.7%
Weber State University	11.7%	29.8%	44.9%
California State Polytechnic University-Pomona	8.0%	27.3%	40.8%
West Virginia University Institute of Technology	17.3%	35.2%	39.5%
East Tennessee State University	10.6%	24.6%	32.5%
University of Southern Colorado	11.5%	22.7%	25.8%
<b>Oregon Institute of Technology</b>	<b>14.7%</b>	<b>23.7%</b>	<b>25.3%</b>
Southern Polytechnic State University	3.1%	14.8%	16.8%
University of Houston-Downtown	1.2%	6.3%	11.1%
Purdue University-North Central	2.4%	5.5%	7.8%
<b>Average</b>	<b>13.6%</b>	<b>27.5%</b>	<b>34.5%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via  
National Center for Education Statistics (NCES) state level coordinators*

With 25.3 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was below the average (34.5 percent) of 11 peer institutions.

<sup>17</sup> Southern University of New York College of Technology-Alfred did not respond to our request for 1999 IPEDS Graduation Rate Survey information.



## CHAPTER 3: OREGON STATE UNIVERSITY

### Background

Oregon State University (the University), founded in 1868, is located in Corvallis. The University, the only comprehensive Carnegie Research I university in Oregon, offers undergraduate and graduate degrees in more than 220 distinct academic programs. Known for its research and public service, the University is also the only land-, sea-, and space-grant university in the Pacific Northwest.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>18</sup>

**Figure 1**  
**Oregon State University**  
**Student Full-Time Equivalents (FTE)**  
**Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
13,581	13,526	14,147	14,768

The University's student FTE increased by 1,187 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction—expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.
- Plant operations and maintenance—includes utilities, fire protection and property insurance.
- Scholarships and fellowships.

<sup>18</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**Oregon State University**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$395,005	\$406,239	\$406,158	\$431,782
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$448,570	\$438,268	\$421,738	\$465,857

The University's current funds expenditures increased by approximately \$36.8 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**Oregon State University**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$31,557	\$31,506	\$29,571	\$29,238
Actual Dollars	\$29,085	\$30,034	\$28,710	\$29,238

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$153. In constant (1999) dollars the amount declined by \$2,319 per student FTE.

### ***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.
- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**Oregon State University**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$18,599	\$18,483	\$17,453	\$17,168
Actual Dollars	\$17,142	\$17,620	\$16,944	\$17,168

The University's payroll expenditures per student FTE increased by \$26 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, however, the average amount declined by \$1,431.

### **Part One: Indicators of Administrative Efficiency**

We use the term "administrative efficiency" in reference to the portion of current funds expended for general support services. These cost categories include:

#### **General Support Services**

- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/ development, legal services.
- Plant operations and maintenance.
- Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.
- Academic support—e.g. academic administration, curriculum development, museums.<sup>19</sup>
- Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.
- Student services—e.g. career guidance, counseling, financial aid administration.

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

<sup>19</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

### ***General Support Services Expenditures as a Percentage of Current Funds Expenditures***

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**Oregon State University**  
**General Support Services Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$111.5	\$112.6	\$101.3	\$113.5
Current Funds Expenditures	\$395.0	\$406.2	\$406.2	\$431.8
<b>General Support Services Expenditures as a Percentage of Current Funds Expenditures</b>	<b>28.2%</b>	<b>27.7%</b>	<b>24.9%</b>	<b>26.3%</b>

The data show a decline of approximately 2 percent from fiscal years 1995-1996 through 1998-1999.

### ***General Support Services Expenditures Per Student FTE***

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**Oregon State University**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$8,906	\$8,735	\$7,375	\$7,684
Actual Dollars	\$8,209	\$8,327	\$7,160	\$7,684

Between fiscal years 1995-1996 and 1998-1999, the University's general support services expenditures per student FTE declined by \$525. The inflation-adjusted figures show a decline of \$1,222.

### ***Instructional Expenditures as a Percentage of Current Funds Expenditures***

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Also included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction.
- Occupational and vocational instruction.
- Special session instruction.
- Community education.
- Preparatory and adult basic education.
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**Oregon State University**  
**Instructional Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$84.9	\$88.4	\$86.0	\$93.3
Current Funds Expenditures	\$395.0	\$406.2	\$406.2	\$431.8
<b>Instructional Expenditures as a Percentage of Current Funds Expenditures</b>	<b>21.5%</b>	<b>21.8%</b>	<b>21.2%</b>	<b>21.6%</b>

The data show no significant changes from fiscal years 1995-1996 through 1998-1999.

***Instructional Expenditures Per Student FTE***

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**Oregon State University**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$6,781	\$6,853	\$6,259	\$6,319
Actual Dollars	\$6,250	\$6,533	\$6,077	\$6,319

The data show a decline of \$462 of CPI-adjusted dollars from fiscal years 1995-1996 through 1998-1999.

**Part Two: Indicators of Academic Efficiency**

We use the term “academic efficiency” to refer to an institution’s throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

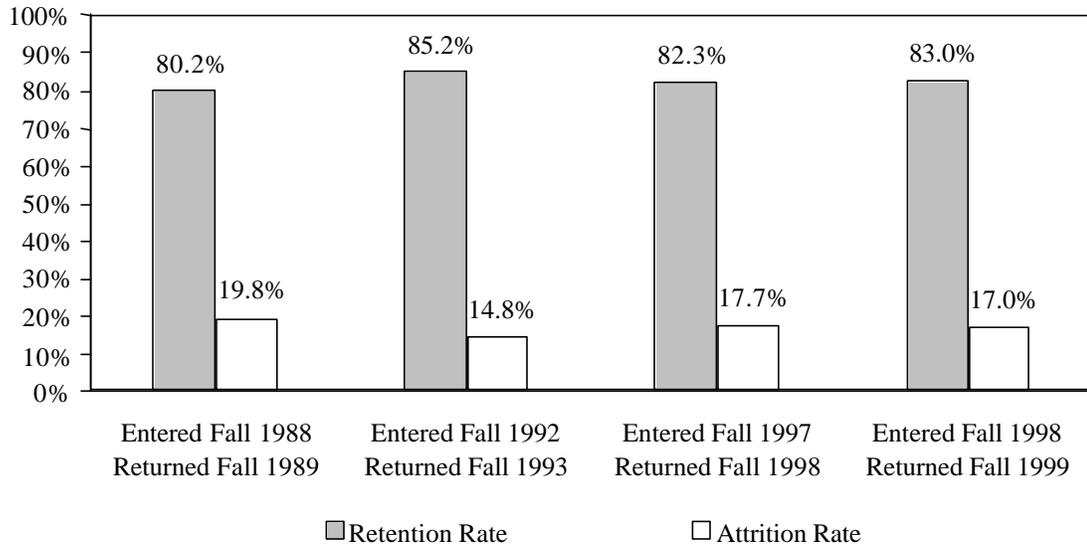
- Percentage of first-time freshmen returning for their sophomore year.<sup>20</sup>
- Percentage of first-time freshmen earning a bachelor’s degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

***Percentage of First-Time Freshmen Returning for the Sophomore Year (Retention)***

An important indicator of academic efficiency is the portion of entering freshmen that return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen who returned to the University for their sophomore year (retention rate) and the portion who did not return (attrition rate).

<sup>20</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

**Figure 9**  
**Oregon State University**  
**Retention and Attrition Rate of First-Time Freshmen**  
**Entering Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

Figure 9 shows that the University's retention of first-time freshmen increased by approximately 3 percent over the eleven-year period.

### ***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor's degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University's graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor's degree at another OUS institution.

**Figure 10**  
**Oregon State University**  
**Percentage of First-Time Freshmen Earning a Bachelor's Degree in**  
**Six Years at an OUS Institution<sup>21</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	20.8%	25.5%	27.3%	25.6%
Graduated In 5 Years Or Less	51.9%	55.6%	56.8%	52.9%
<b>Graduated In 6 Years Or Less</b>	<b>60.0%</b>	<b>62.8%</b>	<b>63.6%</b>	<b>59.8%</b>

*Source: OUS Institutional Research Services*

The data show no significant changes in the portion of students graduating in six years.

### *Number of Instructional Course Credits Per Ranked Instructional Faculty FTE*

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>22</sup>

**Figure 11**  
**Oregon State University**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
8.3	7.1	9.5	12.5

*Source: OUS Institutional Research Services*

The data indicate that the instructional workload of the University's ranked instructional faculty members increased by approximately 4 credit hours.

<sup>21</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 55. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>22</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents<sup>23</sup>***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**Oregon State University**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
17	16	17	18

*Source: OUS Institutional Research Services*

The University's student-to-faculty ratio has increased by one over the eleven-year period.

### **Part Three: Indicators of Accessibility**

Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

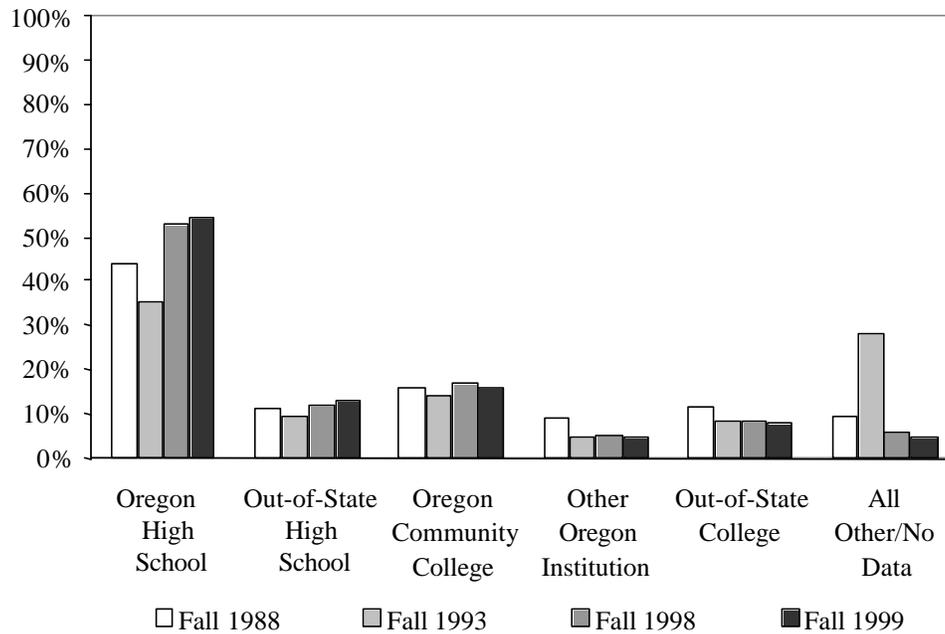
- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

#### ***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

<sup>23</sup> Ranked instructional faculty include professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in regular programs.

**Figure 13**  
**Oregon State University**  
**Percentage of Undergraduates by Educational Source**  
**Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate that between 1988 and 1999 the University increased its enrollment of undergraduate students from Oregon high schools. In 1988, 44 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 55 percent had done so.

***Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percentage of resident first-time freshmen who applied and were admitted; and
- Number and percentage of resident first-time freshmen who were admitted and subsequently enrolled.

**Figure 14**  
**Oregon State University**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	2,918	3,610	4,349
<b>Oregonians Admitted</b>	<b>1,632</b>	<b>2,040</b>	<b>2,501</b>
<b>Percentage Admitted</b>	<b><u>55.9%</u></b>	<b><u>56.5%</u></b>	<b><u>57.5%</u></b>
Oregonians Admitted	1,632	2,040	2,501
<b>Oregonians Enrolled</b>	<b>1,542</b>	<b>1,970</b>	<b>2,400</b>
<b>Percentage Enrolled</b>	<b><u>94.5%</u></b>	<b><u>96.6%</u></b>	<b><u>96.0%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregon applicants admitted increased by approximately 2 percent from 1994 through 1999. At the same time, more Oregon freshmen were admitted and more enrolled.

## Part Four: Peer Institutions and Selected Indicators

The Chancellor's Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor's Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>24</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>24</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. The University is classified under "Research Universities I." These include institutions offering a full range of baccalaureate programs and committed to graduate education through the doctorate, and that give high priority to research. They award 50 or more doctoral degrees annually, and they receive annually \$40 million or more in federal support.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• Michigan State University	\$1,066,256,050	43,189
• University of California-Davis	\$907,520,000	23,085
• University of Arizona	\$874,441,223	34,327
• Purdue University-Main Campus	\$836,154,651	38,757
• North Carolina State University	\$733,688,339	27,960
• Iowa State University	\$649,052,671	25,585
• Colorado State University	\$467,997,000	26,658
• <b>Oregon State University</b>	<b>\$392,011,519</b>	<b>15,176</b>

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

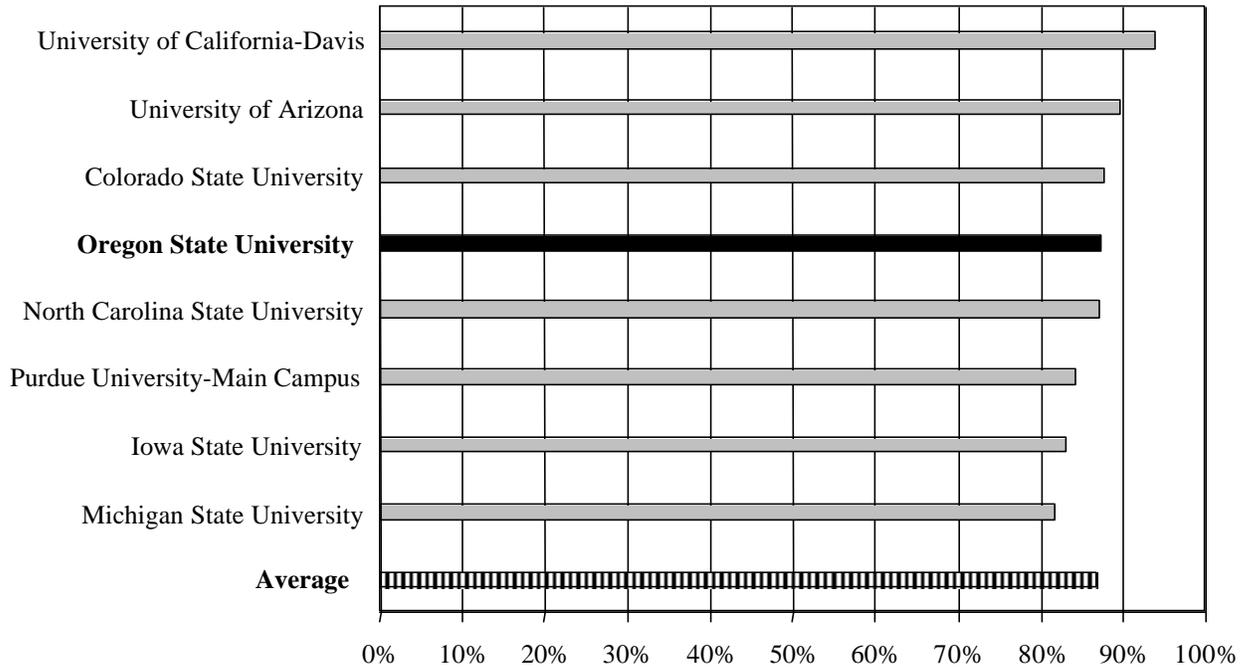
#### ***Educational and General Expenditures as a Percentage of Current Funds Expenditures***

The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution's operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

**Figure 15**  
**Oregon State University and Peer Institutions**  
**Educational and General Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



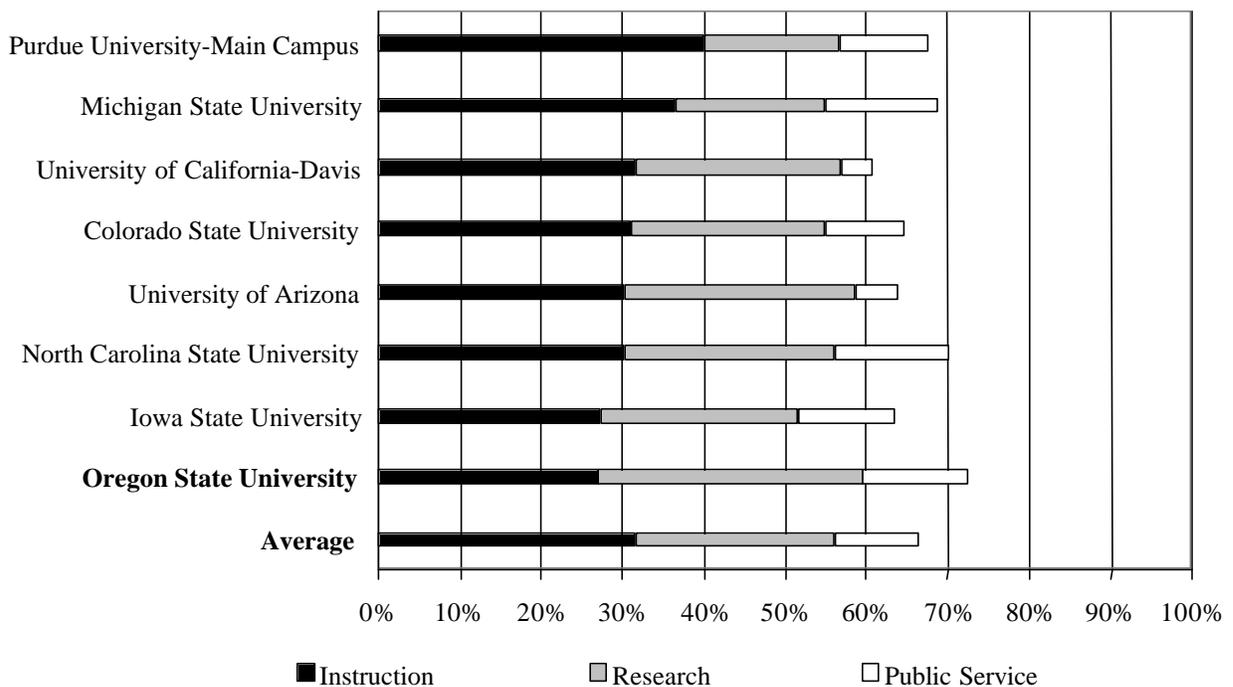
*Source: IPEDS FY 1999 Finance Survey*

The University's educational and general expenditures ratio, at 88 percent, was 1 percent above the average (87 percent) of the eight peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**Oregon State University and Peer Institutions**  
**Instruction, Research, and Public Service as a Percentage of**  
**Educational and General Expenditures**  
**Fiscal Year 1998-1999**

