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**Introduction**

The purpose of this Year Three Evaluation visit was to evaluate the Portland State University (PSU) with regard to NWCCU Standards 1 and 2.

**Report on Self-Study**

The self-study addressed Standards 1 and 2 and the individual components of these standards. The report and supplemental materials were provided to committee members in advance of the visit, and the team had adequate time to prepare for the university visit. The majority of the supplemental materials were available on site, either through paper or electronic media. Certain sections of the report provided relevant links to electronic information. When additional materials were asked for, PSU staff quickly provided the materials.

The evaluation team found the report to be generally well organized, although there was ambiguity in certain areas. The committee members expressed some concern about incomplete information regarding certain standards and eligibility requirements. The report was supplemented with a Year Three Self-Evaluation Report Addendum and other supplemental information. The committee members relied upon the additional information provided by PSU and used on-campus meetings to further clarify these issues.

Portland State University staff worked with team members prior to the visit and assisted the team in scheduling and other visit preparation work that allowed for the efficient use of the team’s time while at university locations. Students, staff, faculty, and administrators were helpful during the visit and all provided valuable information to committee members.

**Individuals and Groups Interviewed by the Evaluation Team**

**NWCCU Evaluator Meetings, September 30 to October 3, 2012**

- **Wim Wiewel**, President
- **Sona Andrews**, Provost
- **Lois Davis**, Chief of Staff
- **David Reese**, General Counsel
- **Jackie Balzer**, Vice President Enrollment Management & Student Affairs
- **Jonathan Fink**, Vice President for Research & Strategic Partnerships
- **Monica Rimai**, Vice President for Finance & Administration
- **Jilma Meneses**, Chief Diversity Officer
- **Robert Daasch**, Presiding Officer Portland State Faculty Senate
- **Eugenio Yarce**, ACE Fellow
- **Carol Mack**, Vice Provost Academic Personnel & Leadership Development
- **Kevin Reynolds**, Vice Provost for Academic Fiscal Strategies & Planning
- **Patricia Wetzel**, Interim Vice Provost International Affairs
Sukhwant Jhaj, Associate Vice Provost for Student Success and Dean of Undergraduate Studies
Margaret Everett, Associate Vice Provost and Dean of Graduate Studies
Donna Bergh, Special Assistant to the Provost
Alan Finn, Associate Vice President for University Budget and Finance
Shawn Smallman, International Studies (co-chair)
Mark Wubbold, Senior Policy Analyst
Michael Flower, University Studies
Cynthia Brown, Computer Science
Dan Fortmiller, Associate Vice President Academic & Career Services
Shana Sechrist, Associate Vice President Human Resources and University Policy and Practice
Marilyn Moody, University Librarian
Tom Bielavitz, Assistant University Librarian for Administrative Services and Planning
Sharon Blanton, Associate Vice President/Chief Information Officer
Kirk Kelly, Associate CIO
Dan Zalkow, Executive Director, Planning, Construction & Real Estate
Don Forsythe, Executive Director for Capital Finance & Business Services
Heather Randol, Environmental Health and Safety Manager
Ron Blaj, Director for Capital Projects & Construction
Sandra Burris, Executive Director and Controller
Gary Brown, Associate Vice Provost for the Center for Academic Excellence and the Center for Online Learning

Campus Forums

PSU Faculty Forum: All Portland State University faculty were invited to attend.
PSU Staff Forum: All Portland State University classified staff were invited to attend.
PSU Student Forum: Select Portland State University undergraduate and graduate students were invited to attend.
Preface

Response to Prior Recommendations

The Year One Peer-Evaluation Report contained the following recommendation:

Recommendations

1. While the university has identified core themes, objectives, and indicators of assessment, the evaluation committee found unevenness in the indicators of achievement in relationship to the objectives. The evaluation committee recommends that objectives and indicators of achievement be aligned to provide evidence for all core themes on mission fulfillment. (1.B.2)

The February 17, 2012 letter from the Northwest Commission on Colleges and Universities stated, “In reaffirming accreditation, the Commission requests that the University address Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report as part of its . . . Year Three Self-Evaluation Report.”

