Year One
Self-Evaluation Report

Prepared for the
Northwest Commission on
Colleges and Universities

September 15, 2011
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Introduction

As a complex organization facing new challenges and opportunities, Portland State University continues to reflect on basic questions surrounding its curriculum, pedagogy, management and community engagement. Portland State’s evolving role as a leading urban-serving university has prompted adjustments to its policies, procedures and practices. Changes in the external environment, continuing declines in state appropriations, and limitations in space and facilities have required the institution to be innovative in its plans and activities. Through reorganization, new leadership, new funding strategies, partnerships and agreements with local, regional and international partners, and innovations that have improved services for students, faculty, staff and the community, Portland State has been successful in using creative and flexible planning to further its mission and goals. The four Core Themes described in this report, integrated with President Wiewel’s five guiding themes for institutional planning, provide a framework for accountability and continuous improvement.

Institutional Overview

Portland State is a dynamic public urban university, widely regarded as a leader on the national higher education landscape. Beginning in the early 1990s the University defined and embraced its identity as an innovative and engaged institution. Its physical location in the heart of downtown Portland, Oregon, supports mutually-beneficial partnerships between the university and the city that create community-based learning experiences for students and teaching and research opportunities for faculty. Placed on a sky bridge over a major downtown thoroughfare, the University’s motto, “Let Knowledge Serve the City,” reflects the importance Portland State places on its relationship with the city and the region.

Portland State’s approach to learning, engagement and research serves as a model for other higher education institutions. The innovative general education curriculum, University Studies, is nationally acclaimed for its integration of community engagement and interdisciplinary teaching and learning across the four years of the program. Partnerships with other higher education institutions in the region, such as Oregon Health & Sciences University, and with public and private organizations, such as the Portland Development Commission and Portland General Electric, create opportunities for faculty and students to engage in cutting-edge research in a variety of areas, including health and sustainability-related fields, business, urban planning, engineering and social work. Connections with the city’s arts community enable students to learn from professional artists in a thriving urban environment, while the joint emphasis of Portland State and the City of Portland on sustainable urban futures provides a laboratory for applied research on transportation and energy alternatives, as well as the development of social structures to support a green future.

As Oregon’s public urban university, Portland State provides educational opportunities to students who are demographically, financially and academically diverse. This has prompted the University to be innovative in its approach to both undergraduate and graduate education, defining “access” to include a wide range of courses and programs and flexibility in course scheduling and formats. Initiatives focused on improving undergraduate student retention and completion have resulted in collaborative efforts by academic and student affairs professionals to ensure that advising, student services and co-curricular activities support a diverse student body in achieving success. Central to Portland State’s mission are strong graduate professional programs and an array of
programs in the liberal and performing arts that meet the needs of the region and beyond. The University offers a variety of educational and research opportunities through more than 70 masters and 18 doctoral programs, and Portland State serves more graduate students than any other institution in Oregon. The growing research enterprise creates opportunities for faculty and graduate students to create new knowledge and to work with community partners in applying knowledge to real-world problems.

Growth in enrollment, in research productivity, in graduate programs, and in the numbers of full and part-time faculty, as well as substantial expansion of the physical boundaries of the campus, has created both challenges and opportunities. Pressure on classroom space and the need to add untenured full-time and adjunct part-time faculty have prompted initiatives to improve curricular efficiency and effectiveness. Increasing demands for online student services, including admissions, registration and financial aid, have required additional investments in hardware, software and personnel to support them. These pressures have led to the adoption of better planning and management strategies that can help position the university for the future. Table 1 shows the magnitude of growth in enrollment, research, programs and space over the past 10 years.

Table 1. Growth at Portland State from 2000-2001 to 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>2000-2001</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>20,026</td>
<td>29,818</td>
</tr>
<tr>
<td>Research Expenditures</td>
<td>$26.4m</td>
<td>$61.1m</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>51</td>
<td>88</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>590</td>
<td>888</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>332</td>
<td>676</td>
</tr>
<tr>
<td>Square footage</td>
<td>3.91m</td>
<td>4.87m</td>
</tr>
</tbody>
</table>

During this growth, the State of Oregon has disinvested in higher education, reducing the amount of state appropriations to the Oregon University System over the past decade. The trend is likely to continue, and has become a major challenge facing the University. In 2010-2011, the Financial Futures Task Force recommended adoption of a new budget allocation model to address core institutional needs. This new budget allocation model will encourage revenue generation and allow the University to control its resources in the most effective manner to support the mission and goals of the institution. The increasing dependence on tuition revenues to make up for declining state dollars, especially during the current economic downturn, has prompted a greater emphasis on enrollment management and student success initiatives. In addition, the focus on institutional advancement and development activities has increased, adding a new emphasis on fund raising to the mix of revenue sources for the campus.

The following sections of this report describe how Portland State sets goals and evaluates its progress toward mission fulfillment.

Preface

Brief update on institutional changes since the institution’s last report

The most recent report submitted to NWCC was the Fall 2010 Regular Interim Report. Since fall 2010, the University has filled vacancies in several executive leadership positions and has made a
significant change in the reporting structure for student affairs. At the beginning of the 2011-2012 academic year, Dr. Monica Rimai joined Portland State as the Vice President for Finance and Administration; Dr. Susan Beatty was named Dean of the College of Liberal Arts and Sciences; and Dr. Jackie Balzer was promoted from vice provost in Academic Affairs to Vice President of Enrollment Management and Student Affairs, reporting directly to the President. This change was intended to increase the campus-wide focus on student success and enrollment management as key institutional priorities. Searches for the Dean of the School of Social Work and University Librarian were underway during Summer Term 2010.

Response to topics previously requested by the Commission (i.e., Addenda)

The NWCCU did not issue any recommendations based on its evaluation of the Fall 2010 Regular Interim Report.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2:
Portland State’s mission was reviewed and adopted by the Oregon University System Board in 1991 and amended and approved in 1997.

Eligibility Requirement 3:
Portland State’s mission statement is filed with the OUS Board’s office and appears on the University’s website and in the University’s catalog, the Bulletin (Standard 1.A.1).

Standard 1.A Mission Statement

“The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.”