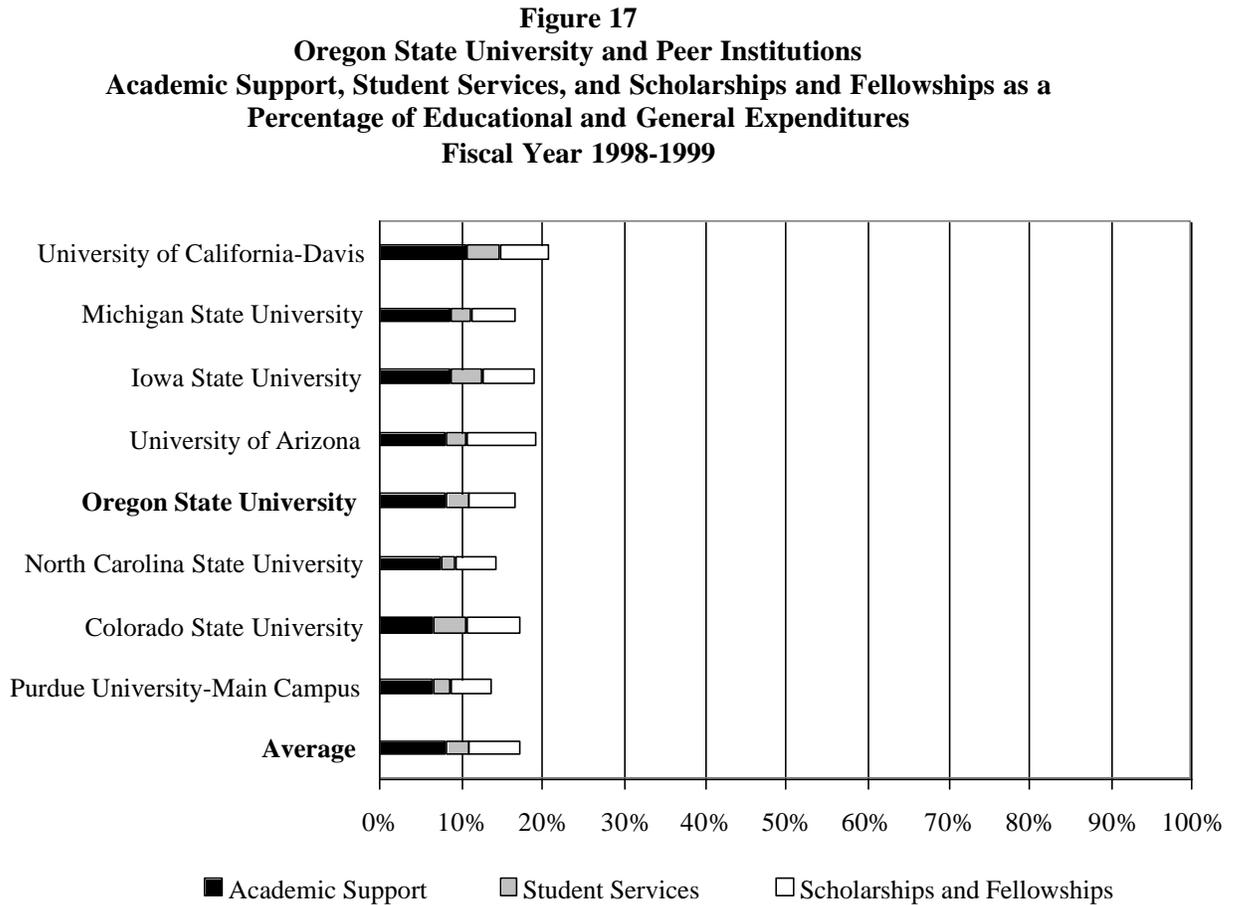


*Source: IPEDS FY 1999 Finance Survey*

The University's instruction expenditure ratio, at 27 percent, was below the average (32 percent) of the eight peer institutions. Its research expenditure ratio, at 32 percent, was above the average (24 percent). The University's ratio for public service expenditures, at 13 percent, was 3 percent above the average (10 percent).

***Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures***

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.



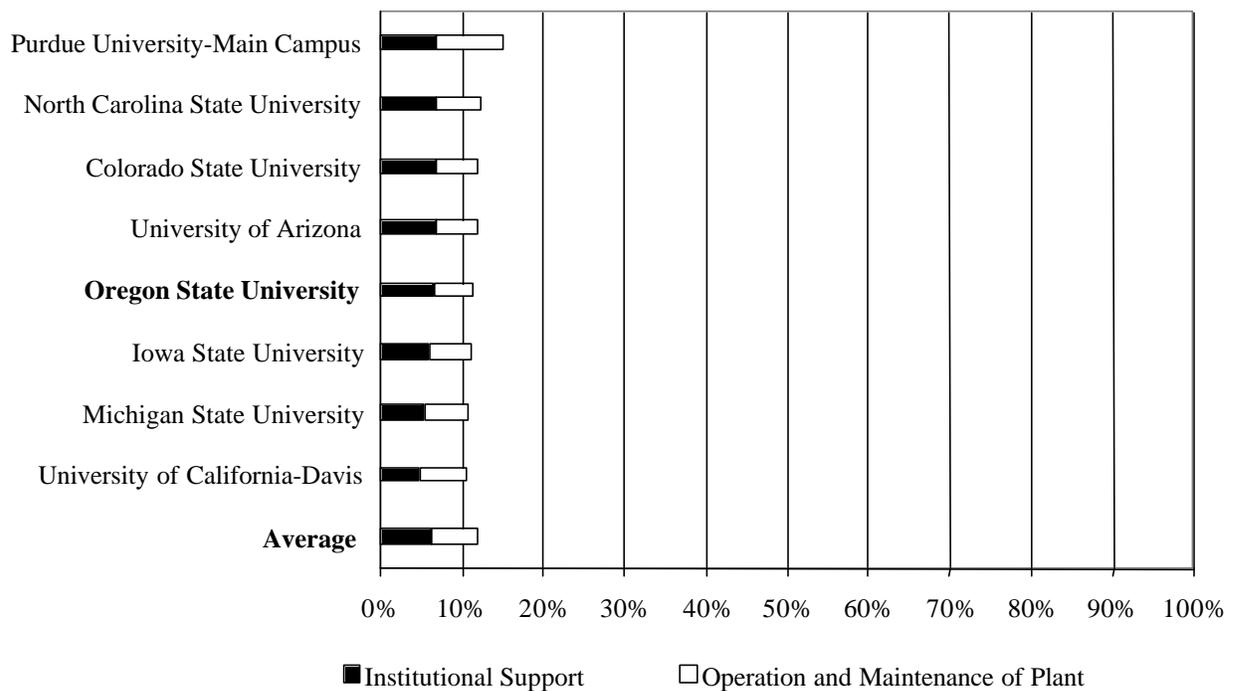
*Source: IPEDS FY 1999 Finance Survey*

The University's academic support expenditure ratio, at 8 percent, was on par with the average (8 percent) of the eight peer institutions. The University's student services expenditure ratio, at 3 percent, was also on par with the average (3 percent) of the peer institutions. The University's scholarships and fellowships expenditure ratio, at 6 percent, was on par with the average (6 percent) of the eight peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**Oregon State University and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University's institutional support expenditure ratio, at 7 percent, was 1 percent above the average (6 percent) of the eight peer institutions. The University's operation and maintenance of plant ratio, at 5 percent, was 1 percent below the average (6 percent) of the peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.

**Figure 19**  
**Oregon State University and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institution where they began—**

Peer Institutions	Graduated in Four Years Or Less	Graduated in Five Years of Less	Graduated in Six Years or Less
University of California-Davis	25.3%	65.6%	75.9%
North Carolina State University	26.6%	57.6%	64.6%
Purdue University-Main Campus	28.4%	58.6%	64.3%
Michigan State University	30.8%	58.7%	63.8%
Iowa State University	22.3%	52.9%	60.4%
Colorado State University	28.2%	53.9%	59.9%
<b>Oregon State University</b>	<b>24.2%</b>	<b>49.2%</b>	<b>55.0%</b>
University of Arizona	22.6%	45.5%	51.9%
<b>Average</b>	26.6%	55.8%	<b>62.3%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via National Center for Education Statistics (NCES) state level coordinators*

With 55 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was below the average (62.3 percent) of the eight peer institutions.



## CHAPTER 4: PORTLAND STATE UNIVERSITY

### Background

Portland State University (University) was established in 1946 and granted university status in 1969. The University provides programs in liberal arts and sciences, and professional programs in education, business, and public services. It offers undergraduate, master's, and doctoral degrees in more than 100 areas.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>25</sup>

**Figure 1**  
**Portland State University**  
**Student Full-Time Equivalents (FTE)**  
**Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
12,224	12,639	12,807	13,276

The University's student FTE increased by 1,052 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction—expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.
- Plant operations and maintenance—includes utilities, fire protection and property insurance.
- Scholarships and fellowships.

<sup>25</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**Portland State University**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$166,476	\$180,399	\$195,145	\$207,039
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$188,746	\$183,209	\$198,948	\$214,923

The University's current funds expenditures increased by approximately \$40.6 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**Portland State University**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$14,776	\$14,973	\$15,694	\$15,595
Actual Dollars	\$13,619	\$14,273	\$15,237	\$15,595

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$1,976. In constant (1999) dollars the amount increased by \$819.

***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.
- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**Portland State University**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$7,705	\$7,689	\$7,856	\$7,856
Actual Dollars	\$7,102	\$7,330	\$7,627	\$7,856

The University’s payroll expenditures per student FTE increased by \$754 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, the average amount increased by \$151.

**Part One: Indicators of Administrative Efficiency**

We use the term “administrative efficiency” in reference to the portion of current funds expended for general support services. These cost categories include:

**General Support Services**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/ development, legal services.</li> <li>• Plant operations and maintenance.</li> <li>• Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.</li> </ul> | <ul style="list-style-type: none"> <li>• Academic support—e.g. academic administration, curriculum development, museums.<sup>26</sup></li> <li>• Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.</li> <li>• Student services—e.g. career guidance, counseling, financial aid administration.</li> </ul> |
|---|--|

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

<sup>26</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

### ***General Support Services Expenditures as a Percentage of Current Funds Expenditures***

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**Portland State University**  
**General Support Services Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$44.8	\$46.9	\$50.0	\$52.1
Current Funds Expenditures	\$166.5	\$180.4	\$195.1	\$207.0
<b>General Support Services Expenditures as a Percent of Current Funds Expenditures</b>	<b>26.9%</b>	<b>26.0%</b>	<b>25.6%</b>	<b>25.1%</b>

The data show a slight decline from fiscal years 1995-1996 through 1998-1999.

### ***General Support Services Expenditures Per Student FTE***

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**Portland State University**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$3,977	\$3,890	\$4,023	\$3,922
Actual Dollars	\$3,665	\$3,708	\$3,906	\$3,922

Between fiscal years 1995-1996 and 1998-1999, the University increased its general support services expenditures per student FTE by \$257; however, the inflation-adjusted figures show a decline of \$55 during this period.

***Instructional Expenditures as a Percentage of Current Funds Expenditures***

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction.
- Occupational and vocational instruction.
- Special session instruction.
- Community education.
- Preparatory and adult basic education.
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**Portland State University**  
**Instructional Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$55.6	\$59.0	\$62.7	\$67.9
Current Funds Expenditures	\$166.5	\$180.4	\$195.1	\$207.0
<b>Instructional Expenditures as a Percent of Current Funds Expenditures</b>	<b>33.4%</b>	<b>32.7%</b>	<b>32.1%</b>	<b>32.8%</b>

The data show a decline of less than 1 percent from fiscal years 1995-1996 through 1998-1999.

***Instructional Expenditures Per Student FTE***

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**Portland State University**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$4,935	\$4,899	\$5,044	\$5,113
Actual Dollars	\$4,548	\$4,670	\$4,897	\$5,113

The University's instructional expenditures per student FTE increased by \$565 between fiscal years 1995-1996 and 1998-1999; however, the inflation-adjusted figures show an increase of \$178 during this period.

## Part Two: Indicators of Academic Efficiency

We use the term “academic efficiency” to refer to an institution’s throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

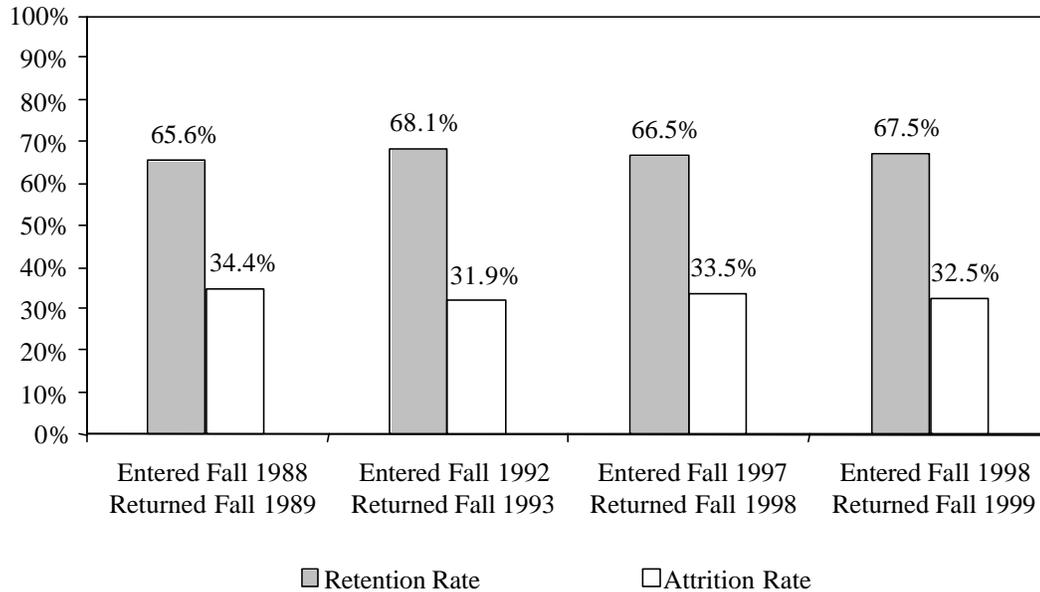
- Percentage of first-time freshmen returning for their sophomore year.<sup>27</sup>
- Percentage of first-time freshmen earning a bachelor’s degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

### *Percentage of First-Time Freshmen Returning for their Sophomore Year (Retention)*

An important indicator of academic efficiency is the portion of entering freshmen that return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen that returned to the University for their sophomore year (retention rate) and the portion that did not return (attrition rate).

<sup>27</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

**Figure 9**  
**Portland State University**  
**Retention and Attrition Rate of First-Time Freshmen Entering**  
**Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

Figure 9 shows an increase of approximately 2 percent in the University’s retention of first-time freshmen over the eleven-year period.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor’s degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University’s graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor’s degree at another OUS institution.

**Figure 10**  
**Portland State University**  
**Percentage of First-Time Freshmen Earning a Bachelor's Degree in**  
**Six Years at an OUS Institution<sup>28</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	6.5%	7.9%	16.0%	13.0%
Graduated In 5 Years Or Less	23.3%	25.5%	30.3%	27.5%
<b>Graduated In 6 Years Or Less</b>	<b>33.0%</b>	<b>33.6%</b>	<b>37.9%</b>	<b>34.5%</b>

*Source: OUS Institutional Research Services*

The data show a slight increase from 1988 through 1993.

### *Number of Instructional Course Credits per Ranked Instructional Faculty FTE*

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>29</sup>

**Figure 11**  
**Portland State University**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
15.3	10.8	11.4	10.7

*Source: OUS Institutional Research Services*

The data indicate that the University's ranked instructional faculty members have had a reduction in their instructional workload from 1988 through 1998. The data show no significant changes, however, from 1993 through 1998.

<sup>28</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 73. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>29</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents<sup>30</sup>***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**Portland State University**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
39	30	25	25

*Source: OUS Institutional Research Services*

The University's student-to-faculty ratio has declined over the eleven-year period.

**Part Three: Indicators of Accessibility**

Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

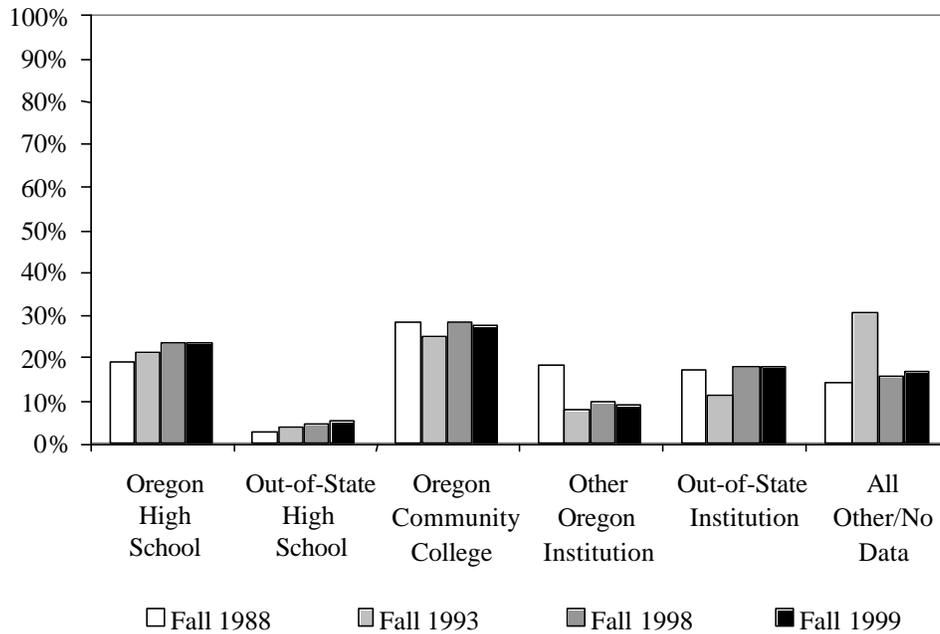
- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

<sup>30</sup> Ranked instructional faculty include professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in regular programs.