The Year Three Self-Evaluation Report did not specifically address the recommendation. The Commission’s Guidelines for the Preparation of Year Three Self-Evaluation Reports indicates that a specific response to prior recommendations should have been contained in the preface to the Year Three Self-Evaluation report. It is strongly suggested that in the future, Self-Evaluation reports prepared by PSU provide a response to prior recommendations from the Commission and follow the reporting format provided by Commission guidelines to ensure completeness.

An addendum given to the evaluators did provide a summary of progress toward the Year One recommendation. This information was helpful. Further, because the recommendation related to Standard 1.B.2 and the Year Three Self-Evaluation Report did address Standard 1.B.2, the Evaluation Committee was able to address the current status of compliance with the standard.

PSU has developed both quantitative and qualitative indicators for the objectives associated with the core themes. In some cases, both quantitative and qualitative have been defined for a particular objective. In other cases, only quantitative or only qualitative measures are used. A mission fulfillment rubric has been developed.

The evaluators are concerned that the rubric did not define mission fulfillment for any of the qualitative indicators. The evaluators are also concerned that for 18 of the quantitative indicators the “meets mission fulfillment threshold” was satisfied if the indicator met a three-year rolling average. This would mean that performance for an indicator could be stagnant for a long period of time, yet the institution would still be deemed to have met mission fulfillment.
At this time, it is clear that progress has been made toward the Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report. At the same time, additional work is needed.

Concern:

In light of Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report, the evaluators are concerned that further improvement is needed. (1.B.2)
Chapter One

Eligibility Requirements 2 and 3

The Year Three Self-Evaluation Report addressed Eligibility Requirements 2 and 3. The committee used the information provided in the report to assess whether the university met the Eligibility Requirements. At the time of the visit, the institution did not meet Eligibility Requirement 3. Specifically, the Oregon State Board of Higher Education had not approved PSU’s Core Themes at that time (September 30 to October 3, 2012). Approval by the board occurred shortly after the conclusion of the visit. At the time of the submission of this report to the NWCCU, the Core Themes have been approved by the governing board. Therefore, PSU does meet Eligibility Requirements 2 and 3.

Standard One – Mission, Core Themes, and Expectations

Mission and Core Themes

The mission statement for Portland State University reflects an urban university committed to high-quality education across the lifespan through an array of programs.

“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.”

The mission statement is consistent with the roles and responsibilities of a university serving its metropolitan area and region, and the elements of the mission statement provide a basis for the development of core themes.

It is not clear how much the broader community was involved in and understands the mission.

The mission of Portland State University was approved by the Oregon University System Board in 1997, and it is on file with the Oregon University System Board office, included in the Portland State University Bulletin, and posted on the university web.

Objectives have been defined and quantitative and qualitative indicators have been established to measure progress.

Four Core Themes align with the University’s mission. The Core Themes are:

1) Community Engagement and Civic Leadership: This theme reflects Portland State
University’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.”

2) Student Success: Portland State University “values intellectual inquiry in its undergraduate and graduate programs” and maintains “a welcoming and stimulating environment that is conducive to success for students…”

3) Innovative Research and Scholarship: Portland State University “conducts research…that support(s) a high quality educational environment and reflects issues important to the region.”

4) 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 consistent with the fundamental aspects of the mission statement and, in the aggregate, capture the elements of the mission.

As noted previously in this report, PSU has developed both quantitative and qualitative indicators for the objectives associated with the core themes, and a mission fulfillment rubric has been developed.