Portland State embraces its role as the public university located in the state’s largest metropolitan area, providing educational opportunities to meet the needs of a diverse population and by conducting globally-significant, locally-relevant research that creates new knowledge and contributes to the economic, social and cultural development of the region and beyond. Four Core Themes align with the University’s mission. They are:

- Community Engagement and Civic Leadership: This theme reflects Portland State’s practice of engaging the community in its educational and research activities and its role as a civic leader, working with local and regional communities to “enhance the intellectual, social, cultural and economic qualities of urban life” and provide “community service that … reflect(s) issues important to the region.”

- Student Success: Portland State “values intellectual inquiry in its undergraduate and graduate programs” and maintains “a welcoming and stimulating environment that is conducive to success for students…”
Innovative Research and Scholarship: Portland State “conducts research…that support(s) a high quality educational environment and reflects issues important to the region.

Educational Opportunity: The University provides “access throughout the lifespan to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs” and “promotes the development of a network of educational institutions to serve the community.”

The Core Themes are echoed in President Wim Wiewel’s “Blueprint for the Future” (http://www.pdx.edu/president/blueprint). The Blueprint guides an annual strategic planning process focused on goals and outcomes that form an action plan for the year. The process is organized by five guiding themes aligned with the University’s mission:

- Provide Civic Leadership Through Partnerships: Lead as a civic partner, deepen our engagement as a critical community asset, demonstrate leadership in regional innovation, and serve as an anchor institution in the Metro area.
- Improve Student Success: Ensure a student experience that results in higher satisfaction, retention, and graduation rates.
- Achieve Global Excellence: Distinguish the institution nationally and internationally through the accomplishments of its faculty, reputation of its programs, and preparation of its students for the global economy.
- Enhance Educational Opportunity: Ease the transition and create more effective pathways for students to move from K-12 to higher education.
- Expand Resources and Improve Effectiveness: Expand resources in each of the funding streams (state, private, business partnerships, research, and tuition), manage resources effectively, and match investments to strategic priorities.

**Interpretation of mission fulfillment**

*Standard 1.A.2: The institution defines mission fulfillment in the context of its purpose, values, and characteristics. Within that definition, it articulates institutional achievements, outcomes, or expectations that represent an acceptable threshold or extent of mission fulfillment.*

The four Core Themes provide a means for organizing “achievements, outcomes and expectations” in fulfillment of the University’s mission as an engaged, urban-serving institution, as illustrated in Diagram 1 (pg. 6). In order to monitor progress toward mission fulfillment and to ensure accountability and improvement, objectives and indicators have been articulated under each theme to “…represent an acceptable threshold or extent of mission fulfillment,” as shown in Table 2 (pg. 14). In many cases, the indicators demonstrate overlap and integration of the four themes as they are expressed through institutional actions and initiatives. Beginning in 2011-2012, the approach to monitor and evaluate these objectives will include both qualitative and quantitative measures. Information from internal data bases and other information gathered through external documents or through interviews with stakeholders in the community will be combined to create a more complete picture of the impact and effectiveness of Portland State’s activities under its mission.

In the first year, the Office of Institutional Research and Planning (OIRP) will prepare three-year trends for each of the quantitative indicators and develop a protocol for collecting and
analyzing the interviews and narratives that will represent the qualitative data. Based on its review of the initial trend data, the Academic Council - comprised of the Council of Academic Deans and executive-level administrators in Academic and Student Affairs, Finance and Administration, and Research and Strategic Partnerships - will set short and long term goals for performance and improvement and define a threshold of mission fulfillment. Throughout the year, OIRP will work collaboratively with other units across the campus to prepare an annual report on achievement of the Core Theme objectives. The report will be issued in conjunction with the annual strategic planning update and will be reviewed by the Academic Council, which will prepare an assessment of progress and provide recommendations. The report will be shared with the Portland State Faculty Senate and the President’s Executive Committee, which will be responsible for providing the campus with a full accounting of progress and any actions taken on recommendations for improvement.

The assessment of Core Themes will be integrated with President Wiewel’s strategic planning process, which monitors and reports on achievement of annual goals and expectations for the campus. At mid-year and again at the end of the academic year, the President provides the campus with an update on planning activities, both electronically on the Portland State website and through public meetings open to the campus community. Efforts are underway to link Portland State’s electronic institutional portfolio with improvements in the University’s data management system so that information on performance and achievement of goals and outcomes may be provided publicly through the institution’s website.

In addition to these internal monitoring and assessment activities, Portland State participates in the annual Oregon University System Performance Report, which measures institutional and system-wide progress using a set of common and institution-specific indicators. The indicators are organized under four goal headings: Student Progress and Completion, Academic Quality and Student Success, Educated Citizenry and Workforce Development, and Knowledge Creation and Philanthropy. In keeping with its mission and core themes, Portland State’s institution-specific indicators are Participation in Courses with a Community Service Learning Component and Research and Development Expenditures in Science and Engineering. Reported annually, the achievement targets for these two indicators are included in the strategic planning process, along with action steps for improvement.
Standard 1.B Core Themes

Core Theme 1: Community Engagement and Civic Leadership

Engagement and Student Learning

Portland State’s identity is defined generally by its urban location and specifically by its location in Portland. Community engagement is central to Portland State’s approach to teaching, learning, and research. Located in the core of Oregon’s largest metropolitan area, Portland State takes advantage of a wide variety of opportunities for community engagement by integrating these opportunities into both the undergraduate and graduate curriculum. One important example of this is the Senior Capstone, offered through the undergraduate University Studies general education program, in which multidisciplinary groups of students, led by a faculty expert or a community partner, work together to address real-world problems or issues. Other community-based learning...
courses, practica and internships are offered across the curriculum, including courses offered in international contexts, allowing students to apply what they have learned in their major and in their other courses to a challenge or issue faced by the metropolitan community. In addition, Portland State connects students and faculty to the global community through its relationships with international universities and organizations, providing and teaching, learning and research opportunities that reflect an expanding notion of engagement and community.

Objectives
1. Provide a curriculum that leads to the achievement of the undergraduate Campus-Wide Learning Outcome for engagement.
2. Establish and maintain partnerships that impact student learning and meet community needs.

Indicators
- Student participation in Capstone and Community-Based Learning (CBL) courses.
- Capstone assessment results.
- Program assessment reports that document students’ achievement of the undergraduate engagement learning outcome.
- Interviews with student, faculty and community partners involved in Capstones and CBL courses to document effectiveness of programs.