**Figure 13**  
**Portland State University**  
**Percentage of Undergraduates by Educational Source**  
**Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate no significant changes between 1988 and 1999 in the University’s enrollment of undergraduate students from Oregon high schools. In 1988, 19 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 24 percent had done so.

***Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percentage of resident first-time freshmen who applied and were admitted; and
- Number and percentage of resident first-time freshmen admitted and subsequently enrolled.

**Figure 14**  
**Portland State University**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	1,034	1,271	1,379
<b>Oregonians Admitted</b>	<b>959</b>	<b>1,050</b>	<b>1,159</b>
<b>Percentage Admitted</b>	<b><u>92.7%</u></b>	<b><u>82.6%</u></b>	<b><u>84.0%</u></b>
Oregonians Admitted	959	1,050	1,159
<b>Oregonians Enrolled</b>	<b>725</b>	<b>847</b>	<b>910</b>
<b>Percentage Enrolled</b>	<b><u>75.6%</u></b>	<b><u>80.7%</u></b>	<b><u>78.5%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregon applicants admitted declined by approximately 9 percent from 1994 through 1999. At the same time, more Oregon freshmen were admitted and more enrolled.

#### **Part Four: Peer Institutions and Selected Indicators**

The Chancellor’s Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor’s Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>31</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>31</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. The University is classified under “Doctoral Universities II.” These include institutions offering a full range of baccalaureate programs and committed to graduate education through the doctorate, and that award annually at least ten doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• University of Illinois-Chicago	\$801,843,665	22,057
• Indiana University/Purdue University-Indianapolis	\$657,748,232	27,821
• San Diego State University	\$455,657,919	31,453
• Western Michigan University	\$328,430,679	26,575
• University of Wisconsin-Milwaukee	\$281,715,144	22,484
• George Mason University (Virginia)	\$264,999,971	24,751
• University of Memphis	\$220,167,501	20,100
• University of Texas-Arlington	\$188,911,490	18,662
• <b>Portland State University</b>	<b>\$163,524,622</b>	<b>17,186</b>
• University of Toledo <sup>32</sup>		

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

### *Educational and General Expenditures as a Percentage of Current Funds Expenditures*

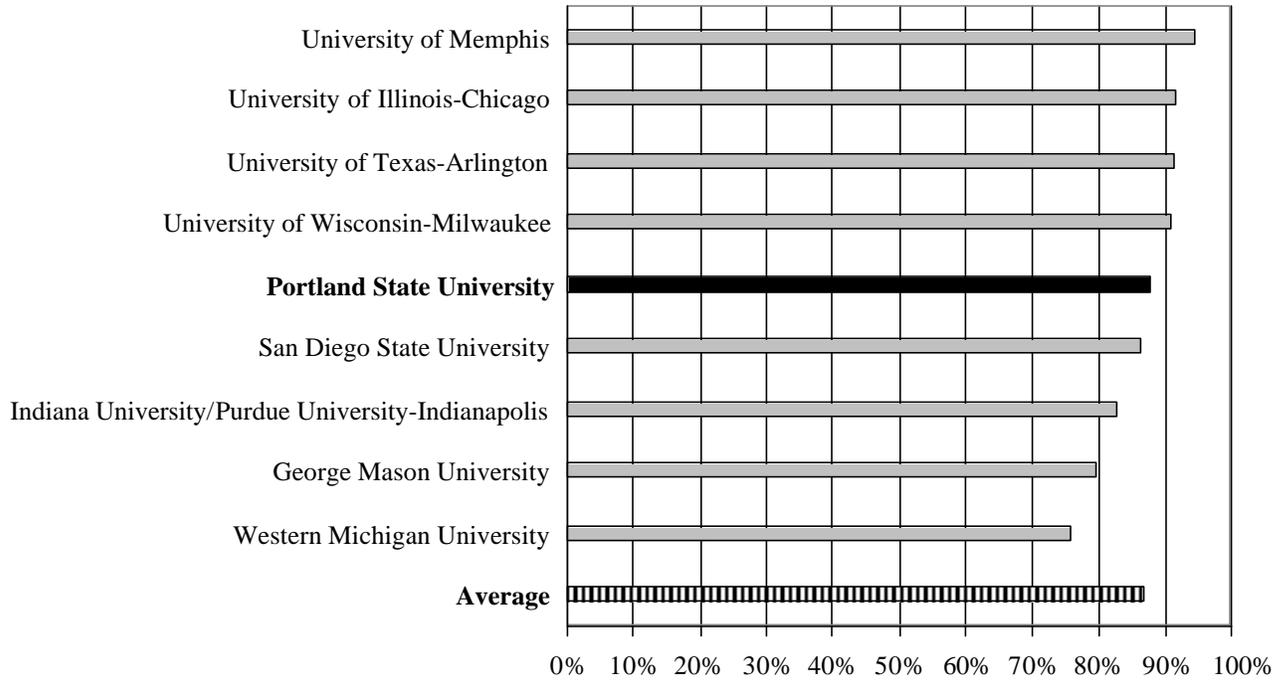
The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution's operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

<sup>32</sup> The University of Toledo did not respond to our request for the 1999 IPEDS information.

**Figure 15**  
**Portland State University and Peer Institutions**  
**Educational and General Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



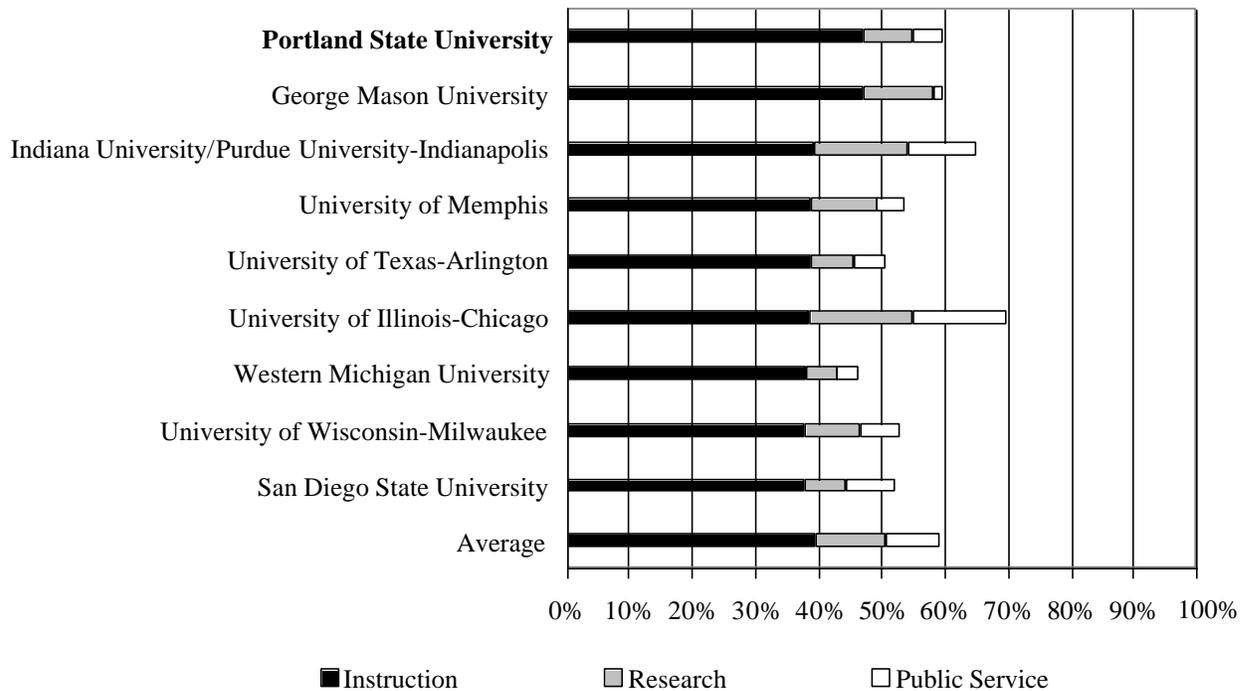
Source: IPEDS FY 1999 Finance Survey

The University’s educational and general expenditures ratio, at 88 percent, was 1 percent above the average (87 percent) of the nine peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**Portland State University and Peer Institutions**  
**Instruction, Research, and Public Service as a Percentage of**  
**Educational and General Expenditures**  
**Fiscal Year 1998-1999**



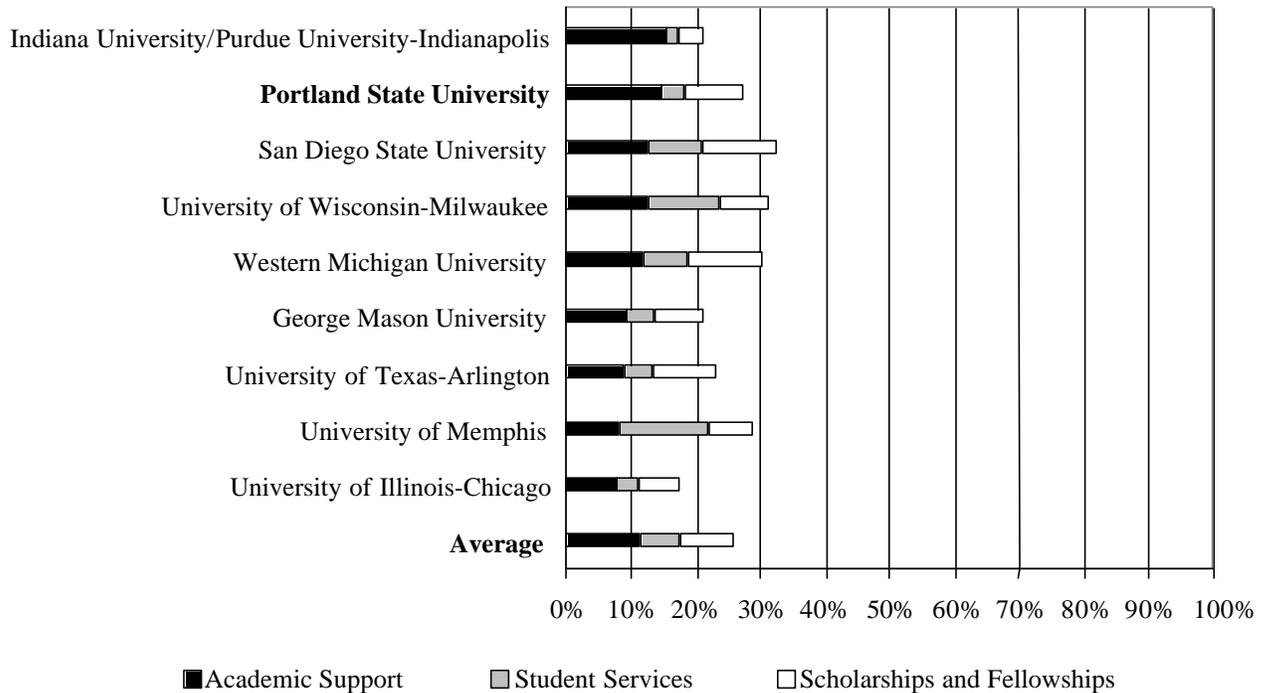
*Source: IPEDS FY 1999 Finance Survey*

The University’s instruction expenditure ratio, at 47 percent, exceeded the average (40 percent) of the nine peer institutions. Its research expenditure ratio, at 8 percent, was 3 percent below the average (11 percent). The University’s ratio for public service expenditures, at 5 percent, was 4 percent below the average (9 percent).

***Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures***

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.

**Figure 17**  
**Portland State University and Peer Institutions**  
**Academic Support, Student Services, and Scholarships and Fellowships as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



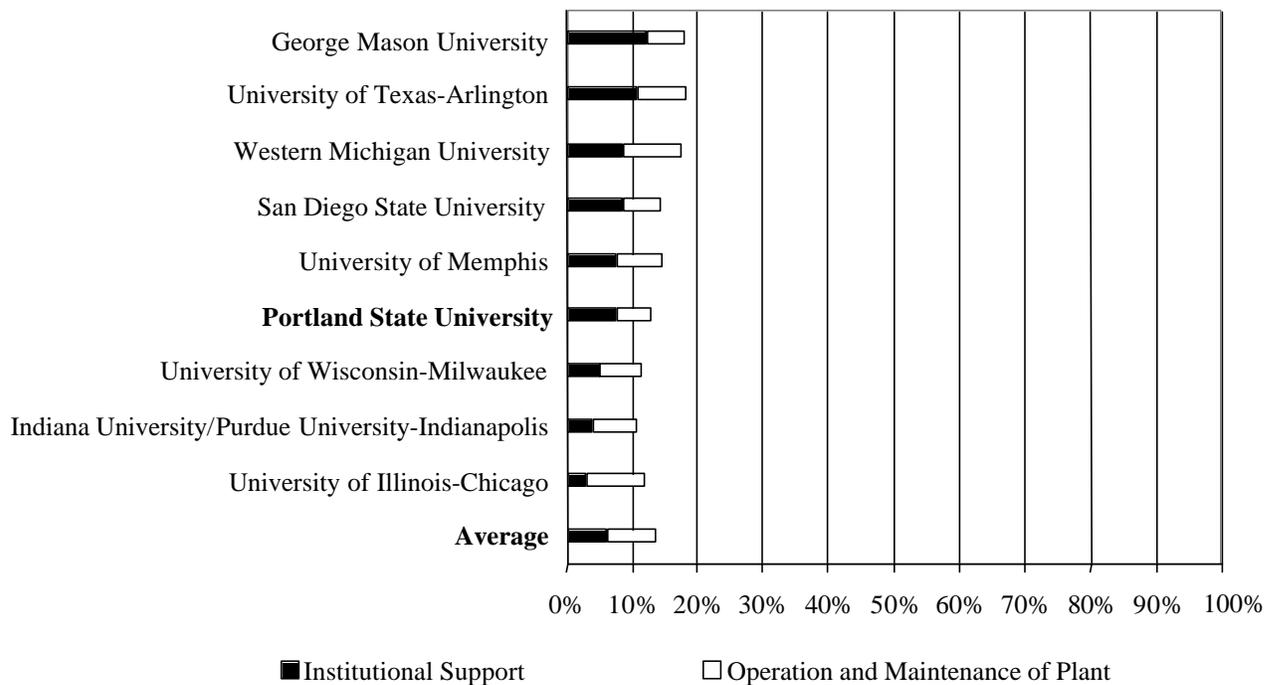
*Source: IPEDS FY 1999 Finance Survey*

The University's academic support expenditure ratio, at 15 percent, was 4 percent above the average (11 percent) of the nine peer institutions. Its student services expenditure ratio, at 4 percent, was 2 percent below the average (6 percent) of its peer institutions. The University's scholarships and fellowships expenditure ratio, at 9 percent, was 1 percent above the average (8 percent) of the nine peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**Portland State University and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University’s institutional support expenditure ratio, at 8 percent, was 2 percent above the average (6 percent) of the nine peer institutions. The University’s operation and maintenance of plant ratio, at 5 percent, was 2 percent below the average (7 percent) of the peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.

**Figure 19**  
**Portland State University and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institution where they began—**

Peer Institutions	Graduated in Four Years Or Less	Graduated in Five Years or Less	Graduated in Six Years or Less
Western Michigan University	19.1%	45.8%	54.9%
George Mason University	26.5%	44.1%	48.6%
University of Wisconsin-Milwaukee	8.6%	28.4%	37.0%
University of Illinois-Chicago	8.8%	27.8%	35.8%
San Diego State University	6.3%	25.9%	35.3%
University of Memphis	17.5%	29.0%	32.2%
<b>Portland State University</b>	<b>11.0%</b>	<b>23.1%</b>	<b>28.5%</b>
University of Texas-Arlington	6.1%	19.7%	27.7%
Indiana University/Purdue University-Indianapolis	5.1%	15.6%	21.5%
<b>Average</b>	<b>12.8%</b>	<b>30.8%</b>	<b>38.0%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via National Center for Education Statistics (NCES) state level coordinators*

With 28.5 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was below the average (38 percent) of the nine peer institutions.



## CHAPTER 5: SOUTHERN OREGON UNIVERSITY

### Background

Southern Oregon University (the University), located in Ashland, was originally founded in 1869 as a private institution. In 1882 it was approved by the state legislature as a state school. The University provides programs in liberal arts, sciences, business, and select graduate and professional programs. The University offers degrees at the baccalaureate and master's levels.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>33</sup>

**Figure 1**  
**Southern Oregon University**  
**Student Full-Time Equivalents (FTE)**  
**Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
3,945	4,191	4,413	4,475

The University's student FTE increased by 530 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction—expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.
- Plant operations and maintenance—includes utilities, fire protection and property insurance.
- Scholarships and fellowships.

<sup>33</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**Southern Oregon University**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$61,815	\$66,051	\$71,240	\$74,138
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$63,925	\$74,491	\$72,273	\$75,736

The University's current funds expenditures increased by approximately \$12.3 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**Southern Oregon University**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$17,005	\$16,532	\$16,627	\$16,567
Actual Dollars	\$15,673	\$15,760	\$16,143	\$16,567

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$894. In constant (1999) dollars, however, the amount declined by \$438 per student FTE.