The evaluators are concerned that the rubric for defining mission fulfillment does not define threshold levels of attainment for any of the qualitative indicators. The evaluators are also concerned that for many of the quantitative indicators the “meets mission fulfillment threshold” is satisfied if the indicator meets a three-year rolling average. Operationally, this would mean that performance for an indicator could be constant for a long period of time, yet the institution would still be deemed to have met mission fulfillment.

As an example, one of the Core Theme Objectives is to: “Improve completion rates for freshman and transfer students.” The corresponding quantitative indicator is six-year graduation rates for freshman and transfer students. Mission fulfillment is attained if the current graduate rate is equal to the three-year rolling average. If the graduate rate was constant, the graduate rate in any year would meet the three-year moving average, yet a constant graduate rate is inconsistent with the objective of improving completion rates.

Concern:

The evaluators are concerned that indicators of achievement need to be better aligned with clearly defined and meaningful levels of mission fulfillment (1.A.1, 1.B.2).
Chapter Two

Eligibility Requirements 4 through 21

The Year Three Self-Evaluation Report did not specifically addressed Eligibility Requirements 4 through 21. During the visit, additional information was provided relevant to Eligibility Requirements 4 through 21. Also, the requirements overlap with standards that were addressed in the report. The committee used the information provided to assess whether the university met the Eligibility Requirements. The committee finds that PSU does meet Eligibility Requirements 4 through 21.

Standard Two – Resources and Capacity

2.A Governance

Portland State University is one of seven institutions in the Oregon University System (OUS) and complies with mandates, policies, and procedures established and determined by the Oregon University System. There is a clearly defined and well-documented governance structure for the Oregon University System.

The President is supported by a team of senior leaders, including a provost and vice presidents responsible for clearly defined areas of the university. The Evaluation Committee met with the leadership team and was impressed with the team’s knowledge and competence. Portland State University has clearly defined its system of governance, with the President responsible for the leadership and direction of the organization. A number of institutional committees, including the President’s Executive Committee, provides advice and input into institutional governance. There are both system-wide policies and procedures and PSU-specific policies and procedures, all available via the web. (2.A.1, 2.A.2)

Portland State University has an Accreditation Liaison Officer (ALO) who monitors and informs the Commission on updates that impact the institution’s accreditation standing. PSU is mindful of the Commission’s Standards for Accreditation and monitors the potential impact of collective bargaining agreements and legislative actions and responds accordingly. (2.A.3)

Governing Board

The Oregon University System is governed by a 15-member public board of directors, the Oregon State Board of Higher Education. Eleven public members are appointed for four-year terms, and two faculty and two student members are appointed for two-year terms. The faculty and student members rotate among the seven Oregon University System institutions. The board elects a president and vice president, and committees of the board meet regularly. No members of the Oregon State Board of Higher Education have any contractual, employment or financial interests in Portland State University. (2.A.4)
Oregon State Statute grants the Oregon State Board of Higher Education authority to make rules and policies for the guidance of Oregon University System employees and for governance of the institutions within the system. The Oregon State Board of Higher Education committees are the: Executive Committee, Academic Strategies Committee, Finance and Administration Committee, and Governance and Policy Committee. Formal decisions may be made by the full board or its committees, although the Executive Committee may tentatively approve matters for ratification by the full board. (2.A.5)

The Oregon State Board of Higher Education selects the Oregon University System Chancellor. The Chancellor, with approval from the Oregon State Board of Higher Education, appoints the Portland State University President. Portland State University’s president works closely with the Oregon University System chancellor and the state board. As Portland State University’s chief executive officer, the president has complete authority over and is accountable for all university matters.