Engagement and Research
Engagement is a core component of the University’s research agenda. Through scholarship and funded research, faculty members from across the disciplines engage with local, regional, national and international communities to improve the environmental, economic, and social well-being of the Pacific Northwest and beyond the Pacific Rim. A major focus of the research conducted through partnerships with organizations and agencies in the City of Portland and the metropolitan region is sustainability. Through their cutting-edge work in this area, faculty and students contribute to the development of sustainable solutions and strategies that have a far-reaching impact. From the sciences and engineering to business and urban and public affairs, and from fine and performing arts to the School of Social Work, sustainability research and related activities permeate the campus. The growing emphasis on research, topping $58 million in expenditures for the 2010 academic year, signals the transformation of the University into an incubator for innovation and exploration. The variety and range of research activities is documented at www.pdx.edu/profile.

Objectives
1. Promote and maintain a research agenda that addresses globally significant, locally relevant issues.
2. Support and promote faculty partnerships and engagement with the community.

Indicators
- Funded research expenditures for projects in metropolitan region.
- Faculty research productivity and partnerships, publications or scholarly output and external service demonstrating community-engagement.
Civic Leadership

Portland State is actively engaged with the community through a wide array of civic partnerships and economic relationships and provides a strong leadership role in addressing issues important to the city and the region. Members of the campus community actively participate in civic life, serving in organizations and on boards, task forces or commissions focused on improving the quality of life in the region and on developing strategies to promote sustainable urban futures. Partnerships with the City of Portland have resulted in the formation of a ‘University District Plan’ to enhance the economic viability of the South Waterfront area. The plan includes further development of public transportation options, including light rail, streetcar service, bike lanes, and mixed-use construction that includes provision of spaces for classrooms and research along with spaces for retail locations and businesses.

Portland State’s economic impact runs deep in the metropolitan area. The institution is a leading employer, workforce developer, purchaser, small business cultivator, researcher and real estate developer. In the 2009-2010 fiscal year the institution demonstrated an economic impact of over $1.4 billion. Efforts are underway with the City of Portland and the Portland Development Commission (PDC) to align strategic goals and utilize resources and expertise for the betterment of the region in such areas as job creation, sustainable development, access expansion, and service as a “think tank” for regional planning. Through a strategy of improved communication and coordination with partners and aligning its efforts with regional economic and development goals and continuing to plan and develop partnerships, Portland State continues to play a major leadership role.

Objectives

1. Provide leadership in areas vital to the urban and metropolitan area.
2. Contribute to the social and economic vitality of the region through partnerships.

Indicators

- Reports of social and economic impact on the metro area and region.
- Number and type of partnerships.

Rational for Objectives and Indicators

The University places a high priority on partnerships that foster community impact and enhance teaching, learning, and research opportunities for faculty and students. As a “steward of place,” Portland State views these activities as core to its mission. Objectives and indicators for this Core Theme are part of the ongoing assessment of institutional performance and include measures that are routinely monitored and evaluated by the campus leadership.

For example, the vice presidents for research and strategic partnerships and finance and administration are developing strategies to enhance the infrastructure support and financial sustainability of efforts to increase strategic partnerships and the growing research enterprise. Along with this, the Provost has mandated annual faculty activity reporting as part of academic planning. Faculty productivity in a variety of areas, including community engaged research and scholarship, is collected through an on-line faculty vita database and reported with other department and school/college-level planning indicators during winter term of each year. As mentioned earlier,
student participation in community-based learning is included in annual performance reporting to the Oregon University System and in the annual strategic planning process. One measure of the impact of student participation in community-based learning courses is the assessment of the Campus-Wide Learning Outcome on engagement, which is included in the annual program assessment process. The number, type and location of partnerships also are monitored and reported internally by the Vice President for Research and Strategic Partnerships and the Associate Vice Provost for Engagement and Community-University Partnership. New efforts to assess the impact of these partnerships on the campus and on the community will be developed as part of institutional strategic planning activities. Research expenditures are included in annual performance reporting at the system level are and also monitored by the Vice President for Research and Strategic Partnerships.

Core Theme 2: Student Success

As an urban serving institution, Portland State serves a diverse population of learners, including large numbers of first-generation college students, transfer and part-time students, older or returning students, students of color and low-income students, as well as graduate students and those seeking career advancement. This diversity challenges traditional measures of undergraduate student success and calls for innovative strategies to ensure that access and opportunities result in the achievement of educational goals. Portland State’s growing commitment to student success includes two important dimensions: offering and assessing high quality academic programs and providing support activities that increase the likelihood of student retention throughout the academic experience, with degree completion as the goal.

Assessment of Student Learning

Program-level assessment at the undergraduate and graduate levels, along with the broader assessment of seven undergraduate Campus-Wide Learning Outcomes (CWLOs), is central to the institution’s efforts to provide a high quality academic experience for all students. Assessment activities support the notion that students learn best when they have a clear framework of expectations for their education. Taken together with programmatic learning goals and outcomes, the seven undergraduate learning outcomes help students understand what is expected of Portland State graduates and provide them with a way to gauge their own learning. Co-curricular activities, provided through the programs and services offered by the Office of Student Affairs, are viewed as a key piece of the student experience and are regularly assessed. Results are shared with through the Institutional Assessment Council, which includes both academic and student affairs faculty and professionals.

Along with assessment of student learning outcomes, the University is committed to ongoing review of its academic programs. The annual planning process includes reporting and analysis of productivity indicators under four broad headings: students, academics, financials, and facilities. A revised program review process will be launched during 2012 that will include core components of the annual planning process and will allow units that participate in specialized accreditation to provide evidence provided to external evaluators as part of their internal review requirements.
Objectives
1. Provide regular, meaningful assessment of student learning at the undergraduate and graduate levels.
2. Link assessment of academic outcomes with student affairs assessment.
3. Ensure high quality programs through a program review process for undergraduate and graduate programs.

Indicators
- Assessment reports that document students’ achievement of undergraduate Campus-wide Learning Outcomes
- Program assessment reports that document student learning in departments and programs at the graduate and undergraduate level

Retention and Graduation Rates
Student success in retention and graduation is supported by a portfolio of initiatives led by a team of academic and student affairs faculty and professionals. Campus dialogues on improving retention led to the formation of the First Steps for Student Success and Retention Committee, which set forth a set of recommendations for specific actions that would lead to improvement in retention and graduation rates for both freshman and transfer students. At the heart of the initiatives and actions undertaken as a result of these recommendations are three key principles: improve student success, and support institutional goals. The initiatives demonstrate commitment to a student experience that will result in higher satisfaction, retention and graduation rates. Specific features of these initiatives include assessment of preparedness, early identification of students at risk, improved communication, addressing financial concerns, and supporting timely progress to graduation.