### ***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.
- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**Southern Oregon University**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$8,022	\$7,626	\$7,217	\$7,339
Actual Dollars	\$7,394	\$7,270	\$7,007	\$7,339

The University's payroll expenditures per student FTE declined by \$55 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, the average amount declined by \$683.

### **Part One: Indicators of Administrative Efficiency**

We use the term "administrative efficiency" in reference to the portion of current funds expended for general support services. These cost categories include:

#### **General Support Services**

- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/ development, legal services.
- Plant operations and maintenance.
- Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.
- Academic support—e.g. academic administration, curriculum development, museums.<sup>34</sup>
- Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.
- Student services—e.g. career guidance, counseling, financial aid administration.

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

<sup>34</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

### ***General Support Services Expenditures as a Percentage of Current Funds Expenditures***

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**Southern Oregon University**  
**General Support Services Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$24.8	\$23.1	\$23.6	\$24.8
Current Funds Expenditures	\$61.8	\$66.1	\$71.2	\$74.1
<b>General Support Services Expenditures as a Percentage of Current Funds Expenditures</b>	<b>40.1%</b>	<b>35.0%</b>	<b>33.2%</b>	<b>33.5%</b>

The data show a decline from fiscal years 1995-1996 through 1998-1999.

### ***General Support Services Expenditures Per Student FTE***

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**Southern Oregon University**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$6,819	\$5,784	\$5,518	\$5,553
Actual Dollars	\$6,285	\$5,514	\$5,357	\$5,553

Between fiscal years 1995-1996 and 1998-1999, the University's general support services expenditures per student FTE declined by \$732. The inflation-adjusted figures show a decline of \$1,266 per student FTE.

### ***Instructional Expenditures as a Percentage of Current Funds Expenditures***

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Also included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction.
- Occupational and vocational instruction.
- Special session instruction.
- Community education.
- Preparatory and adult basic education.
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**Southern Oregon University**  
**Instructional Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$15.8	\$17.0	\$16.9	\$17.9
Current Funds Expenditures	\$61.8	\$66.1	\$71.2	\$74.1
<b>Instructional Expenditures as a Percent of Current Funds Expenditures</b>	<b>25.5%</b>	<b>25.7%</b>	<b>23.7%</b>	<b>24.1%</b>

The data show an increase of approximately 1 percent from fiscal years 1995-1996 through 1998-1999.

### **Instructional Expenditures Per Student FTE**

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**Southern Oregon University**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$4,333	\$4,244	\$3,934	\$3,997
Actual Dollars	\$3,994	\$4,046	\$3,819	\$3,997

The data show no significant changes from fiscal years 1995-1996 through 1998-1999; however, the inflation-adjusted figures show a decline of \$336.

## **Part Two: Indicators of Academic Efficiency**

We use the term “academic efficiency” to refer to an institution’s throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

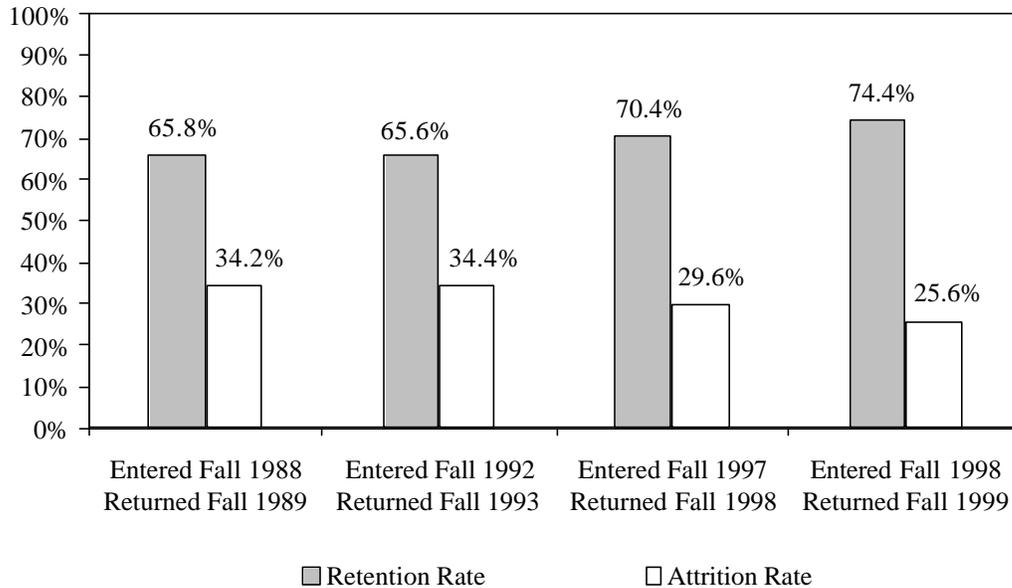
- Percentage of first-time freshmen returning for their sophomore year.<sup>35</sup>
- Percentage of first-time freshmen earning a bachelor’s degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

### ***Percentage of First-Time Freshmen Returning for their Sophomore Year (Retention)***

An important indicator of academic efficiency is the portion of entering freshmen that return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen that returned to the University for their sophomore year (retention rate) and the portion that did not return (attrition rate).

<sup>35</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

**Figure 9**  
**Southern Oregon University**  
**Retention and Attrition Rate of First-Time Freshmen Entering**  
**Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

Figure 9 shows that the University's retention of first-time freshmen increased over the eleven-year period from 65.8 percent in 1989 to 74.4 percent in 1999.

### ***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor's degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University's graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor's degree at another OUS institution.

**Figure 10**  
**Southern Oregon University**  
**Percentage of First-Time Freshmen Earning a Bachelor's Degree in**  
**Six Years at an OUS Institution<sup>36</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	10.6%	15.5%	13.4%	15.3%
Graduated In 5 Years Or Less	29.9%	27.8%	28.9%	29.8%
<b>Graduated In 6 Years Or Less</b>	<b>37.6%</b>	<b>31.6%</b>	<b>36.6%</b>	<b>36.3%</b>

*Source: OUS Institutional Research Services*

The data show a decline of approximately 1 percent from 1988 through 1993.

### *Number of Instructional Course Credits Per Ranked Instructional FTE*

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>37</sup>

**Figure 11**  
**Southern Oregon University**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
14.7	11.2	12.2	11.5

*Source: OUS Institutional Research Services*

The data indicate that the University's ranked instructional faculty members have had a reduction in their instructional workload from 1988 through 1998. The data show no significant changes, however, from 1993 through 1998.

<sup>36</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 91. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>37</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents<sup>38</sup>***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**Southern Oregon University**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
25	20	23	26

*Source: OUS Institutional Research Services*

The data indicate no significant changes from academic years 1988-1989 through 1998-1999. The University's student-to-faculty ratio, however, increased from academic years 1993-1994 through 1998-1999.

**Part Three: Indicators of Accessibility**

Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

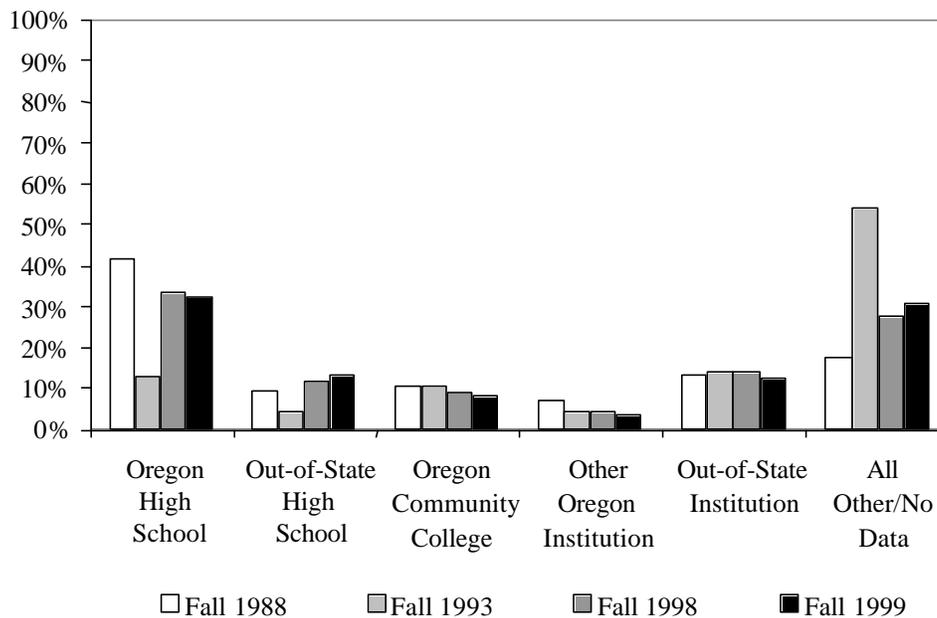
- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

<sup>38</sup> Ranked instructional faculty include professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in regular programs.

***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

**Figure 13  
Southern Oregon University  
Percentage of Undergraduates by Educational Source  
Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate that between 1988 and 1999 the University enrolled fewer undergraduate students from Oregon high schools. In 1988, 42 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 32 percent had done so.

***Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percentage of resident first-time freshmen who applied and were admitted; and
- Number and percentage of resident first-time freshmen admitted and subsequently enrolled.

**Figure 14**  
**Southern Oregon University**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	1,207	1,137	1,139
<b>Oregonians Admitted</b>	<b>932</b>	<b>795</b>	<b>798</b>
<b>Percentage Admitted</b>	<b><u>77.2%</u></b>	<b><u>69.9%</u></b>	<b><u>70.1%</u></b>
Oregonians Admitted	932	795	798
<b>Oregonians Enrolled</b>	<b>621</b>	<b>595</b>	<b>613</b>
<b>Percentage Enrolled</b>	<b><u>66.6%</u></b>	<b><u>74.8%</u></b>	<b><u>76.8%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregon applicants admitted declined by approximately 7 percent from 1994 through 1999. At the same time, fewer Oregon freshmen were admitted and fewer enrolled.

#### **Part Four: Peer Institutions and Selected Indicators**

The Chancellor's Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor's Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>39</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>39</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. The University is classified under "Master's (Comprehensive) Universities and Colleges I." These include institutions offering a full range of baccalaureate programs and committed to graduate education through the master's degree, and that award 40 or more master's degrees annually in three or more disciplines.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• Eastern Washington University	\$100,939,479	7,688
• Southeast Missouri State University	\$100,328,250	8,487
• State University of New York College – Fredonia	\$70,632,521	4,809
• California State University – Stanislaus	\$68,336,174	6,351
• Southern Utah University	\$59,409,995	5,539
• <b>Southern Oregon University</b>	<b>\$57,178,674</b>	<b>5,458</b>
• Fort Hays State University (Kansas)	\$53,009,831	5,401
• University of Michigan – Flint	\$52,363,875	6,656
• Plymouth State College (New Hampshire)	\$50,716,589	3,990
• Western Oregon University	\$49,104,050	4,517
• Mary Washington College (Virginia)	\$48,153,915	3,806
• University of Wisconsin – Parkside	\$44,927,892	4,582
• Eastern Oregon University	\$26,094,392	2,457

Southern Oregon University, Western Oregon University, and Eastern Oregon University all share the same peer institutions.

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

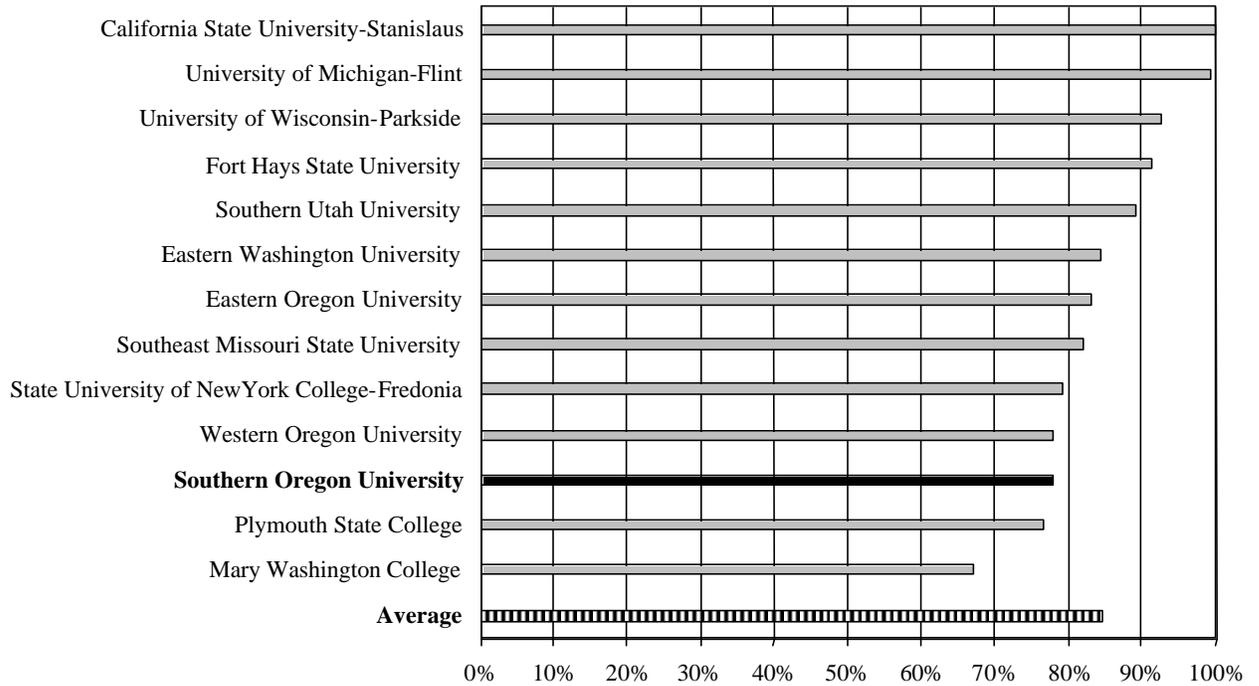
### ***Educational and General Expenditures as a Percentage of Current Funds Expenditures***

The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution's operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

**Figure 15**  
**Southern Oregon University and Peer Institutions**  
**Educational and General Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



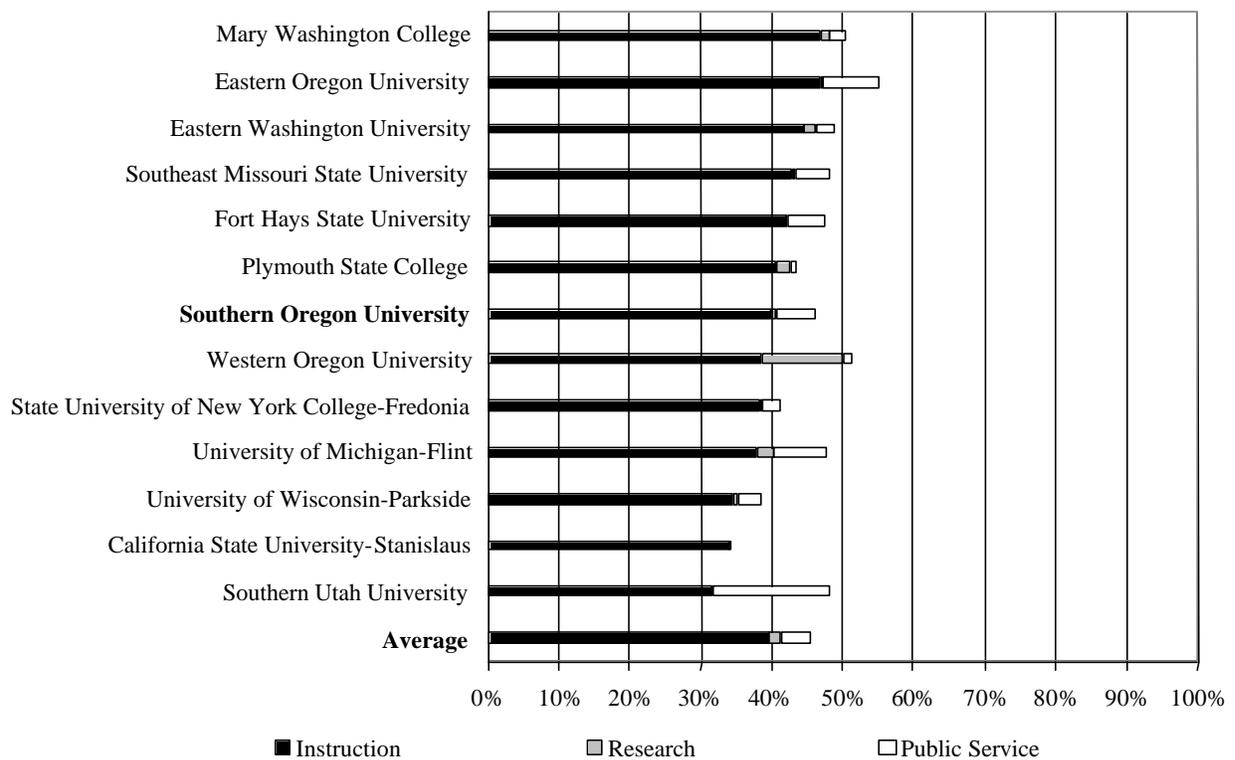
Source: IPEDS FY 1999 Finance Survey

The University's educational and general expenditures ratio, at 78 percent, was below the average (85 percent) of the 13 peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**Southern Oregon University and Peer Institutions**  
**Instruction, Research, and Public Service as a Percentage of**  
**Educational and General Expenditures**  
**Fiscal Year 1998-1999**