The Oregon State Board of Higher Education and the Oregon University System Chancellor annually review the performance of the president, which includes an examination of the university’s progress towards achieving its goals, its financial stability and specific performance indicators. The board also regularly reviews the mission and major academic programs for each member institution. The Oregon State Board of Higher Education establishes system-wide policies; reviews and approves university mission statements; sets institutional operations parameters; approves degree programs; approves budgets, investments and other financial commitments; reviews audits; provides for the management of real property within the Oregon University System; and exercises broad-based oversight to ensure compliance with institutional policies. (2.A.6, 2.A.7)

By statute, the Oregon State Board of Higher Education is required to assess best management practices with respect to oversight of boards and commissions. (2.A.8)

**Leadership and Management**

The PSU President has full-time responsibility for the institution. The institution’s leadership structure is clearly defined, with qualified people in senior positions. The President’s Executive Committee directs institutional decisions in an environment of open communication. The president gathers his executive committee weekly in order to properly manage the institution, and consults with a Faculty Advisory Committee in order to stay connected to the academic units and faculty needs.

Leadership of academic colleges is provided by qualified deans. In addition to the deans, the provost is served by four vice provosts, the University Librarian, and the Director of Institutional Research. These administrators plan, organize, and manage the institution’s goals and mission through regular strategic planning and operational meetings. The provost convenes two advisory groups: the Council of Academic Deans and the Office of Academic Affairs Executive Committee, comprised of the vice provosts, the Director of Institutional Research, the Associate Vice Provost and Dean of Graduate Studies, and the Associate Vice Provost for Undergraduate Student Success and Dean of Undergraduate Students. The Provost’s Council of Academic
Deans convenes twice a month to discuss and form recommendations on university-wide issues, policies and strategies as they apply to the academic units.

Overall, the PSU is sufficiently staffed and the administrative team appears competent and efficient. The team works effectively with regard to the planning and management of the institution. (2.A.9, 2.A.10, 2.A.11)

**Policies and Procedures**

**Academics**

Academic policies related to service are clearly communicated to students, faculty and staff. Academic policies are published and made available to the campus community through the Office of Academic Affairs website. In addition to these institutional guidelines, academic departments prepare their own, discipline-specific guidelines which are also shared regularly with faculty and staff. PSU represents itself clearly, accurately and consistently with regard to its communications with the public regarding its outreach and engagement programs and activities. (2.A.12)

Policies relating to the use of library and information resources are prominently posted at the Library and Office of Information Technology. Additionally, policies regarding the library and information technology are listed on the institution’s Policies and Policy Making webpage. (2.A.13)

PSU’s transfer credit policies are also published in the Portland State University *Bulletin* and Transfer Student Services provides clear details on the various pathways for students transferring to Portland State University. Information includes policies and procedures on those students transferring from 2-year or 4-year institutions, out-of-state institutions, and international institutions. Post-baccalaureate transfer policies are also listed. Additional student services—including transfer equivalence, financial aid and scholarships, career guidance, advising, and veteran services—are also accessible from the website. In order to improve student success in the transition from community college to university, Portland State University creates articulation agreements and, increasingly, co-admission agreements with area community colleges. (2.A.14)

**Students**

The Office of the Dean of Student Life and the Office of Global Diversity and Inclusion work with students to ensure awareness of the policies and codes of conduct at PSU. The Code of Student Conduct and Responsibility, the Housing Code of Conduct, and Internal Management Directives describe the rights and responsibilities of all students. This information is provided to all students through mandatory New Student Orientation sessions, noted on course syllabi, and listed under resources on many university websites. Academic honesty, appeals, and sanctions are addressed in Oregon Administrative Rule, Division 031 – Student Conduct Code. These policies are found on the Dean of Student Life webpage along with the process for submitting complaints; information regarding the Student Conduct Committee and the appeal process is also provided. The Disability Resource Center provides support services and programs to students
with disabilities to enable improved access to educational services. In summary, student rights and responsibilities are clearly outlined and available online for student review. (2.A.15)

The Portland State University Bulletin specifies the admission requirements and placement policies for undergraduate, graduate, transfer, returning and international students as well as information for students. The Bulletin includes topics addressing academic policies. Where appropriate, the PSU Bulletin points students to relevant websites. The Admissions Office website is an additional resource for students inquiring about admissions. (2.A.16)