New resources and leadership provide momentum for these initiatives. An important new position is the Special Assistant to the Provost for Student Success, which coordinates the various projects across all units, raising the visibility of student success activities. As mentioned earlier, the position of vice provost for student affairs has been changed to vice president for enrollment management and student affairs position, thus creating a new executive level position that places an increased focus on success as a campus priority.

A significant effort has been made to improve student advising and orientation, including several major initiatives: the hiring of 14 new advisers in the schools/colleges in collaboration with Student Affairs, mandatory student orientation and first-year advising, and the implementation of new placement and degree mapping tools. One focus of these efforts will be to identify at-risk students earlier and provide interventions to help them make timely progress toward their academic goals.

Transfer students comprise the largest portion of the undergraduate class and their success is a top priority for the campus. Articulation agreements with key community college partners, such as Portland Community College, Mt. Hood Community College, Clackamas Community College, and Chemeketa Community College, help establish clear pathways that foster student access and opportunity and success. The highly-successful co-admission agreement with Portland Community College, which has helped student participating in the program graduate at higher rates than other
transfer students, has been renewed and strengthened. These efforts demonstrate a collaborative, data-driven approach to student success for all undergraduates.

**Objectives**
1. Improve retention and completion rates for freshman and transfer students.
2. Provide curricular and co-curricular activities and students services that support success.

**Indicators**
- Student participation in orientation and advising.
- Co-admitted student retention and graduation rates.
- Freshman and transfer student retention and graduation rates.

**Rational for Objectives and Indicators**
Portland State has made student success a high priority and has put in place a number of initiatives to support its goals in this area. The Office of Student Affairs monitors student participation in advising and orientation and makes regular reports to the President’s Executive Committee and the Council of Academic Deans. Student retention and graduation rates are reported annually for both freshman and transfer students by OIRP. As mentioned earlier, the Center for Academic Excellence has developed a process for monitoring the achievement of student learning outcomes across all undergraduate and graduate programs and produces an annual report on program and campus-wide learning outcomes.

**Core Theme 3: Innovative Research and Scholarship**

Research and scholarship at Portland State are characterized by faculty and students working in close collaboration with community partners or in multidisciplinary teams on “globally significant and locally relevant” questions and issues. One important aspect of the growing research agenda, and of many of the institution’s graduate programs, is active engagement with the urban environment. A wide range of topics, such as transportation, urban planning, social work, nanomaterials and fabrication, health and life sciences and K-12 pathways, reflects both Portland State’s urban character and the social, cultural and economic development needs of the region and the state. A major thrust of research and scholarship activities is sustainability, which takes a multidisciplinary approach including the sciences, social sciences, humanities, the arts and an array of professional programs. Faculty experts on solar cells, pollution, climate change, healthy living, biotechnology, and public policy making are enhancing Portland State’s reputation as a research institution focused on developing sustainable practices.

Partnerships with other higher education institutions in the state, such as those with the Oregon Health & Sciences University (OHSU) and Innovate Collaborate Oregon (ICO), a partnership between Portland State University, Oregon State University, University of Oregon and Oregon Health & Sciences University, help develop programs that meet regional needs and foster interactions between industry and Oregon’s research universities. These relationships also provide opportunities for faculty and students to conduct collaborative, multidisciplinary research and to bring this work to bear in the curriculum.
Multidisciplinary approaches to research and scholarship give graduate students a solid foundation in disciplinary knowledge, and also prepare them for collaborative research. Some specific examples of this can be seen in the doctoral degree in Public Affairs and Policy, administered through the Hatfield School of Government, and the Integrative Graduate Education and Research Traineeship (IGERT) program coordinated by Institute for Sustainable Solutions. The Innovation & Industry Alliances (IIA) works with research teams from across the institution and with organizations around the world, to maximize the impact of innovation. IIA uses trademark, patent, and copyright to achieve Portland State researchers’ goals for their innovations. IIA also works with Oregon companies through the Portland State Business Accelerator, which helps to incubate businesses and creates new jobs (http://www.psba.pdx.edu/) and many companies function as licensees of innovations developed at the University.

Additional information on Portland State’s research activities, strategic partnerships, economic impact, and innovation can be found at http://www.pdx.edu/research-and-strategic-partnerships.

Objectives
1. Foster and support sustainability and interdisciplinary research
2. Develop and support partnerships with other regional educational institutions
3. Provide infrastructure to support research and scholarship across the institution
4. Provide opportunities for student participation in research at undergraduate and graduate levels
5. Support research that reflects the University’s urban character and addresses the needs of urban communities

Indicators
- Research expenditures for sustainability-related and interdisciplinary work.
- Number of partnerships with Oregon Health Sciences University and other regional educational institutions.
- Numbers of patents, disclosures and licenses filed, companies participating in the Portland State Business Accelerator.
- Number of refereed publications or other scholarly contributions of faculty.

Rational for Objectives and Indicators

A key piece of the mission statement is research and community service that addresses issues important to the region. Sustainability is an important piece of research, instruction, and the overall life of the campus. The Office of Research and Strategic Partnerships annually reports research expenditures for sponsored research and is developing methods for identifying sustainability and interdisciplinary research. As mentioned earlier, partnership information is regularly collected and monitored and processes for assessing the impact are underway.
**Core Theme 4: Educational Opportunity**

A key piece of Portland State University’s urban-serving mission is to provide educational opportunities to metropolitan, regional and international communities. This includes a commitment to diversity and the provision of opportunities to all populations in the urban area. As the most diverse university in Oregon, Portland State creates a welcoming climate for students from all backgrounds. Multiple constituencies look to the University to provide opportunity and leadership: first-generation and returning students, the Latino/a community, veterans, people with disabilities, career professionals seeking advancement, and many others.

**Providing Opportunities**

Part of this commitment to opportunity entails providing students with a range of choices in their educational careers, as well as flexibility in scheduling and mode of delivery. The variety of educational programs for undergraduate and graduate students ranges from degrees in the traditional humanities, social science and science disciplines to an array of professional programs particularly suited to the needs of the metropolitan region. The richness of academic programs in the schools and colleges demonstrates Portland State’s commitment to serving the needs of the metro region.