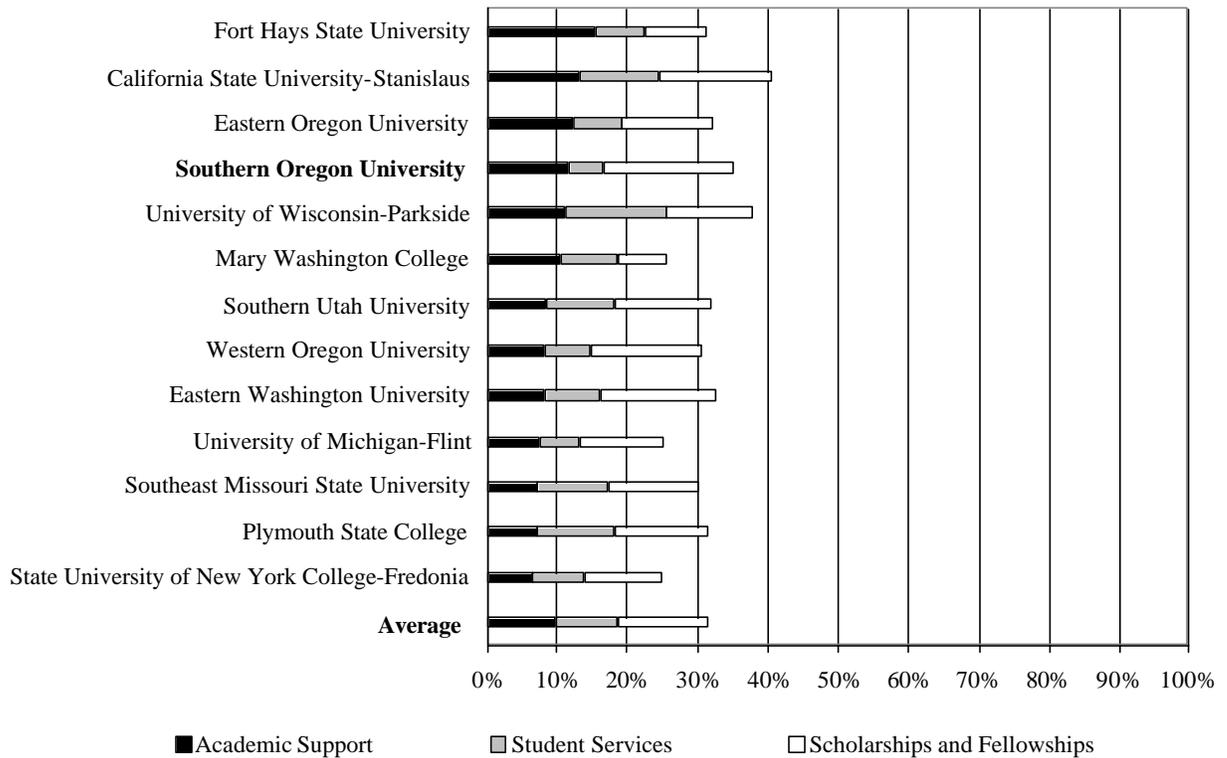
*Source: IPEDS FY 1999 Finance Survey*

The University’s instruction expenditure ratio, at 40 percent, was on par with the average (40 percent) of the 13 peer institutions. The University’s research expenditure ratio, at 1 percent, was also on par with the average (1 percent). The University’s ratio for public service expenditures, at 6 percent, was 1 percent above the average (5 percent) of the 13 peer institutions.

***Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures***

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.

**Figure 17**  
**Southern Oregon University and Peer Institutions**  
**Academic Support, Student Services, and Scholarships and Fellowships as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



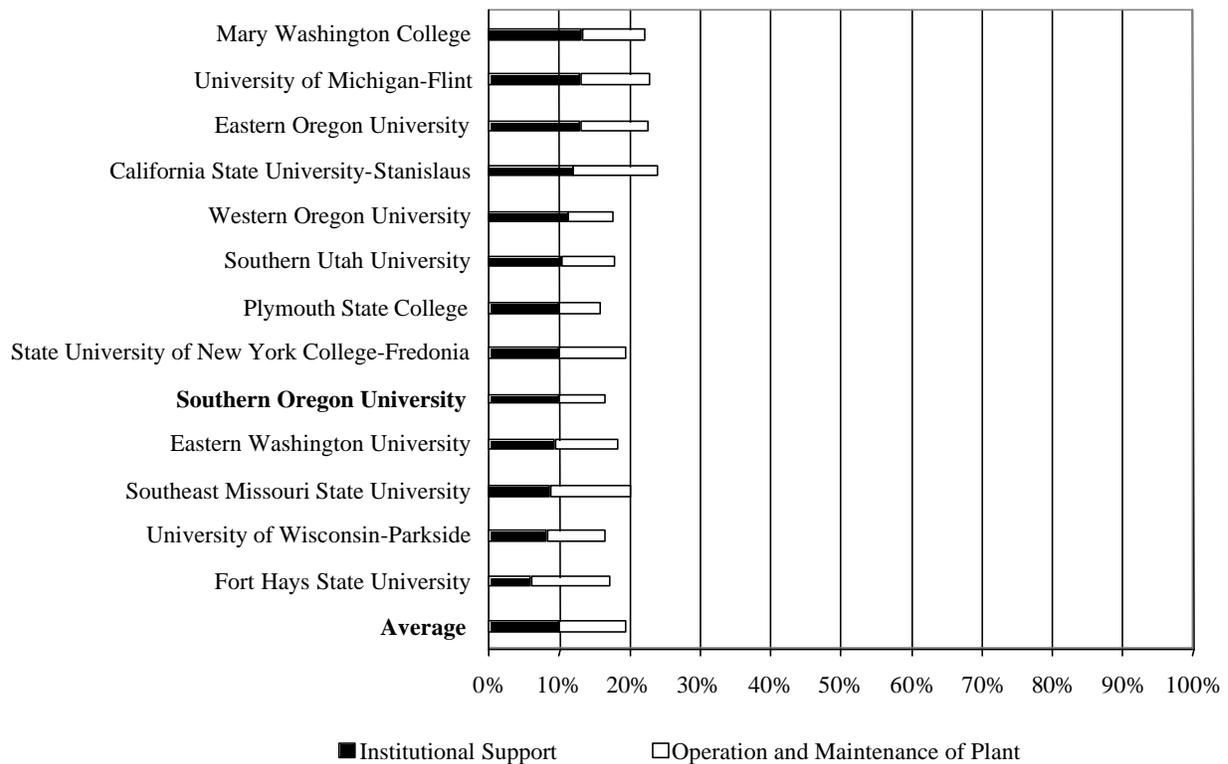
*Source: IPEDS FY 1999 Finance Survey*

The University's academic support expenditure ratio, at 11 percent, was 1 percent above the average (10 percent) of the 13 peer institutions. Its student services expenditure ratio, at 5 percent, was 4 percent below the average (9 percent) of its peer institutions. The University's scholarships and fellowships expenditure ratio, at 19 percent, was above the average (13 percent) of the 13 peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**Southern Oregon University and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University’s institutional support expenditure ratio, at 10 percent, was on par with the average (10 percent) of the 13 peer institutions. The University’s operation and maintenance of plant ratio, at 7 percent, was 2 percent below the average (9 percent) of the peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.<sup>40</sup>

**Figure 19**  
**Southern Oregon University and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institution where they began—**

Peer Institutions	Graduated in Four Years or Less	Graduated in Five Years or Less	Graduated in Six Years or Less
Mary Washington College	64.8%	72.3%	73.3%
Plymouth State College	23.3%	42.9%	47.3%
Eastern Washington University	17.8%	37.1%	44.6%
Southeast Missouri State University	18.3%	36.9%	42.7%
California State University-Stanislaus	15.5%	34.6%	41.6%
Western Oregon University	19.7%	38.1%	41.2%
Fort Hays State University	18.7%	35.7%	40.4%
University of Michigan-Flint	8.1%	22.8%	33.5%
Southern Utah University	14.7%	26.9%	32.4%
University of Wisconsin-Parkside	7.5%	20.2%	27.4%
<b>Southern Oregon University</b>	<b>12.3%</b>	<b>22.0%</b>	<b>25.6%</b>
Eastern Oregon University	9.8%	20.1%	22.1%
<b>Average</b>	<b>20.4%</b>	<b>35.7%</b>	<b>40.9%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via  
National Center for Education Statistics (NCES) state level coordinators*

With 25.6 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was significantly below the average (40.9 percent) of 12 peer institutions.

<sup>40</sup> State University of New York College-Fredonia did not respond to our request for the 1999 IPEDS Graduation Rate Survey information.



## CHAPTER 6: UNIVERSITY OF OREGON

### Background

University of Oregon (the University), located in Eugene, was created by the Oregon Legislature in 1872, and registered its first students in 1876. The University provides programs in liberal arts, sciences and professional programs in education, business, architecture and allied arts, journalism and communications, law, and music. The University offers degrees and certificates in more than 110 academic majors and minors. It is the only institution in the state offering doctoral degrees in the arts and humanities and the social sciences.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>41</sup>

**Figure 1**  
**University of Oregon**  
**Student Full-Time Equivalents (FTE)**  
**Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
17,360	17,513	17,625	17,228

The University's student FTE declined by 132 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction—expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.

<sup>41</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Plant operations and maintenance—includes utilities, fire protection and property insurance.
- Scholarships and fellowships.
- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**University of Oregon**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$319,764	\$342,915	\$344,436	\$357,958
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$360,351	\$347,553	\$363,448	\$367,951

The University's current funds expenditures increased by approximately \$38.2 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**University of Oregon**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$19,985	\$20,540	\$20,129	\$20,778
Actual Dollars	\$18,420	\$19,581	\$19,542	\$20,778

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$2,358. In constant (1999) dollars, the amount increased by \$793.

***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.
- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**University of Oregon**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$10,702	\$10,813	\$10,726	\$11,147
Actual Dollars	\$9,863	\$10,308	\$10,413	\$11,147

The University’s payroll expenditures per student FTE increased by \$1,284 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, the average amount increased by \$445.

**Part One: Indicators of Administrative Efficiency**

We use the term “administrative efficiency” in reference to the portion of current funds expended for general support services. These cost categories include:

**General Support Services**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/ development, legal services.</li> <li>• Plant operations and maintenance.</li> <li>• Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.</li> </ul> | <ul style="list-style-type: none"> <li>• Academic support—e.g. academic administration, curriculum development, museums.<sup>42</sup></li> <li>• Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.</li> <li>• Student services—e.g. career guidance, counseling, financial aid administration.</li> </ul> |
|---|--|

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

<sup>42</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

### ***General Support Services Expenditures as a Percentage of Current Funds Expenditures***

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**University of Oregon**  
**General Support Services Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$110.3	\$112.7	\$106.7	\$116.5
Current Funds Expenditures	\$319.8	\$342.9	\$344.4	\$358.0
<b>General Support Services Expenditures as a Percent of Current Funds Expenditures</b>	<b>34.5%</b>	<b>32.9%</b>	<b>31.0%</b>	<b>32.6%</b>

The data show a decline of approximately 2 percent from fiscal years 1995-1996 through 1998-1999.

### ***General Support Services Expenditures Per Student FTE***

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**University of Oregon**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$6,891	\$6,750	\$6,234	\$6,765
Actual Dollars	\$6,351	\$6,435	\$6,052	\$6,765

Between fiscal years 1995-1996 and 1998-1999, the University increased its general support services expenditures per student FTE by \$414; however, the inflation-adjusted figures show a decline of \$126 during this period.

### ***Instructional Expenditures as a Percentage of Current Funds Expenditures***

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction.
- Occupational and vocational instruction.
- Special session instruction.
- Community education.
- Preparatory and adult basic education.
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**University of Oregon**  
**Instructional Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$84.4	\$89.8	\$92.3	\$94.2
Current Funds Expenditures	\$319.8	\$342.9	\$344.4	\$358.0
<b>Instructional Expenditures as a Percentage of Current Funds Expenditures</b>	<b>26.4%</b>	<b>26.2%</b>	<b>26.8%</b>	<b>26.3%</b>

The data show no significant changes from fiscal years 1995-1996 through 1998-1999.

### ***Instructional Expenditures Per Student FTE***

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**University of Oregon**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$5,277	\$5,378	\$5,393	\$5,469
Actual Dollars	\$4,864	\$5,127	\$5,236	\$5,469

The University's instructional expenditures per student FTE increased by \$605 between fiscal years 1995-1996 and 1998-1999. The inflation-adjusted figures show an increase of \$192 during this period.

## Part Two: Indicators of Academic Efficiency

We use the term "academic efficiency" to refer to an institution's throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

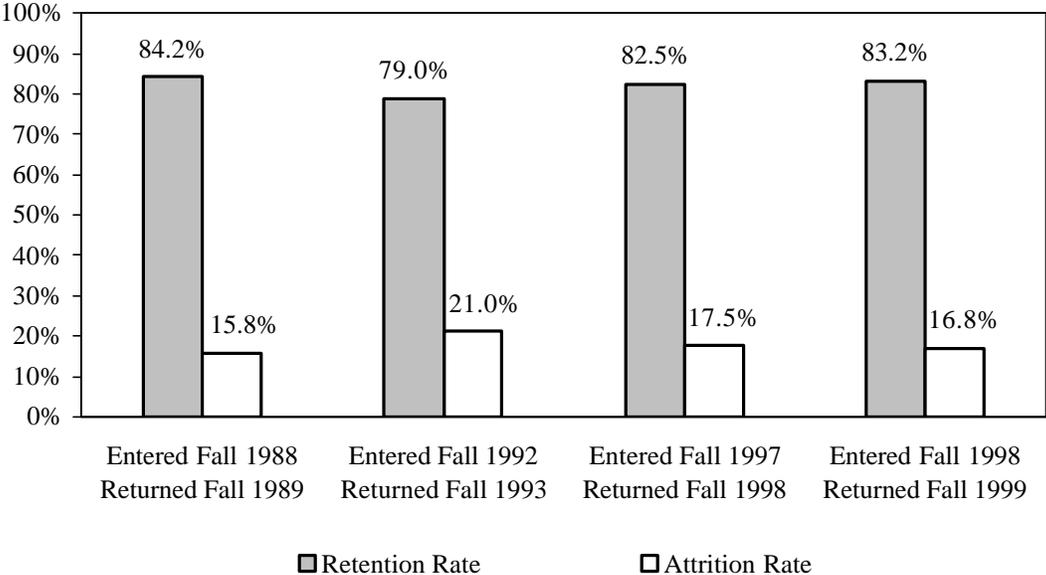
- Percentage of first-time freshmen<sup>43</sup> returning for their sophomore year.
- Percentage of first-time freshmen earning a bachelor's degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

### *Percentage of First-Time Freshmen Returning for their Sophomore Year (Retention)*

An important indicator of academic efficiency is the portion of entering freshmen that return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen that returned to the University for their sophomore year (retention rate) and the portion that did not return (attrition rate).

<sup>43</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

**Figure 9**  
**University of Oregon**  
**Retention and Attrition Rate of First-Time Freshmen Entering**  
**Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

Figure 9 shows a 1-percentage decline in the University’s retention of first-time freshmen over the eleven-year period.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor’s degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University’s graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor’s degree at another OUS institution.

**Figure 10**  
**University of Oregon**  
**Percentage of First-Time Freshmen Earning a Bachelor's Degree in**  
**Six Years at an OUS Institution<sup>44</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	26.7%	31.3%	35.9%	38.6%
Graduated In 5 Years Or Less	55.2%	54.1%	54.5%	56.7%
<b>Graduated In 6 Years Or Less</b>	<b>63.1%</b>	<b>60.6%</b>	<b>59.5%</b>	<b>61.7%</b>

*Source: OUS Institutional Research Services*

The data show a slight decline in the portion of first-time University freshmen graduating from an OUS institution in six years.

### *Number of Instructional Course Credits per Ranked Instructional Faculty FTE*

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>45</sup>

**Figure 11**  
**University of Oregon**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
7.3	7.7	8.9	9.2

*Source: OUS Institutional Research Services*

The data indicate that the University's ranked instructional faculty members have had an increasing instructional workload.

<sup>44</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 109. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>45</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents<sup>46</sup>***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**University of Oregon**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
24	22	24	25

*Source: OUS Institutional Research Services*

The data show a slight increase over the eleven-year period.

### **Part Three: Indicators of Accessibility**

Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

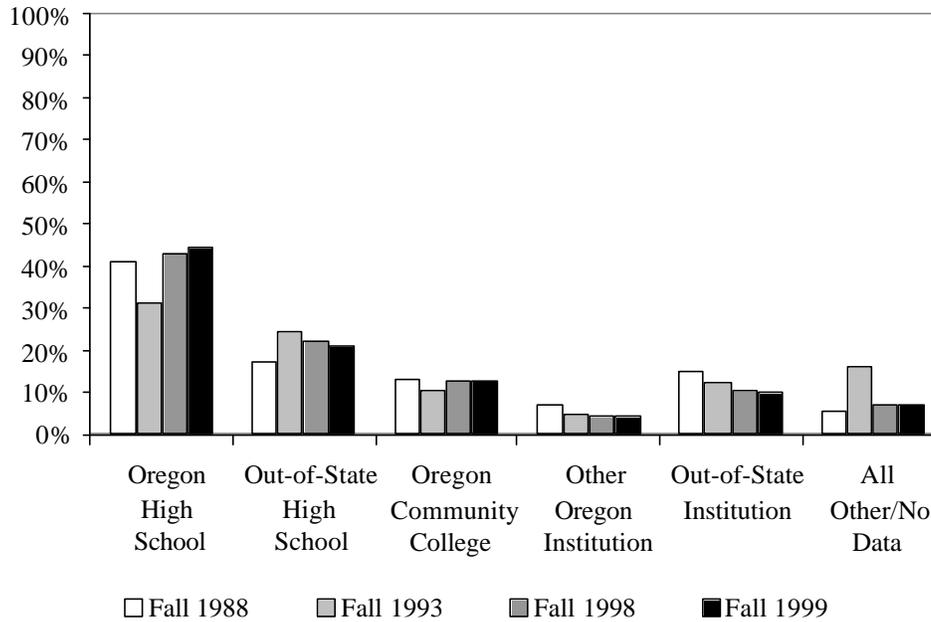
- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

#### ***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

<sup>46</sup> Ranked instructional faculty include professors, associate professors, assistant professors, senior instructors, instructors, and lecturers who taught credit courses in regular programs.