Portland State University offers a variety of opportunities for students to become involved in university life, both on campus and within the community. The Portland State University Bulletin provides information on support services and co-curricular activities available to students. Materials are also readily available on the Enrollment Management and Student Affairs website. (2.A.17)

**Human Resources**

The Office of Human Resources at Portland State University maintains and publishes its policies and procedures on its website. The published policies define conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluations, retention, promotion, and termination. The Office of Academic Affairs has responsibility for institutional timelines and deadlines for faculty promotion and tenure, annual reviews for tenured faculty, third year reviews for tenured faculty, sabbatical leave requests, departmental chairperson selection, notices of intent not to reappoint, and policies for instructional and research faculty. The Office of Equity and Compliance maintains and publishes its policies and procedures regarding prohibited discrimination. (2.A.18, 2.A.19)

The Office of Human Resources has responsibility for the security and safe-keeping of the employee personnel files, benefits and leaves files, payroll records, and other documents involving employee information. The Office of Information Technology ensures security of the electronic data and that appropriate persons have access to that data. (2.A.20)

**Institutional Integrity**

Portland State University adheres to strict standards in its representation to constituencies and the public. The institution continually conducts evaluations of its policies, procedures, and publications to ensure appropriate accuracy. Institutional updates and curricular changes are communicated to the public through the Portland State University website and through the Portland State University Bulletin which is updated annually. (2.A.21)

The highest ethical standards are expected for all employees and students at Portland State University to ensure the institution remains one of public value, trust, and integrity. The Professional Standards of Conduct specifies expected behavior for all employees. As public employees, all employees of Portland State University are subject to the Oregon Government Ethics Laws, Oregon Revised Statutes Chapter 244, which govern use of public office, gifts, and conflicts of interest. There are also extensive, published, general university policies governing
business practices and ethical research activities. These polices appear to be appropriate and followed by the institution. Complaints are thoroughly investigated and responded to in a timely and appropriate manner. (2.A.22, 2.A.23)

PSU follows clearly defined policies with respect to copyright control and intellectual property. The university appropriately represents its accreditation status in the PSU Bulletin (2.A.25). The university adheres to appropriate business policies and procedures. (2.A.26)

**Academic Freedom**

Academic freedom is supported in the OUS Oregon Administrative Rules. The Faculty Code of Conduct details the responsibilities of faculty as teacher, scholar, colleague, member of the university, administrator, and as a member of the non-academic community, providing the right to academic freedom and stressing the practice of intellectual honesty as a scholar. (2.A.27, 2.A.28, 2.A.29)

**Finance**

PSU is governed by Oregon Revised Statutes, Oregon University System policy, and Oregon Administrative Rules. All Oregon University System fiscal policies are consolidated in the Oregon University System Fiscal Manual. The Portland State University Foundation has a separate set of policies and procedures regarding acceptance and receipting of private gifts and donations to Portland State University as well as in the management and investments of gift accounts. The relationship between the university and the foundation is established in the Foundation Agreement. (2.A.30)

**2.B Human Resources**

Portland State University employs faculty and staff who are well qualified to deliver the scope of academic and co-curricular programs at PSU. In addition, PSU is attentive to hiring fixed term instructors and adjuncts that are critical to instruction and bring experience and skills to support quality education. PSU provides employees with clear guidelines for their responsibilities and conducts search processes in alignment with the needs of its programs. (2.B.1)

Procedures for hiring and management are consistent with the mission and core themes of the university. Notable is the partnership with the Office of Global Diversity and Inclusion to ensure recruitment practices resulting in a highly diverse workforce at PSU. (2.B.2)