Portland State also provides course offerings in various locations, times and through alternative modes of delivery. Courses and programs are available at off-campus locations, some in partnership with area community colleges. In addition, evening courses are a mainstay of the professional programs, as are weekend offerings for selected professional programs. The institution is a member of the Western Interstate Commission for Higher Education (WICHE), which fosters access and opportunity for out-of-state students to selected undergraduate and graduate programs.

Portland State has placed particular emphasis on improving college readiness and K-12 and community college pathways for students to attend university. Partnerships with high schools and community colleges have helped to engage different communities and to enable students to envision themselves as learners with the expectation that they will attend university. Dual degree courses in the high schools are a mechanism for encouraging students to experience college-level courses and help them gain a head-start on their degree programs. Other programs that create pathways to a college degree are the University Studies’ Freshman Inquiry courses offered in some regional high schools and the Challenge/LINK program that provides college credit for courses taken in high school. In collaboration with various community partners, including the K-12 systems and various government and non-profit agencies, Portland State has created an approach called SUCCESS (Schools, University, and Community Collaborating for Educational Success for all Students), which includes a comprehensive plan for how Portland State can help participate in the PK20 education continuum. These initiatives are outlined at: http://www.pdx.edu/cradle-to-career/.

Providing educational opportunity also includes preparing students for postgraduate education. One expression of this commitment is the Ronald E. McNair Program, which prepares first-generation college students for graduate studies by providing mentoring and research experiences. The University Honors program and the Scholarly and Creative Activity Grants for undergraduate research are additional examples of efforts to prepare students for graduate programs. Inter-institutional agreements have also established educational opportunities in which undergraduate students who meet established academic criteria are guaranteed admission into graduate programs.
Objectives
1. Through strategic investments, provide a full range of undergraduate and graduate programs in disciplines relevant to the region that are accessible to a broad range of students.
2. Partner with other education institutions in the metropolitan area to create a seamless and more effective system to support opportunities for students from preschool to graduate school.

Indicators
- Number of partnerships with educational institutions in the metropolitan area.
- Number and type of courses offered online or in non-traditional formats.

Opportunities for Diverse Populations
Portland State is committed to supporting students from a variety of backgrounds and experiences. During 2010-2011, a Chief Diversity Officer was hired to lead a newly-formed Office of Diversity and Inclusion. The Office works closely with student and academic affairs to support student success and to set targets for increased minority student recruitment and enrollment. One collaborative effort designed to meet the needs and demands of the rapidly growing Hispanic population of the region is “Exito!” a program created in 2010 to increase efforts to recruit, retain, and graduate more Latino students.

One of the seven CWLOs is internationalization. Fulfillment of that learning outcome requires provision of international experiences for all students, as well as hosting experiences for students from abroad whose presence on campus and in the classroom enhances the experience of domestic students. Since many of Portland State students find it difficult if not impossible to participate in traditional study abroad experiences, a major focus of collaboration between the Office of International Affairs (OIA) and the academic units has been developing short-term study abroad opportunities. These international experiences, together with connected course work on campus, provide an important opportunity for students who might not otherwise have the ability to study abroad. In addition to the increase in the number of international opportunities for domestic students, international recruiting efforts have increased the number of international students enrolled at both undergraduate and graduate levels. To address the additional support many of these students need to succeed, OIA has developed international student support and advising functions collaboration with Student Affairs. In addition, exchange programs with universities in China, Vietnam, and South Korea - especially through the Maseeh College of Engineering and Computer Science - provide qualified international students with provisional acceptance into graduate programs upon completing their home institution’s undergraduate program.

Objectives
1. Increase efforts to recruit, retain and graduate diverse students.
2. Provide support services for students from historically under-represented groups.
3. Provide international and intercultural learning opportunities.

Indicators
- Number of students engaged in study abroad, international Capstones, and other international study opportunities.
- Recruitment, enrollment and retention of diverse students.
• Program assessment reports that document students’ achievement of the undergraduate internationalization learning outcomes.

Rational for Objectives and Indicators

The University is committed to providing educational opportunities to students from a variety of backgrounds. It also has a goal of being internationally recognized for excellence in student learning, innovative research and community engagement. Partnerships with other educational institutions, non-traditional course formats, and international experiences support these goals. As mentioned earlier, the number and type of partnerships are routinely monitored and new efforts to assess their effectiveness are being launched. Data on scholarships are available through the Office of Student Affairs and analysis of their impact on underrepresented students is conducted periodically by the Admissions Office. Reporting of participation in study abroad, international Capstones and other opportunities is collected by Education Abroad, which conducts an annual survey in conjunction with OIRP. The Center for Academic Excellence has established a process to review program assessment materials from undergraduate and graduate programs, which includes assessment of all CWLOs, including internationalization. The newly formed Center for Online Learning receives reports of student participation in online courses from OIRP assesses these online courses. Demographics of faculty, staff and students are reported in the “Fall Term Fact Book,” and the newly formed Office of Diversity and Inclusion receives these and more detailed reports from OIRP.

Table 2. Measurable Indicators for Core Themes

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<thead>
<tr>
<th>Core Theme</th>
<th>Objectives</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Community Engagement and Civic Leadership</td>
<td>• Engagement and Student Learning</td>
<td>• Student participation in Capstone and Community-Based Learning (CBL) courses</td>
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<tr>
<td></td>
<td>• Provide a curriculum that leads to the achievement of the Campus-wide Learning Outcome for engagement</td>
<td>• Capstone assessment results</td>
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<td>• Establish and maintain partnerships that impact student learning and meet community needs</td>
<td>• Program assessment reports that document students’ achievement of the undergraduate engagement learning outcome</td>
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<td>• Interviews with student, faculty, and community partners involved in Capstones and CBL courses</td>
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<tr>
<td>Engagement and Research</td>
<td>Civic Leadership</td>
<td>Innovative Research and Scholarship</td>
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<tr>
<td>- Promote and maintain a research agenda that addresses globally significant, locally relevant issues</td>
<td>- Provide leadership in areas vital to the urban and metropolitan area</td>
<td>- Foster and support sustainability and interdisciplinary research</td>
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<tr>
<td>- Support and promote faculty partnerships and engagement with the community</td>
<td>- Contribute to the social and economic vitality of the region through partnerships</td>
<td>- Develop and support partnerships with other regional educational institutions</td>
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<tr>
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<td></td>
<td>- Provide infrastructure to support research and scholarship across the institution</td>
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<td>- Provide opportunities for student participation in research at undergraduate and graduate levels</td>
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<td>- Support research that reflects the University's urban character and addresses the needs of urban communities</td>
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<td>- Number of partnerships with Oregon Health &amp; Sciences University and other regional educational institutions</td>
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<td>- Numbers of patents, disclosures and licenses filed, companies participating in the Portland State Business Accelerator</td>
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<td>- Number of refereed publications or other scholarly contributions of faculty</td>
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<tr>
<td></td>
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<td>- Research expenditures for sustainability-related and interdisciplinary work</td>
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Student Success