**Figure 13**  
**University of Oregon**  
**Percentage of Undergraduates by Educational Source**  
**Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate no significant changes between 1988 and 1999 in the University’s enrollment of undergraduate students from Oregon high schools. In 1988, 41 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 45 percent had done so.

***Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percentage of resident first-time freshmen who applied and were admitted; and
- Number and percentage of resident first-time freshmen admitted and subsequently enrolled.

**Figure 14**  
**University of Oregon**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled<sup>47</sup>**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	2,633	3,245	3,402
<b>Oregonians Admitted</b>	<b>1,400</b>	<b>1,802</b>	<b>1,748</b>
<b>Percentage Admitted</b>	<b><u>53.2%</u></b>	<b><u>55.5%</u></b>	<b><u>51.4%</u></b>
Oregonians Admitted	1,400	1,802	1,748
<b>Oregonians Enrolled</b>	<b>1,421</b>	<b>1,754</b>	<b>1,794</b>
<b>Percentage Enrolled</b>	<b><u>101.5%</u></b>	<b><u>97.3%</u></b>	<b><u>102.6%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregon applicants admitted declined by approximately 2 percent from 1994 through 1999. At the same time, more Oregon freshmen were admitted and more enrolled.

## Part Four: Peer Institutions and Selected Indicators

The Chancellor's Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor's Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>48</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>47</sup> Enrollment percentages exceeding 100 percent include students admitted by another OUS institution, and allowed to enroll for classes at the University.

<sup>48</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. The University is classified under "Research Universities II." These include institutions offering a full range of baccalaureate programs and committed to graduate education through the doctorate, and that give a high priority to research. These institutions award 50 or more doctoral degrees each year and receive annually between \$15.5 million and \$40 million in federal support.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• University of Michigan-Ann Arbor	\$1,960,941,704	35,508
• University of Washington	\$1,500,275,000	36,993
• University of North Carolina-Chapel Hill	\$1,185,644,000	24,255
• Indiana University-Bloomington	\$944,402,756	35,600
• University of Iowa	\$796,857,531	27,294
• University of Virginia	\$675,089,465	21,553
• University of Colorado-Boulder	\$632,931,224	28,157
• University of California-Santa Barbara	\$422,682,000	18,465
• <b>University of Oregon</b>	<b>\$306,628,438</b>	<b>17,318</b>

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

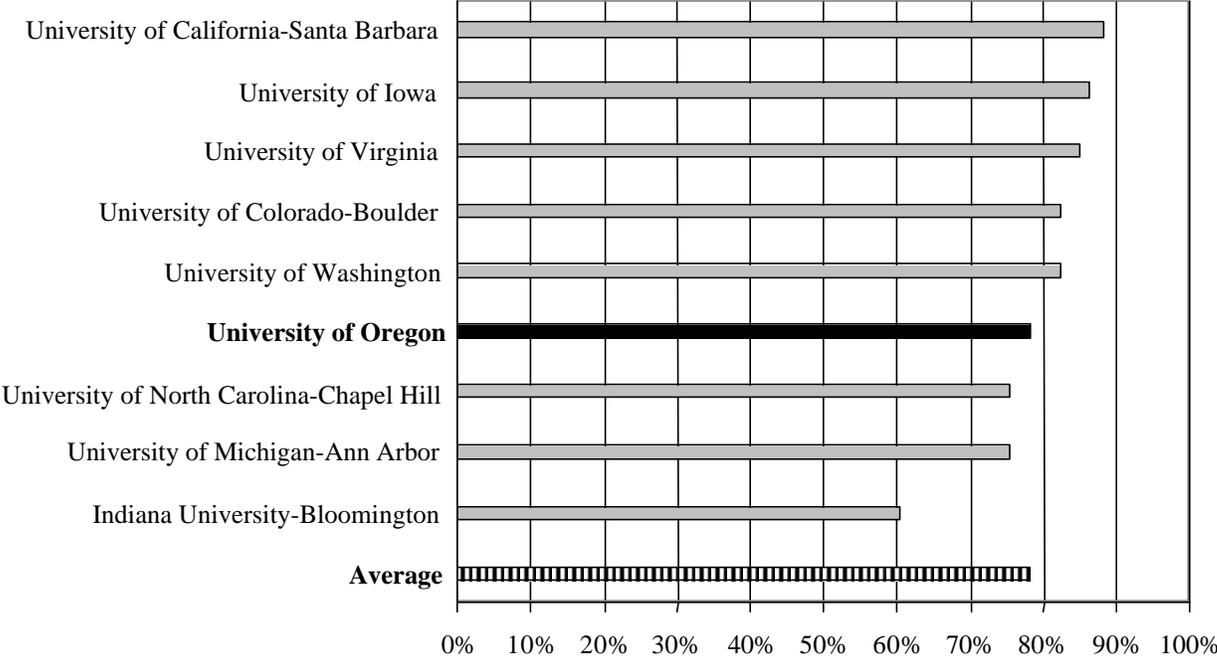
### *Educational and General Expenditures as a Percentage of Current Funds Expenditures*

The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution's operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

**Figure 15**  
**University of Oregon and Peer Institutions**  
**Educational and General Expenditures as a Percentage of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



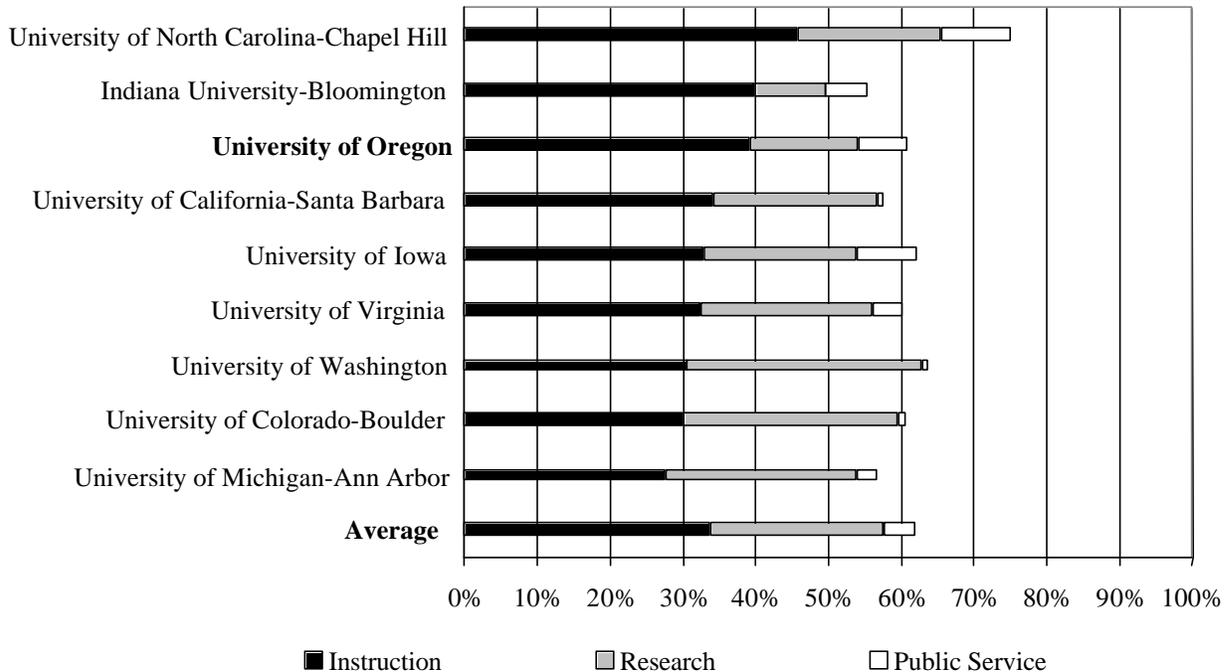
Source: IPEDS FY 1999 Finance Survey

The University’s educational and general expenditures ratio, at 78 percent, was on par with the average (78 percent) of the nine peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**University of Oregon and Peer Institutions**  
**Instruction, Research, and Public Service as a Percentage of Educational and**  
**General Expenditures**  
**Fiscal Year 1998-1999**



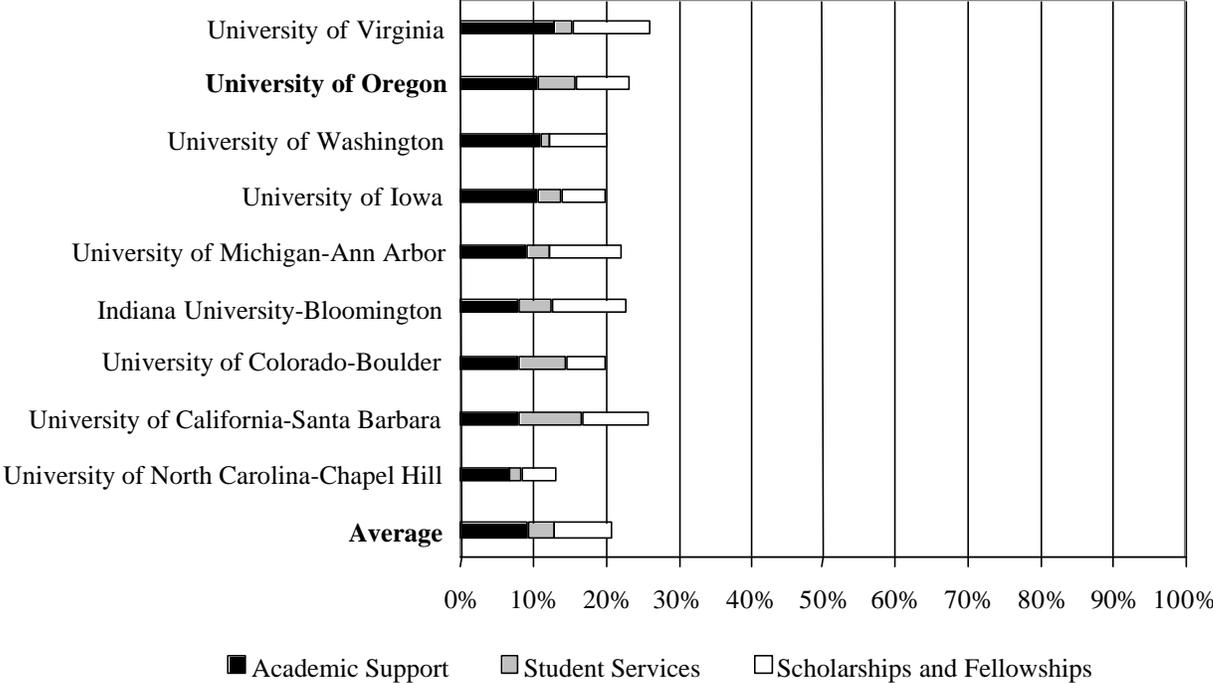
*Source: IPEDS FY 1999 Finance Survey*

The University’s instruction expenditure ratio, at 39 percent, was 5 percent above the average (34 percent) of the nine peer institutions. Its research expenditure ratio, at 15 percent, was below the average (24 percent) of its peer institutions. The University’s ratio for public service expenditures, at 7 percent, was 3 percent above the average (4 percent) of the nine peer institutions.

***Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures***

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.

**Figure 17**  
**University of Oregon and Peer Institutions**  
**Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of**  
**Educational and General Expenditures**  
**Fiscal Year 1998-1999**



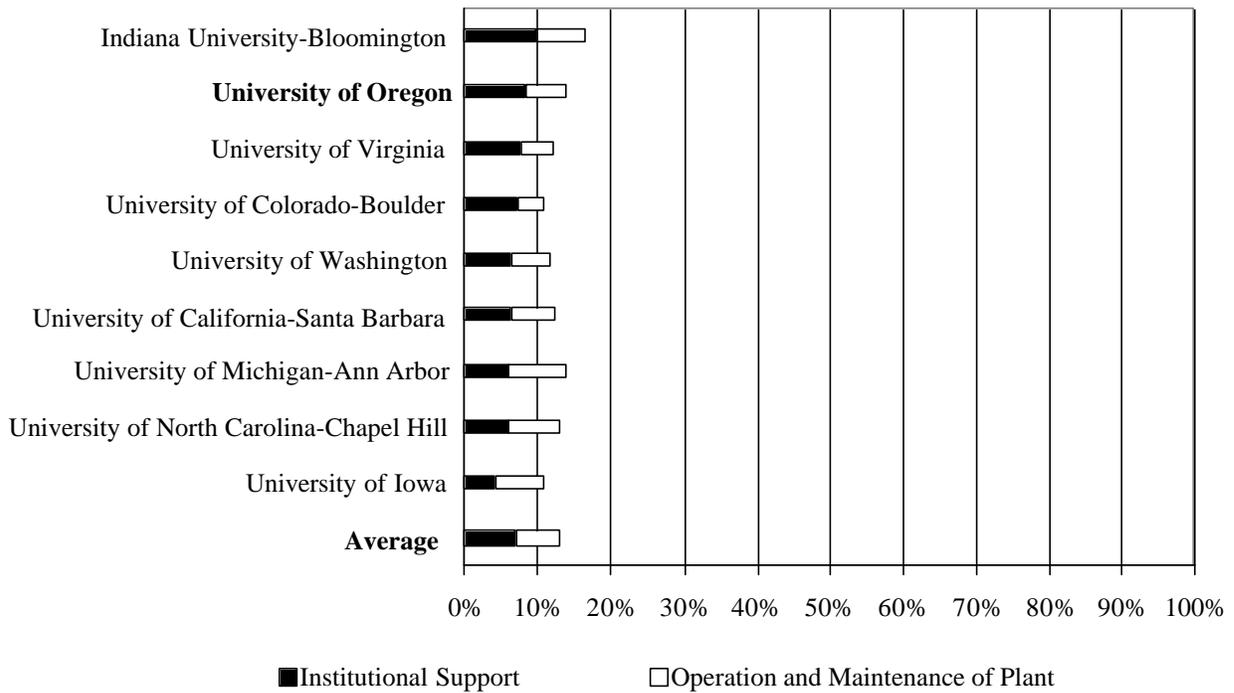
*Source: IPEDS FY 1999 Finance Survey*

The University’s academic support expenditure ratio, at 11 percent, was 2 percent above the average (9 percent) of the nine peer institutions. Its student services expenditure ratio, at 5 percent, was 2 percent above the average (3 percent) of its peer institutions. The University’s scholarships and fellowships expenditure ratio, at 7 percent, was 1 percent below the average (8 percent) of the nine peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**University of Oregon and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University’s institutional support expenditure ratio, at 8 percent, was 1 percent above the average (7 percent) of the nine peer institutions. The University’s operation and maintenance of plant ratio, at 6 percent, was on par with the average (6 percent) of the peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.<sup>49</sup>

**Figure 19**  
**University of Oregon and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institution where they began—**

Peer Institutions	Graduated in Four Years or Less	Graduated in Five Years or Less	Graduated in Six Years or Less
University of Virginia	82.6%	90.3%	91.3%
University of Michigan-Ann Arbor	62.0%	79.5%	82.2%
University of North Carolina-Chapel Hill	63.1%	77.9%	79.9%
University of Washington	38.0%	65.4%	71.5%
Indiana University-Bloomington	41.8%	63.6%	68.2%
University of Colorado-Boulder	35.3%	59.0%	63.6%
University of Iowa	34.3%	57.5%	62.4%
<b>University of Oregon</b>	<b>37.8%</b>	<b>54.9%</b>	<b>58.7%</b>
<b>Average</b>	<b>49.1%</b>	<b>68.7%</b>	<b>72.4%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via National Center for Education Statistics (NCES) state level coordinators*

With 58.7 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was below the average (72.4 percent) of eight peer institutions.

<sup>49</sup> University of California-Santa Barbara did not respond to our request for 1999 IPEDS Graduation Rate Survey information.



## CHAPTER 7: WESTERN OREGON UNIVERSITY

### Background

Western Oregon University (the University), founded in 1856, is located in Monmouth. The University provides programs in liberal arts and sciences and professional programs in education, business, and public services. The University houses a Public Service Park, linking business and government with the University. Current park members include the Oregon Police Academy and the Oregon Military Academy.

### *Student Enrollment Levels*

Figure 1 shows the University's student enrollment levels over a recent four-year period, expressed as student full-time equivalents (FTE).<sup>50</sup>

#### **Figure 1**

**Western Oregon University  
Student Full-Time Equivalents (FTE)  
Academic Years 1995-1996 through 1998-1999**

1995-96	1996-97	1997-98	1998-99
3,731	3,840	3,943	3,897

The University's student FTE increased by 166 from academic years 1995-1996 through 1998-1999.

### *Current Funds Expenditures*

Current funds expenditures are costs incurred in carrying out an institution's three primary missions—instruction, research, and public service. Included are the following cost categories:

- Instruction— expenditures for operating the instructional divisions of the institution (e.g. departments, schools and colleges).
- Research—expenditures for activities specifically organized to produce research outcomes, and limited to research commissioned by an agency external to the institution, or separately budgeted by an organizational unit within the institution.
- Public service—e.g. services provided to the community, cooperative extension services.
- Academic support—e.g. academic administration, curriculum development, libraries, museums.
- Student services—e.g. career guidance, counseling, financial aid administration.
- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/development, legal services.
- Plant operations and maintenance—includes utilities, fire protection and property insurance.

<sup>50</sup> As described in OUS's *1998 Fact Book*, student FTE defines students in terms of their credit hour load. It is calculated as total annual credit hours (including continuing education and summer session) divided by 45 for undergraduates, by 36 for master's level, by 36 for professional level (law and veterinary medicine), and by 27 for doctoral level.