Performance reviews for University staff and administration are regularly completed. In addition to annual reviews, the membership of the Council of Academic Deans is reviewed in a more comprehensive fashion every five years. Numerous professional growth and development opportunities are afforded all employees. For faculty this is contractual as articulated in the CBA. The Vice Provost for Academic Personnel and Leadership Development provides a monthly training on topics designed to meet the needs of academic programs on campus. Regular
meetings with department chairs and the associate and assistant deans address issues such as leadership development, technical and policy issues, and university resources. (2.B.3)

Faculty and staff for off-campus programs are selected using the same standards as all other PSU appointments. Needs for additional faculty to deliver University Studies were recently addressed by funding and hiring additional lines. Workloads are established consistent with the goals of academic programs and student needs. With the growing emphasis on research, in particular, workloads are differentiated at the department or program level. Teaching loads that generate high student credit hours may also result in release time. Each program controls workload assignments and coordinates with Human Resources as needed to ensure compliance with the CBA. (2.B.4, 2.B.5)

Tenure-track faculty are evaluated regularly on the key responsibilities of teaching, service and research following published deadlines. Faculty who fall below standard receive a supplemental letter and departmental counsel on improvement. Although articulated in the CBA, post-tenure review is not conducted systematically or regularly.

Concern:

While the review of tenure-track faculty is conducted through a well-defined process, the review of faculty who have attained tenure is uneven, and this raises a concern with regard to whether “all faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service.” (2.B.6)

2.C Education Resources

Academic Programs

Portland State University provides programs that are consistent with their mission of enhancing qualities of urban life and providing access throughout the life span for undergraduates, professionals and graduate programs. These programs are of appropriate content and rigor and have identified student learning outcomes. (2.C.1)

Approval for new programs either at the undergraduate or graduate level begin with individual faculty/departments, proceed through the school/college, move to the institutional level and are then referred on to the Oregon University System. This process is duplicated for substantive changes to programs/curricula. (2.C.1)

PSU undergraduate degrees are offered in a consistent manner and articulated in the Portland State University Bulletin (2.C.3). The Degree Audit Reporting System (DARS) tracks student progress throughout the curriculum. DARS indicates for the student which courses of the total credits required for the degree are completed or needed. DARS is used as an unofficial advising tool to assist students in the appropriate progression and sequencing of courses.

Graduate program requirements prepare students for advanced study and research for academic and professional careers consistent with required knowledge in the field of study. Graduate
programs reside within the individual colleges; however, the Office of Graduate Studies oversees the programs to ensure consistency in admission requirements, degree requirements, degree status, petition procedures, thesis or dissertation preparation, and final oral examinations. Requirements for admission and graduation are defined in the PSU Bulletin and within individual program materials available on the web. (2.C.4)

Assessment

PSU has institutionalized eight undergraduate campus-wide learning objectives (CWLO) which were approved by the Faculty Senate in 2009. These CWLOs are linked through the Digital Measures Assessment Module (DMAM), an online platform. The DMAM provides a description of assessment activities through a matrix tying together the learning objective, the type of measure, the results or findings, and how the information is used for closing the feedback loop.

The CWLO website contains data and reports relative to coverage in the curriculum, student experience and the assessment activities specific to the CWLO.

The Institutional Assessment Council (IAC) is charged with overseeing the implementation and evaluation of the assessment process. The IAC reports annually to the Faculty Senate. The IAC Annual Report defines course learning outcomes which are then linked to program learning outcomes, and finally linked to the CWLOs. Reports can also be generated from collected data.

Review of course syllabi indicates the majority of courses have established learning objectives. However, a review of the PSU Bulletin and website revealed that program learning objectives are not consistently communicated to students. (2.C.2)

At the graduate level, for those programs that have specialized accreditation, their learning objectives are driven by the accreditation agency and are available for review by potential students as well as others who express an interest. Graduate programs that do not have specialized accreditation may not have published learning objectives. The Annual Report to the Faculty Senate prepared by the Institutional Assessment Council (IAC) articulates a charge that a subcommittee of the IAC will inventory graduate programs regarding the state of their assessment plans, the relationship of program assessment to any required external accreditation, and the usefulness of the Assessment Module for reporting program assessment. Data on this charge was not present at the NWCCU visit.