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<thead>
<tr>
<th>Assessment of Student Learning</th>
<th>Retention and Graduation Rates</th>
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<tbody>
<tr>
<td>- Provide regular, meaningful assessment of student learning at the undergraduate and graduate levels</td>
<td>- Improve retention and completion rates for freshman and transfer students</td>
</tr>
<tr>
<td>- Link assessment of academic outcomes with student affairs assessment</td>
<td>- Provide curricular and co-curricular activities and students services that support success</td>
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<tr>
<td>- Ensure high quality programs through a program review process for undergraduate and graduate programs</td>
<td>- Base decisions on evidence of the student experience and performance</td>
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Conclusion

Over the last 15 months, Portland State has carried out an extensive process to discuss, evaluate, and reflect upon the relationship between its mission statement and the institution’s Core Themes. This work, begun by a smaller subcommittee, then continued by the larger accreditation advisory committee, and further developed by the Core Theme subgroups and university leadership, has included faculty and administrators from across the academy. At times, the effort proved to be challenging because definitions of the themes needed to be distinct to the institution and measured by enduring objectives and indicators. As a result of this process, the Core Themes now reflect Portland State’s distinctive role as an urban-serving, public institution for which community engagement is a core value.

The report clearly describes goals for the future and the measures that will be used to determine success. The indicators create a framework for tracking performance over time. Work will continue on the indicators and on the frequency and nature of data collection. This will entail coordinated efforts across campus in a manner that is broader than for accreditation purposes alone. During a time of change, this document helps to create a common vision centered on President Wiewel’s blueprint for the future.
Appendices:
Let Knowledge Serve the City

VISION
Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.

MISSION
The mission of Portland State University is to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

VALUES
The pursuit of our vision rests on our success in transforming undergraduate education, growing research programs, strong collaboration with the community, and the core values we hold. These values describe not only what PSU is now, but what it will be in the future.

- LEARNING AND DISCOVERY — PSU values intellectual inquiry in its undergraduate and graduate programs, provides leadership in the development of knowledge, and creates opportunities for the application of knowledge to real-world problems. We maintain a welcoming and stimulating environment that is conducive to success for students, faculty, and staff. We value tenure as an essential component of this environment.

- ACCESS TO LEARNING — PSU is committed to providing access and opportunity to learners from regional, national, and international communities in their pursuit of lifelong learning and diverse educational goals.
A CLIMATE OF MUTUAL RESPECT — PSU values diversity and fosters a climate of mutual respect and reflection that supports different beliefs and points of view, and the open exchange of ideas.

OPENNESS AND REFLECTION — PSU endeavors to improve continuously as a university through reflection and open assessment of our activities.

COMMUNITY AND CIVIC ENGAGEMENT — PSU values its identity as an engaged university that promotes a reciprocal relationship between the community and the University in which knowledge serves the city and the city contributes to knowledge in the University.

We value our partnerships with other institutions, professional groups, the business community, and community organizations, along with the talents and expertise these partnerships bring to the University. We embrace our role as a responsible citizen of the city, the state, the region, and the global community. We foster actions, programs, and scholarship that will lead to a sustainable future.

LEADING THROUGH ENGAGEMENT
Engagement describes Portland State’s collaborative approach to the exchange of knowledge and resources with local, regional, national, and global partners for mutual benefit of students, faculty, and the community. Engagement among faculty, students, and the community contributes to learning and scholarship that is globally relevant and regionally focused.

Guiding Themes
The work of the University is guided by the following five themes:

PROVIDE CIVIC LEADERSHIP THROUGH PARTNERSHIPS
Lead as a civic partner, deepen our engagement as a critical community asset, demonstrate leadership in regional innovation, serve as an anchor institution in the Metro area.

IMPROVE STUDENT SUCCESS
Ensure a student experience that results in higher satisfaction, retention, and graduation rates.

ACHIEVE GLOBAL EXCELLENCE
Distinguish the institution nationally and internationally through the accomplishments of its faculty, reputation of its programs, and preparation of its students for a diverse and global economy.

ENHANCE EDUCATIONAL OPPORTUNITY
Ease the transition and create more effective pathways for students to move from K-12 to higher education.

EXPAND RESOURCES AND IMPROVE EFFECTIVENESS
Expand resources in each of the funding streams (state, private, business partnerships, research, tuition), manage resources effectively, and match investments to strategic priorities.
Provide Civic Leadership Through Partnerships

1. Enhance PSU’s central role as economic development partner

ACTIONS

- Establish roles, structure and year-one goals for VP for Research and Strategic Partnerships (VPRSP)
- Expand collaboration with PDC, TriMet, Greenlight Greater Portland, and other organizations
- Develop and implement strategic economic development partnerships with PGE, NW Natural, Portland Economic Development Clusters (clean-tech/sustainable industries, active wear, software, advance manufacturing), and other organizations

OUTCOMES – June 2011

- Role and structure of the strategic partnership function in the Office of the VPRSP defined and staffed, and integrated with the community and university
- Contract with PDC for Data Commons signed
- Center for Applied Economic Analysis operational
- Curriculum and research priorities aligned with economic development goals

OUTCOMES – June 2011

- Additional collaborative activities with new partners; e.g., P-20 initiative with public schools expanded; campus partnerships with Head Start and community college partners for Gateway Center expanded; and to-be-determined projects initiated with others
- Recognition as essential partner with City and others
- VPRSP to have met with key strategic partners in civic and business communities
- Report made to Faculty Senate on the narrative and appropriate assessment measures for the “engagement” learning outcome
- 2011 targets for increased enrollment in community-based learning courses met

2. Enhance PSU’s role and visibility as a civic partner

ACTIONS

- Develop collaborative partnerships with civic, cultural, and community organizations such as PAM, OHS, Urban League, and other higher education institutions
- Expand participation in mayoral cabinets and strategic taskforces
- Establish Office of the VPRSP as a primary coordinating access point for major partnerships
- Develop narrative and appropriate assessment measures for the student learning goal on “engagement”