- Scholarships and fellowships.
- Auxiliary enterprises—e.g. student housing, food services, student health services, college unions, college stores, intercollegiate athletics.
- Related operations—e.g. independent operations such as federally funded research centers.
- Transfers—e.g. mandatory transfers, such as for debt service, and nonmandatory transfers such as prepayment on debt principal.

Figure 2 shows the University's current funds expenditures, along with total expenditures, for fiscal years 1995-1996 through 1998-1999.

**Figure 2**  
**Western Oregon University**  
**Current Funds Expenditures, Transfers, and Other Additions and Deductions**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(In Thousands)**

	1995-96	1996-97	1997-98	1998-99
Current Funds Expenditures and Transfers	\$54,936	\$57,885	\$59,244	\$60,670
Total Expenditures (Includes Other Transfers, Additions and Deductions)	\$61,250	\$57,328	\$61,733	\$61,344

The University's current funds expenditures increased by approximately \$5.7 million from fiscal years 1995-1996 through 1998-1999.

Figure 3 shows the trend of total current funds expenditures per student FTE.

**Figure 3**  
**Western Oregon University**  
**Current Funds Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$15,976	\$15,813	\$15,476	\$15,569
Actual Dollars	\$14,724	\$15,074	\$15,025	\$15,569

Between fiscal years 1995-1996 and 1998-1999, the University increased its expenditure of current funds per student FTE by \$845. In constant (1999) dollars, the amount declined by \$407 per student FTE.

### ***Payroll Expenditures Per Student FTE***

Payroll expenditures include payments for services by OUS employees. These include:

- Salaries for classified and unclassified employees, clinical fellows, and graduate students.
- Payments to classified, unclassified, and student employees.
- Benefit compensation.
- Other payroll expenses for fringe benefits paid by the state.

Figure 4 shows the trend of payroll expenditures per student FTE.

**Figure 4**  
**Western Oregon University**  
**Payroll Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$7,681	\$7,169	\$7,040	\$7,410
Actual Dollars	\$7,079	\$6,834	\$6,835	\$7,410

The University's payroll expenditures per student FTE increased by \$331 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, however, the average amount declined by \$271.

### **Part One: Indicators of Administrative Efficiency**

We use the term "administrative efficiency" in reference to the portion of current funds expended for general support services. These cost categories include:

#### **General Support Services**

- Institutional support—e.g. executive administration, general administration, fiscal operations, public relations/ development, legal services.
- Plant operations and maintenance.
- Service departments—e.g. media centers, telecommunication services, property management, motor pool, printing and mailing.
- Academic support—e.g. academic administration, curriculum development, museums.<sup>51</sup>
- Auxiliary enterprises—e.g. student housing, food services, student health services, intercollegiate athletics.
- Student services—e.g. career guidance, counseling, financial aid administration.

Increased administrative efficiency may be shown by a stable or decreasing portion of current funds expended for general support services. Increased administrative efficiency may increase current funds available for direct services: instruction, research, and public service. We reviewed the following indicators of administrative efficiency for a four-year period.

<sup>51</sup> For this part of our review, we treated library services as direct student services. For federal reporting purposes, library services are included in the academic support cost category.

- General support services expenditures as a percentage of current funds expenditures.
- General support services expenditures per student FTE.
- Instructional expenditures as a percentage of current funds expenditures.
- Instructional expenditures per student FTE.

### ***General Support Services Expenditures as a Percentage of Current Funds Expenditures***

The adoption of Senate Bill 271 in 1995 made OUS independent from many state administrative regulations. The changes were made with the goals of increasing administrative efficiency and flexibility, reducing university operating costs, and improving access to higher education.

Figure 5 shows the portion of the University's current funds used for general support services.

**Figure 5**  
**Western Oregon University**  
**General Support Services Expenditures as a Percent of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
General Support Services Expenditures	\$19.6	\$20.3	\$20.8	\$21.6
Current Funds Expenditures	\$54.9	\$57.9	\$59.2	\$60.7
<b>General Support Services Expenditures as a Percent of Current Funds Expenditures</b>	<b>35.8%</b>	<b>35.1%</b>	<b>35.0%</b>	<b>35.5%</b>

The data show no significant changes from fiscal years 1995-1996 through 1998-1999.

### ***General Support Services Expenditures Per Student FTE***

Another way to view expenditure trends is on a per-student FTE basis.

**Figure 6**  
**Western Oregon University**  
**General Support Services Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$5,713	\$5,546	\$5,423	\$5,533
Actual Dollars	\$5,266	\$5,287	\$5,265	\$5,533

Between fiscal years 1995-1996 and 1998-1999, the University increased its general support services expenditures per student FTE by \$267; however, the inflation-adjusted figures show a decline of \$180 during this period.

### ***Instructional Expenditures as a Percentage of Current Funds Expenditures***

Instructional expenditures are the costs to operate the instructional divisions of the institution (e.g. departments, schools, and colleges). Included are expenditures for departmental research and public service that are not separately budgeted. Instructional cost categories include:

- General academic instruction.
- Occupational and vocational instruction.
- Special session instruction.
- Community education.
- Preparatory and adult basic education.
- Remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Figure 7 shows the portion of current funds used for instructional expenditures.

**Figure 7**  
**Western Oregon University**  
**Instructional Expenditures as a Percent of Current Funds Expenditures**  
**Fiscal Years 1995-1996 through 1998-1999**  
**(Actual Dollars In Millions)**

	1995-96	1996-97	1997-98	1998-99
Instructional Expenditures	\$14.0	\$12.8	\$14.2	\$14.8
Current Funds Expenditures	\$54.9	\$57.9	\$59.2	\$60.7
<b>Instructional Expenditures as a Percent of Current Funds Expenditures</b>	<b>25.5%</b>	<b>22.2%</b>	<b>24.0%</b>	<b>24.4%</b>

The data show a decline of approximately 1 percent from fiscal years 1995-1996 through 1998-1999.

***Instructional Expenditures Per Student FTE***

Another way to view instructional expenditures is on a per-student FTE basis.

**Figure 8**  
**Western Oregon University**  
**Instructional Expenditures Per Student FTE**  
**Fiscal Years 1995-1996 through 1998-1999**

	1995-96	1996-97	1997-98	1998-99
CPI-Adjusted (1999 Dollars)	\$4,074	\$3,507	\$3,710	\$3,806
Actual Dollars	\$3,755	\$3,343	\$3,602	\$3,806

The University's instructional expenditures per student FTE increased by \$51 between fiscal years 1995-1996 and 1998-1999. When adjusted for inflation, however, the average amount spent declined by \$268.

**Part Two: Indicators of Academic Efficiency**

We use the term "academic efficiency" to refer to an institution's throughput of students, and to the efficient and effective use of instructional resources. We reviewed the following indicators of academic efficiency:

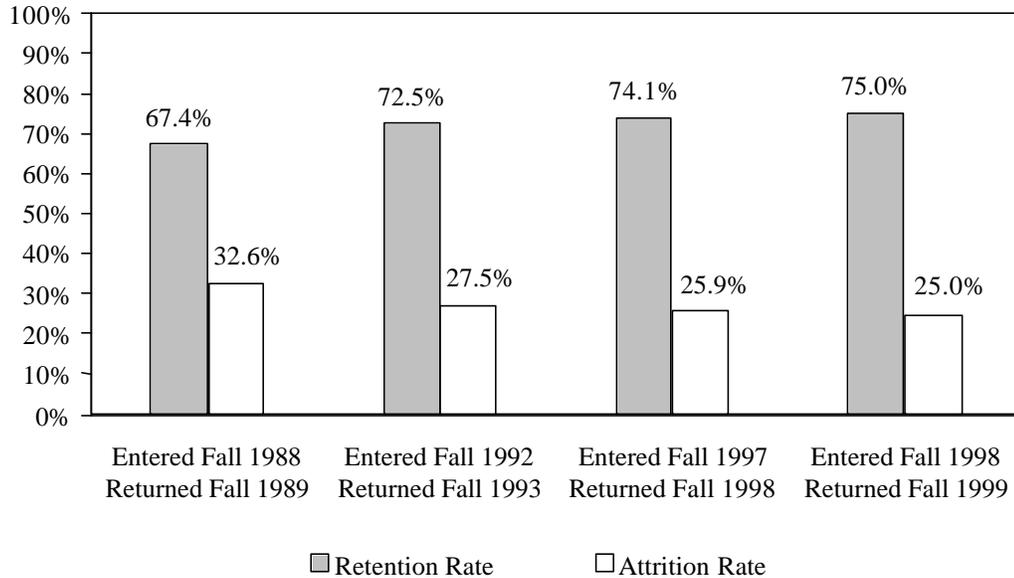
- Percentage of first-time freshmen returning for their sophomore year.<sup>52</sup>
- Percentage of first-time freshmen earning a bachelor's degree in six years.
- Number of instructional course credits per ranked instructional faculty FTE.
- Number of student FTE per ranked instructional faculty FTE.

***Percentage of First-Time Freshmen Returning for their Sophomore Year (Retention)***

An important indicator of academic efficiency is the portion of entering freshmen who return to the institution for their second year of college. Figure 9 shows the portion of first-time freshmen who returned to the University for their sophomore year (retention rate) and the portion who did not return (attrition rate).

<sup>52</sup> First-Time Freshmen Cohort: Students admitted to an OUS institution during fall term on the basis of their high school performance (including a limited amount of college transfer credit) who carried a full-time course load during their first term of attendance. Includes continuing education enrollment.

**Figure 9**  
**Western Oregon University**  
**Retention and Attrition Rate of First-Time Freshmen Entering**  
**Fall 1988, Fall 1992, Fall 1997 and Fall 1998**



*Source: OUS Institutional Research Services*

Figure 9 shows that the University's retention of first-time freshmen increased over the eleven-year period from 67.4 percent in 1989 to 75 percent in 1999.

### ***Percentage of First-Time Freshmen Earning a Bachelor's Degree in Six Years***

In the higher education community, earning a bachelor's degree in six years is a widely accepted indicator of academic efficiency. Figure 10 shows the University's graduation rates for first-time freshmen who started at the University and graduated from the University. Figure 10 includes first-time freshmen who started at the University and completed their bachelor's degree at another OUS institution.

**Figure 10**  
**Western Oregon University**  
**Percent of First-Time Freshmen Earning a Bachelor's Degree in**  
**Six Years at an OUS Institution<sup>53</sup>**  
**Fall 1988, 1990, 1992, and 1993**

	Freshmen Entered Fall 1988	Freshmen Entered Fall 1990	Freshmen Entered Fall 1992	Freshmen Entered Fall 1993
Graduated In 4 Years Or Less	13.7%	19.5%	21.6%	22.1%
Graduated In 5 Years Or Less	35.3%	41.0%	43.9%	46.4%
<b>Graduated In 6 Years Or Less</b>	<b>41.8%</b>	<b>46.3%</b>	<b>51.0%</b>	<b>51.4%</b>

*Source: OUS Institutional Research Services*

The data show an increasing portion of first-time University freshmen graduating from an OUS institution in six years.

### *Number of Instructional Course Credits per Ranked Instructional Faculty FTE*

Academic efficiency may be enhanced as ranked faculty members teach more instructional course credits.<sup>54</sup>

**Figure 11**  
**Western Oregon University**  
**Instructional Course Credits per Ranked Instructional Faculty Full-Time Equivalents**  
**Fall 1988, 1993, 1997, and 1998**

Fall 1988	Fall 1993	Fall 1997	Fall 1998
11.3	14.8	12.7	13

*Source: OUS Institutional Research Services*

The data indicate that the University's ranked instructional faculty members have had an increase in instructional workload from 1988 through 1998. The instructional workload, however, declined from 1993 through 1998.

<sup>53</sup> Compare Figure 10 graduation rates with Figure 19 graduation rates on page 127. The rates differ because Figure 10 includes students who transferred to another OUS institution and graduated, while Figure 19 includes only students who started and graduated at the same institution.

<sup>54</sup> Instructional course credits refers to the credit value of courses taught, including independent study courses. For example, a four-credit course equals four instructor course credits.

***Total Number of Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents***

Academic efficiency may be enhanced as ranked faculty members teach more students. At the same time, having fewer students per ranked faculty member is presumed to enhance students' educational experiences by affording greater access to their professors and instructors.

**Figure 12**  
**Western Oregon University**  
**Student Full-Time Equivalents Per Ranked Instructional Faculty Full-Time Equivalents**  
**Academic Years 1988-1989, 1993-1994, 1997-1998, and 1998-1999**

1988-89	1993-94	1997-98	1998-99
25	24	21	23

*Source: OUS Institutional Research Services*

The University's student-to-faculty ratio has declined over the eleven-year period.

**Part Three: Indicators of Accessibility**

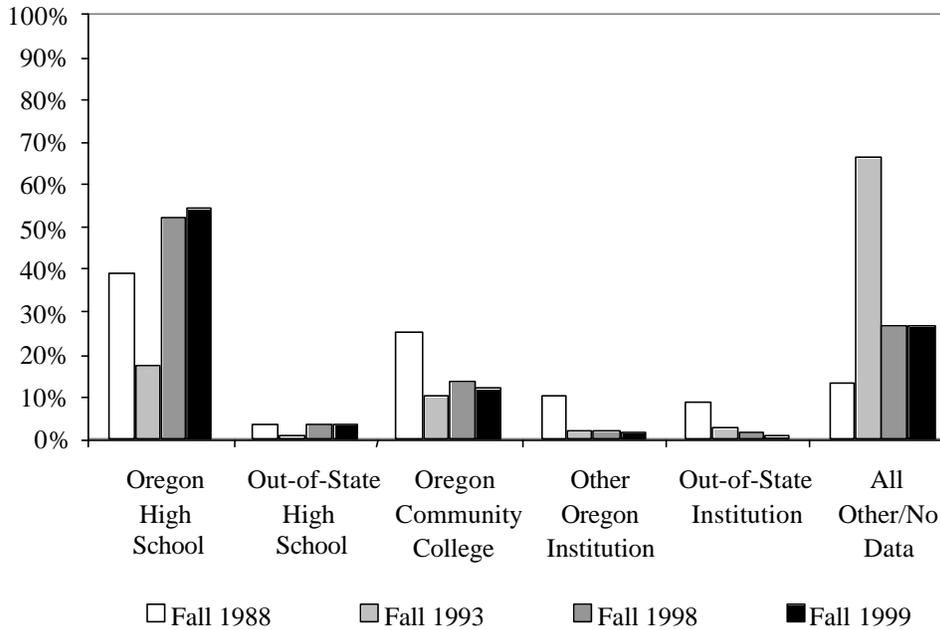
Improving Oregonians' access to higher education has been a priority of the Governor, Legislative Assembly, and OUS management. We reviewed three indicators showing the University's progress in enrolling resident undergraduates:

- Percentage of undergraduates enrolling from Oregon high schools and institutions;
- Number and percentage of Oregon resident first-time freshmen admitted to the University; and
- Number and percentage of Oregon resident first-time freshmen admitted and subsequently enrolled.

***Undergraduates by Educational Source***

Figure 13 shows the portion of undergraduates enrolling from Oregon and out-of-state high schools and institutions. The figures are from fall enrollment totals for 1988, 1993, 1998 and 1999.

**Figure 13  
Western Oregon University  
Percent of Undergraduates by Educational Source  
Fall 1988, 1993, 1998, and 1999**



*Source: OUS Institutional Research Services*

The available data indicate that between 1988 and 1999 the University increased its enrollment of undergraduate students from Oregon high schools. In 1988, 39 percent of enrolling undergraduates had graduated from an Oregon high school; in 1999, 55 percent had done so.

***Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled***

Figure 14 combines the following indicators of accessibility:

- Number and percent of resident first-time freshmen who applied and were admitted; and
- Number and percent of resident first-time freshmen admitted and subsequently enrolled.

**Figure 14**  
**Western Oregon University**  
**Resident First-Time Freshmen Who Applied, Were Admitted, and Subsequently Enrolled**  
**Fall 1994, 1998, and 1999**

	Fall 1994	Fall 1998	Fall 1999
Oregonians Applied	1,122	1,082	1,304
<b>Oregonians Admitted</b>	<b>826</b>	<b>742</b>	<b>831</b>
<b>Percentage Admitted</b>	<b><u>73.6%</u></b>	<b><u>68.6%</u></b>	<b><u>63.7%</u></b>
Oregonians Admitted	826	742	831
<b>Oregonians Enrolled</b>	<b>639</b>	<b>668</b>	<b>746</b>
<b>Percentage Enrolled</b>	<b><u>77.4%</u></b>	<b><u>90.0%</u></b>	<b><u>89.8%</u></b>

*Source: OUS Institutional Research Services*

The admissions data indicate that the percentage of Oregon applicants admitted declined by approximately 10 percent from 1994 through 1999. At the same time, more Oregon freshmen were admitted and more enrolled.

## Part Four: Peer Institutions and Selected Indicators

The Chancellor's Office has recognized value in comparing the performance of each OUS institution to similar (peer) institutions in other states. The Chancellor's Office of Institutional Research Services, in conjunction with the seven OUS institutions, identified peer institutions for each OUS university using the following criteria:

- Same Carnegie Classification grouping;<sup>55</sup>
- Provides for representation from other U.S. regions;
- Similar enrollment size and proportion of part-time enrollment;
- Similar degree-level (baccalaureate, graduate, professional);
- Similar distribution of degrees by discipline;
- Similar ratio of research to instruction expenditures; and
- Similar individualized criteria (e.g. land grant status, urban location).

<sup>55</sup> The Carnegie Classification of higher education institutions categorizes degree-granting, accredited, American colleges and universities according to their missions. The University is classified under "Master's (Comprehensive) Universities and Colleges I." These include institutions offering a full range of baccalaureate programs and committed to graduate education through the master's degree, and that award 40 or more master's degrees annually in three or more disciplines.