OUTCOMES – June 2011

- Role and structure of the strategic partnership function in the Office of the VPRSP defined and staffed, and integrated with the community and university
- Contract with PDC for Data Commons signed
- Center for Applied Economic Analysis operational
- Curriculum and research priorities aligned with economic development goals

3. Enhance collaboration with OHSU and other health care providers

ACTIONS

- Complete work of OHSU-PSU Strategic Partnership Task Force
- Establish year-one goals for administrative, research and academic collaborations with OHSU based on the recommendations of the OHSU-PSU Strategic Partnership Task Force
- Develop business plan and launch of design of Life Sciences Collaborative Complex
- Develop bioscience capacity at PSU Business Accelerator

OUTCOMES – June 2011

- Report to legislature on outcomes of OHSU-PSU Strategic Partnership Task Force
- Year-one goals for OHSU-PSU Collaborative implemented, including seeking legislation in support of a collaborative school of public health and allied health programs
- Life Sciences Center construction started
> Companies utilizing bioscience facilities and programs at the PSU Accelerator

**Improve Student Success**

1. **Implement measures to increase student retention and graduation rates**

**ACTIONS**

> Implement First Steps Committee’s and other retention recommendations approved by Provost Koch
> Expand plan to increase percentage of tenure-track faculty/strategic conversion of adjunct and fixed term lines to tenure-track lines
> Analyze Smith Memorial Student Union usage patterns

**OUTCOMES - June 2011**

> Meet or exceed 2011 targets for student retention including improve fulltime freshmen to sophomore retention rate (target: 72.5%) and improve junior transfer student retention to second year (target: 83.7%)
> Recruitment approved for new tenure-related lines
> Plan for prioritizing use of Smith Memorial Student Union developed

2. **Integrate the new campus-wide undergraduate learning outcomes within learning assessment activities**

**ACTIONS**

> Refine online unit level assessment and provide feedback
> Complete Institutional Assessment Council narrative and recommend appropriate assessment measures for each undergraduate learning goal; present work to Faculty Senate
> Map unit-level learning goals to campus-wide undergraduate learning outcomes and organize and convene faculty discussions on unit-level coverage
> Develop and begin implementing a campus-wide undergraduate learning outcomes communication plan for students and community

**OUTCOMES - June 2011**

> Annual online assessment cycle on schedule for 2011-12 academic year
> Narrative and appropriate measures for each undergraduate learning goal reported to the Faculty Senate
> Plan to address campus-wide undergraduate learning outcomes at unit level developed; unit role in assessment of campus-wide undergraduate learning outcomes articulated
> Plan developed and implemented for communicating campus-wide undergraduate learning outcomes to students and community

3. **Improve academic success of athletes**

**ACTIONS**

> Host successful NCAA campus certification visit in Fall 2010
> Adopt and implement new advising plan for student athletes to include community engagement requirement
> Include academic performance of athletes as a measure in annual performance evaluation of coaches and staff

**OUTCOMES - June 2011**

> Changes to athletics program implemented
> Ban lifted on post-season play for the following year and no further penalties imposed
> 100% participation in and completion of community engagement requirements achieved by athletes
> 925 APR in all sports maintained or exceeded

**Achieve Global Excellence**

1. **Expand innovative research**

**ACTIONS**

> Establish a plan for research that sets expectations for growth in total funding, increased research dollars per FTE, and meets goal of doubling external funding in five years
> Improve research infrastructure by addressing research compliance, incentives, staffing, use of digital repository, creation of electronic proposal and submission system, enhanced research seed funding, streamlined research support processes
> Develop targeted plan for international research partnerships

**OUTCOMES - June 2011**

> 2011 targets for external funding $64 million and increased industry startups/intellectual property management met
> Quality initiatives in areas of research infrastructure implemented
> First-year plan for international research partnerships implemented

2. **Establish PSU as a recognized regional resource for research, practice and education in sustainability**

**ACTIONS**

> Develop one-year and five-year organizational plans with sustainability director and establish a communications plan for Institute for Sustainable Solutions
> Increase visibility regionally and nationally of PSU’s role in sustainability research
> Create definition of sustainability-related courses and set target for increasing enrollment
> Participate in development of Oregon Sustainability Center
> Establish sustainable policies and practices for campus operations

OUTCOMES - June 2011
> Year-one communication plan for Institute for Sustainable Solutions implemented
> Report submitted to Provost and VPRSP on increased visibility of sustainability-related research
> Report submitted to Provost and VPRSP on definition/ descriptions and targets for sustainability-related research, courses and enrollment
> Role for PSU in Oregon Sustainability Center contractually defined
> Sustainable policies and practices for campus operations implemented

3. Pursue diversity goals for students, faculty, and staff

ACTIONS
> Establish Chief Diversity Officer as an influential campus-wide leader
> Complete updated strategic diversity action plan
> Implement recommendations of Latino-Latina Student Success Task Force
> Identify opportunities to promote success for under-represented students, faculty and staff

OUTCOMES - June 2011
> Office of Chief Diversity Officer perceived by campus community as integral on diversity issues
> Strategic diversity action plan ready for implementation
> Interim Latina/Latino Center for Student Success established
> Plan for maximizing opportunities for under-represented students, faculty and staff completed

4. Pursue internationalization goals recommended by the Internationalization Council

ACTIONS
> Review, approve and begin implementing selected strategies outlined in Strategy for Comprehensive Internationalization
> Coordinate Middle East initiative, including hiring in-region specialist and plans for recruitment and alumni relations and academic programs
> Develop additional strategic international partnerships in selected universities in Asia, Middle East and Latin America

OUTCOMES - June 2011
> Strategy for Comprehensive Internationalization approved by Chief Diversity Officer, Council of Academic Deans, Provost, and President
> 2011 target for increasing international enrollment (2,000 students) met or exceeded
> Terms and conditions for strategic international partnerships and, when appropriate, partnership agreements implemented

Enhance Educational Opportunity

1. Work with K-12 partners in the Portland metropolitan area to improve student success

ACTIONS
> Enhance leadership role in establishing P-20 Cradle to Career initiative
> Work with faculty and community partners to identify strategic areas for research focus
> Implement College Readiness Program in partnering with regional school districts and develop a Math-Science Partnership proposal for submission to National Science Foundation (NSF)

OUTCOMES - June 2011
> Data collection and analysis systems developed for Multnomah County-P-20 Cradle to Career initiative
> P-20 Cradle to Career focus areas identified and research groups formed
> Math-Science Partnership proposal submitted to NSF

2. Expand and improve Portland State online programming for students and faculty

ACTIONS
> Migrate online courses from Blackboard to Desire2Learn
> Establish administrative structure for online learning and hire a director
> Expand the number of fully online and hybrid courses (including University Studies’ SINQs)
> Focus on enhancing appropriate support activities (Library, HELP desk, instructional design, IT infrastructure, LMS) by coordinating efforts through new online learning center

OUTCOMES - June 2011
> Existing online courses successfully converted to Desire2Learn
> Online learning administrative structure, budget model, policies and administrative infrastructure operational
> Fifteen percent of SINQs available in an online format; capacity to offer seven full online SINQs and three full online capstone classes each quarter
> Online learning director in place and coordinating support activities
Expand Resources And Improve Effectiveness

1. Undertake a long-term strategic financial planning effort

**ACTIONS**

- Financial Futures Task Force to develop long term financial planning and budget model that aligns budget model principles with strategic University goals
- Develop tuition strategy, examine fee remission strategy, and other revenue topics
- Explore feasibility of business service centers as means to improve the quality of key administrative functions

**OUTCOMES - June 2011**

- Financial Futures Task Force work completed and principles for a new budget model established
- Recommendations on tuition strategy, fee remission strategy, and other pertinent review topics submitted to ExCom
- Pilot business service center operational and recommendations on future of service center approach submitted to ExCom

2. Develop enrollment management plan and begin implementation

**ACTIONS**

- Formalize enrollment management plan, including fee remission and scholarships to support recruitment, retention, and graduation
- Strategically recruit domestic, high-achieving, and non-resident and international students
- Strengthen community college connections
- Plan and implement steps to expand student housing
- Establish fundraising case in support of the enrollment plan, diversity, and student success

**OUTCOMES - June 2011**

- Campus enrollment management plan, including strategic allocation of fee remissions and scholarships, implemented
- 2011 target for domestic non-resident (4,028) and international students (2,000) met or exceeded
- Complete infrastructure and technology to support co-admission
- College Station Housing Project in construction
- Fundraising plan in support of the enrollment plan, diversity, and student success implemented

3. Enhance curricular efficiency and effectiveness

**ACTIONS**

- Identify appropriate courses and necessary instructional support for offering large lecture sections
- Develop and implement a plan for managing capacity through enhanced course scheduling and effective classroom usage
- Expand online offerings
- Focus on appropriate faculty mix (appointment type, address diversity goals)

**OUTCOMES - June 2011**

- Plan established for identifying courses and instructional support needed for offering more large lecture sections
- Number of small classes that do not meet the minimum enrollment policy reduced
- Implementation begun of plan for more effective classroom management and scheduling
- Target for increasing the number of online courses (847) and the SCH in online courses (74,052) met
- Searches for 15 new tenure-related positions concluded

4. Build a culture of philanthropy, prepare for a major comprehensive campaign and define campaign priorities

**ACTIONS**

- Implement a Moves Management System and increase major gift and grant proposal activities
- Create or improve predictive modeling, prospect research and targeted alumni relations activities to grow PSU donor base and extend the major gifts pipeline
- Integrate the need for support in the communications plan and activities
- Assess the need for endowed/expendable and outright/deferred gift funding to be included in the capital plan
- Conduct campaign feasibility study and develop initial case statement based on defined and vetted campaign priorities

**OUTCOMES - June 2011**

- Expanded donor base created
- Fundraising strategy for capital projects developed
- Corporate and foundation proposals and awards increased
- Campaign feasibility study and initial case statements completed
- Collaboration between University Relations and University divisions improved
5. Improve campus climate

ACTIONS
> Fully integrate new Executive Committee members into the campus community and senior management
> Ensure regular communication with campus community regarding goals, activities, and challenges
> Employ continuous improvement program to address infrastructure challenges
> Convene working groups to create additional opportunities to support and recognize the achievements of faculty and staff
> Increase professional development opportunities to foster career development

OUTCOMES - June 2011
> Roles of new Executive Committee members clearly defined and group functioning well as a team
> Campus outreach plan developed and implemented
> Report made to ExCom regarding progress toward infrastructure improvements
> Recommendation on ways to better recognize faculty and staff excellence presented to Provost, Human Resources and ExCom
> Career development support plan completed

6. Initiate or continue major capital projects and update current infrastructure

ACTIONS
> Continue work on current capital projects including Life Sciences Collaborative Building, Oregon Sustainability Center, College Station Housing Project, Science Building 2 renovation, Lincoln Hall renovation, Market Center Building remodel, Campus Loop Project, Corbett Building, Bioscience Labs
> Work toward approval of capital project list
> FADM to work with OAA and Deans to produce space management plan
> Develop staged implementation plans for campus growth based on new University District Framework and begin to develop PSU EcoDistrict
> Implement Climate Action Plan

OUTCOMES - June 2011
> Planned capital projects completed
> Capital projects list approved as feasible by state
> Space management plan completed and approved by vice presidents and provost

7. Expand PSU’s role in state and local leadership

ACTIONS
> Collaborate on changing OUS governance structure and authority
> Expand existing leadership endeavors: Urban Renewal District; Milwaukie Lightrail; Streetcar; PSU/OHSU Life Sciences Collaborative Complex
> Explore new local revenue alternatives to support PSU

OUTCOMES - June 2011
> Additional flexibilities in governance secured from 2011 Oregon Legislative Assembly
> PSU regarded as a full partner in key decision-making groups
> Feasibility analysis of new local revenue alternatives completed
### R&D in Science and Engineering

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Research and development expenditures in science and engineering ($ in millions)
Note: Universities established high and low targets prior to 2008. In 2008, PSU recalibrated near-term targets.

### Community-Service Learning

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Number of students who enrolled in a community-service learning project designed to develop higher-order thinking skills and competencies in the workplace
Note: Universities established high and low targets prior to 2008 (for years through 2008-09)
Contributors:

2011 Year One Report
Shawn Smallman, Office of International Affairs (co-chair)
Kathi A. Ketcheson, Office of Institutional Research & Planning (co-chair)

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Michael Flower, University Studies & Honors
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  Gil Latz, Office of International Affairs