The University and its selected peer institutions are listed:

	<b>Current Funds Expenditures 1999</b>	<b>Individuals Enrolled, Fall 1998</b>
• Eastern Washington University	\$100,939,479	7,688
• Southeast Missouri State University	\$100,328,250	8,487
• State University of New York College – Fredonia	\$70,632,521	4,809
• California State University – Stanislaus	\$68,336,174	6,351
• Southern Utah University	\$59,409,995	5,539
• Southern Oregon University	\$57,178,674	5,458
• Fort Hays State University (Kansas)	\$53,009,831	5,401
• University of Michigan – Flint	\$52,363,875	6,656
• Plymouth State College (New Hampshire)	\$50,716,589	3,990
• <b>Western Oregon University</b>	<b>\$49,104,050</b>	<b>4,517</b>
• Mary Washington College (Virginia)	\$48,153,915	3,806
• University of Wisconsin – Parkside	\$44,927,892	4,582
• Eastern Oregon University	\$26,094,392	2,457

Western Oregon University, Eastern Oregon University, and Southern Oregon University all share the same peer institutions.

We compared University and peer institution expenditures and graduation results. We obtained data directly from the peer institutions, and from their responses to the federal 1999 Integrated Postsecondary Education Data System (IPEDS) survey. All institutions participating in a federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 must annually complete an IPEDS survey form. The survey is managed by the U.S. Department of Education National Center for Education Statistics.

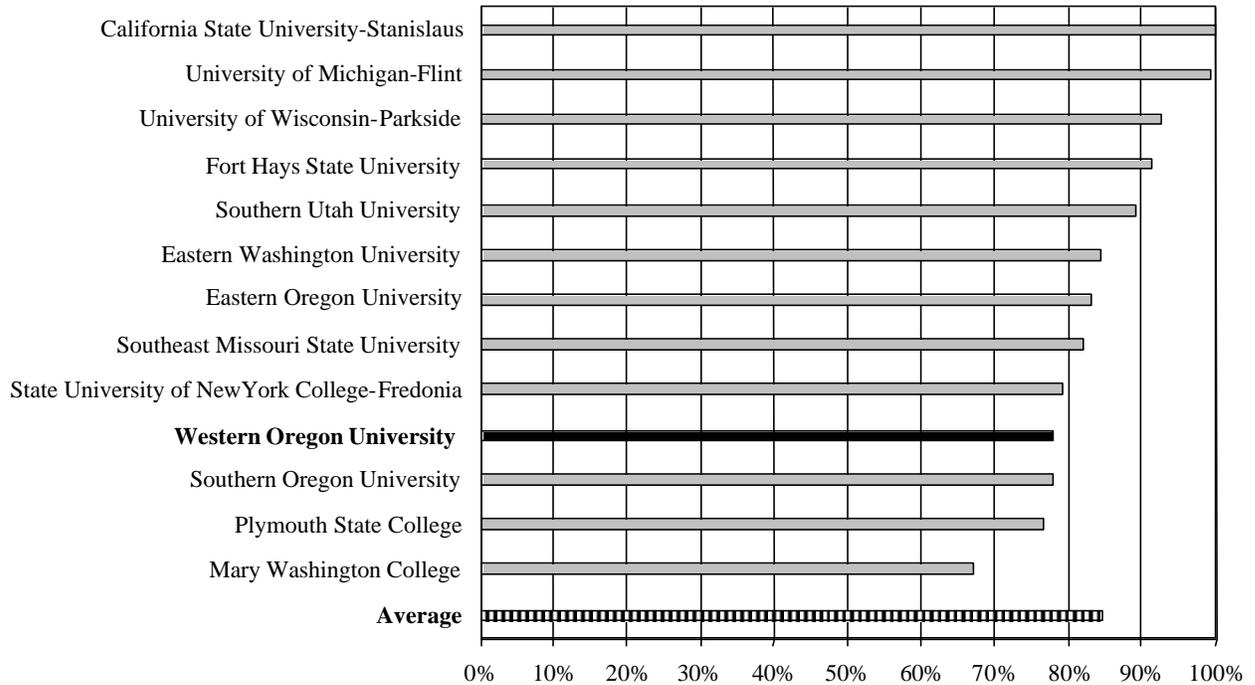
### ***Educational and General Expenditures as a Percent of Current Funds Expenditures***

The IPEDS survey requires reporting of current funds expenditures, which includes expenditures for educational and general purposes. The following cost categories, which capture most of an institution's operating costs, comprise educational and general expenditures:

- Instruction.
- Research.
- Public service.
- Academic support.
- Student services.
- Institutional support.
- Plant operation and maintenance.
- Scholarships and fellowships.

Figure 15 compares the portion of current funds spent for educational and general purposes.

**Figure 15**  
**Western Oregon University and Peer Institutions**  
**Educational and General Expenditures as a Percent of Current Funds Expenditures**  
**Fiscal Year 1998-1999**



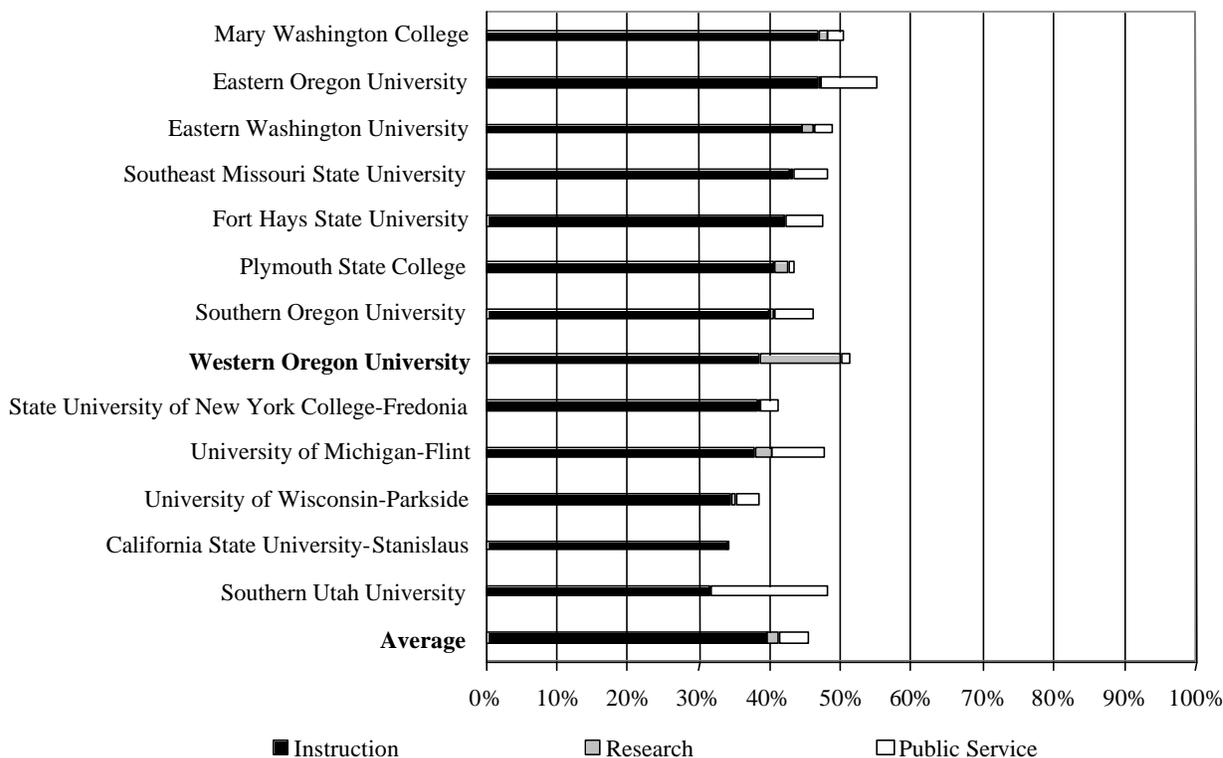
Source: IPEDS FY 1999 Finance Survey

The University's educational and general expenditures ratio, at 78 percent, was below the average (85 percent) of the 13 peer institutions.

***Instruction, Research, and Public Service as a Percentage of Educational and General Expenditures***

Figure 16 compares expenditures for instruction, research, and public service.

**Figure 16**  
**Western Oregon University and Peer Institutions**  
**Instruction, Research, and Public Service as a Percentage of**  
**Educational and General Expenditures**  
**Fiscal Year 1998-1999**



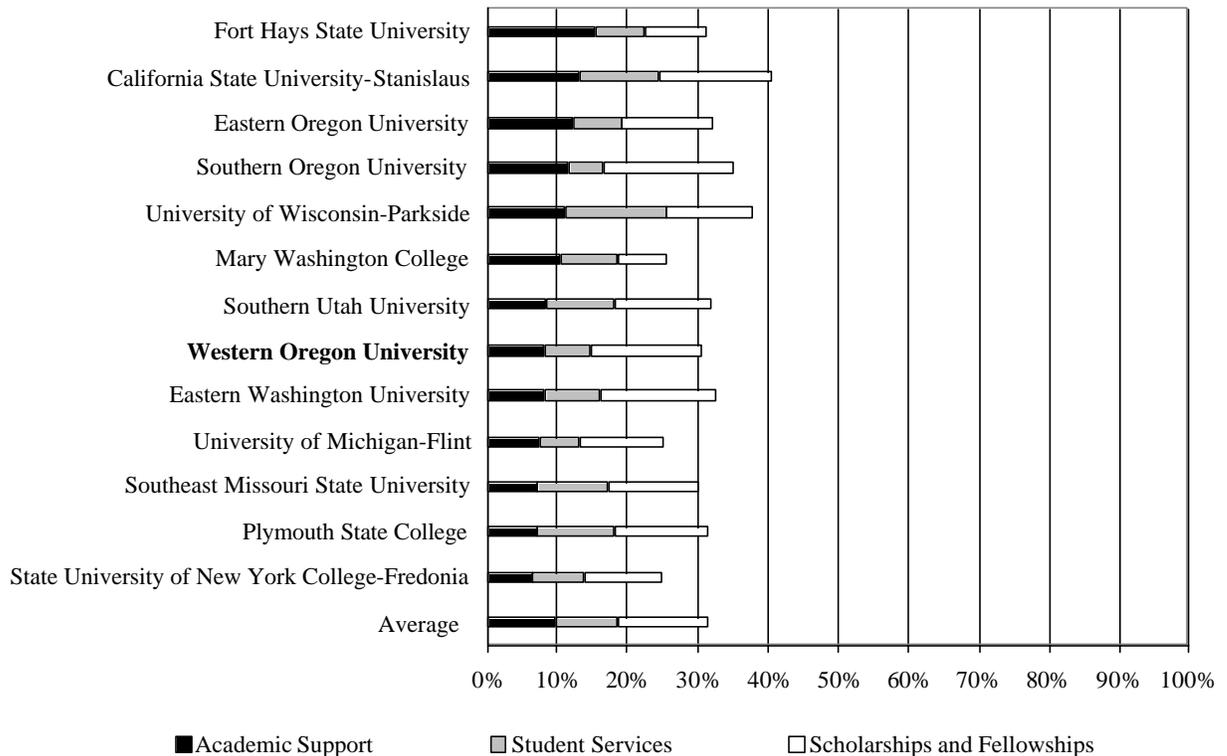
*Source: IPEDS FY 1999 Finance Survey*

The University’s instruction expenditure ratio, at 39 percent, was 1 percent below the average (40 percent) of the 13 peer institutions. Its research expenditure ratio, at 12 percent, was above the average (1 percent) of its peer institutions. The University’s ratio for public service expenditures, at 1 percent, was 4 percent below the average (5 percent) of the 13 peer institutions.

**Academic Support, Student Services, and Scholarships and Fellowships as a Percentage of Educational and General Expenditures**

Figure 17 compares expenditures for academic support, student services, and scholarships and fellowships.

**Figure 17**  
**Western Oregon University and Peer Institutions**  
**Academic Support, Student Services, and Scholarships and Fellowships as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



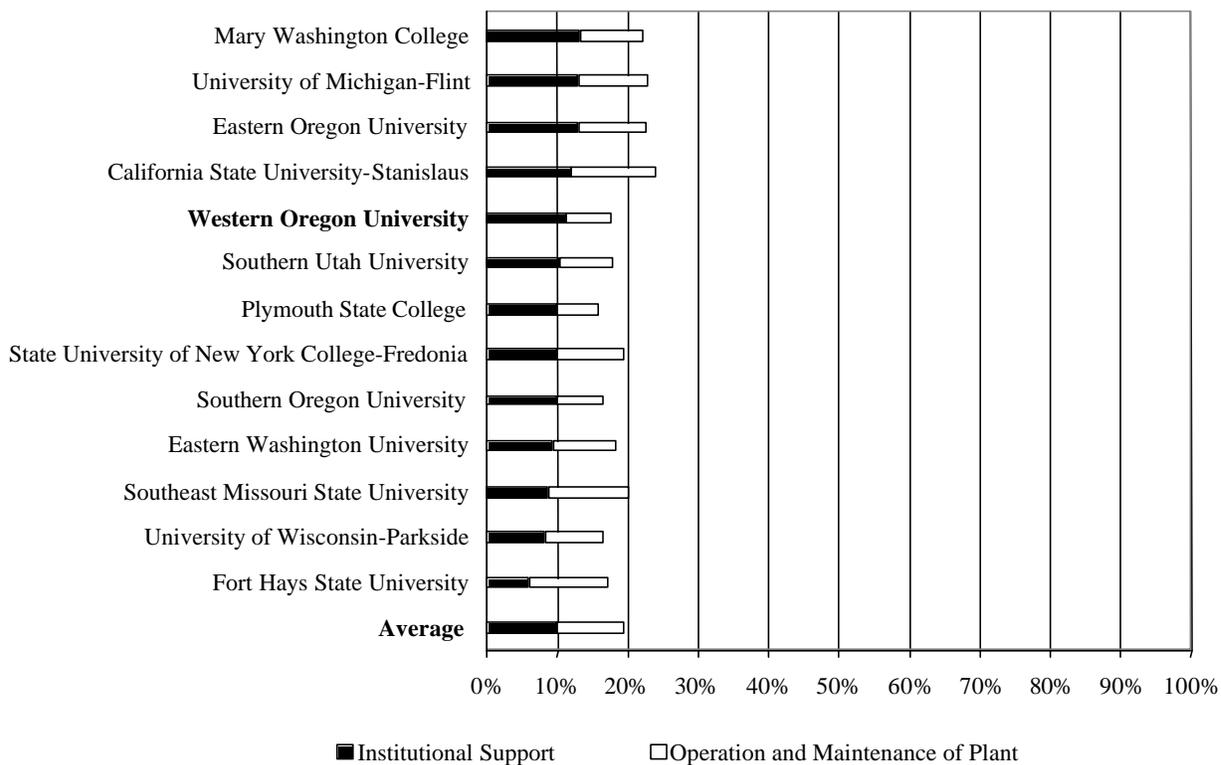
Source: IPEDS FY 1999 Finance Survey

The University’s academic support expenditure ratio, at 8 percent, was 2 percent below the average (10 percent) of the 13 peer institutions. The University’s student services expenditure ratio, at 7 percent, was 2 percent below the average (9 percent) of its peer institutions. The University’s scholarships and fellowships expenditure ratio, at 16 percent, was 3 percent above the average (13 percent) of the 13 peer institutions.

***Institutional Support and Operation and Maintenance of Plant as a Percentage of Educational and General Expenditures***

Figure 18 compares expenditures for institutional support and operation and maintenance services.

**Figure 18**  
**Western Oregon University and Peer Institutions**  
**Institutional Support and Operation and Maintenance of Plant as a**  
**Percentage of Educational and General Expenditures**  
**Fiscal Year 1998-1999**



*Source: IPEDS FY 1999 Finance Survey*

The University’s institutional support expenditure ratio, at 11 percent, was 1 percent above the average (10 percent) of the 13 peer institutions. The University’s operation and maintenance of plant ratio, at 6 percent, was 3 percent below the average (9 percent) of the peer institutions.

***Percentage of First-Time Freshmen Earning a Bachelor's Degree from the Institution in Six Years***

Figure 19 shows how the University compared to its peer institutions in graduating first-time freshmen who entered in fall 1993.<sup>56</sup>

**Figure 19**  
**Western Oregon University and Peer Institutions**  
**First-Time Freshmen (Entered Fall 1993) Earning a Bachelor's Degree in Six Years**  
**—includes only students completing a degree at the institution where they began—**

Peer Institutions	Graduated in Four Years or Less	Graduated in Five Years or Less	Graduated in Six Years or Less
Mary Washington College	64.8%	72.3%	73.3%
Plymouth State College	23.3%	42.9%	47.3%
Eastern Washington University	17.8%	37.1%	44.6%
Southeast Missouri State University	18.3%	36.9%	42.7%
California State University-Stanislaus	15.5%	34.6%	41.6%
<b>Western Oregon University</b>	<b>19.7%</b>	<b>38.1%</b>	<b>41.2%</b>
Fort Hays State University	18.7%	35.7%	40.4%
University of Michigan-Flint	8.1%	22.8%	33.5%
Southern Utah University	14.7%	26.9%	32.4%
University of Wisconsin-Parkside	7.5%	20.2%	27.4%
Southern Oregon University	12.3%	22.0%	25.6%
Eastern Oregon University	9.8%	20.1%	22.1%
<b>Average</b>	<b>20.4%</b>	<b>35.7%</b>	<b>40.9%</b>

*Source: 1999 Integrated Postsecondary Education Statistics (IPEDS) Graduation Rate Survey, via  
National Center for Education Statistics (NCES) state level coordinators*

With 41.2 percent of its first-time freshmen completing their bachelor's degree at the University in six years, the University was slightly above the average (40.9 percent) of 12 peer institutions.

<sup>56</sup> State University of New York College-Fredonia did not respond to our request for the 1999 IPEDS Graduation Rate Survey information.



## **COMMENDATION**

The courtesies and cooperation extended by the officials and staff at the Oregon University System, including the Chancellor's Office, Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University, were commendable and much appreciated.

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