Concern:

A concern of the NWCCU team is that currently PSU does not have a program review cycle that includes all programs. The published document (on the PSU website) is not inclusive of all programs. A document dated August 2012 and published on the PSU website lays out Guidelines for Academic Program Reviews and specifies a master schedule. At the time of the NWCCU visit insufficient action had been taken relative to the charge of the IAC subcommittee or the published Guidelines for Program Review. (2.C.2, 2.C.4, 2.C.12)
General Education

General education requirements for PSU are imbedded in the University Studies program. The University Studies program is a required 45 credits of instruction. Of the 45 credits of instruction, 15 credits are Freshman Inquiry, 12 credits are Sophomore Inquiry, 12 credits are Junior Cluster, and 6 credits are Senior Capstone. The Freshman Inquiry is theme-based utilizing an interdisciplinary approach. The Sophomore Inquiry is also thematic in nature and introduces students to key concepts, questions, research methods, as well as additional content that is explored further in the Upper Division Cluster. The Upper Division Cluster builds upon the knowledge and the core skills that students developed in the Freshman Inquiry and Sophomore Inquiry. The Senior Capstone connects the classroom to the community through teams of students in service-learning projects that address real-world issues. Inclusively, the University Studies program provides a breadth and depth of intellect and links back to the core themes of the University. (2.C.9)

In the spring of 2010, the Faculty Senate passed the eight campus-wide learning objectives (CWLO) whose outcomes are imbedded in courses throughout the University Studies courses as evidenced by a sample review of University Studies courses. (2.C.10)

Graduate Programs

There are 18 doctoral programs and 70 master’s programs as part of PSU’s graduate program offerings. Graduate programs are delivered as part of the specific college to which it is aligned. Graduate offerings are of sufficient depth of study appropriate to the degree offered. Many of the graduate programs at PSU have specialized accreditations. (2.C.12)

Admission to graduate programs at PSU is handled through the Office of Graduate Studies, which assures adherence to university policy. Students requesting a transfer of credits from another university to a graduate program at PSU must complete a Master’s Degree Proposed Transfer Credit form and submit it to the Office of Graduate Studies. A maximum of one-third of the course requirements may be requested for transfer. Transfer credits are approved by the student’s advisor, the department chair and the dean of the college. (2.C.13)

Graduate programs specify degree requirements which include credit for internships, field experiences and clinical practice. Credit for experiential learning that occurred prior to matriculation into the graduate program is not granted. (2.C.14)

PSU’s graduate programs require sufficient depth and breadth of preparation to ensure students exhibit a high level of expertise and knowledge. The graduate programs prepare students for designated research, professional practice, scholarship or artistic creation relative to the field of practice. (2.C.15)

Faculty Role

Discussions with faculty teaching at all levels of the University indicated their central authority in designing curriculum, approving curriculum, revising curriculum and selecting other faculty. The Faculty Senate has designed committees to provide adequate faculty representation on
constitutionally defined committees, administratively defined committees, and ad hoc committees. A Faculty Governance Guide is available through the Faculty Senate website. (2.C.5)

Discussions with teaching faculty and library personnel indicated that library and information resources are integrated into the learning process. (2.C.6)

Admissions

Admission policies for undergraduate, transfer, international and graduate students are articulated in the PSU Bulletin and on the PSU website. (2.C.4; 2.C.13)

Credit for Prior Learning

Credit for prior learning is rarely granted at PSU. Students requesting credit for prior learning must present a portfolio for review and meet with the Vice Provost for Academic Programs and Instruction, the Department Chair and the College Dean. All credit for prior learning is granted on a pass/no pass basis only. (2.C.7)

Transfer Credit

A significant number of PSU students have arrived on the campus through transfer from another institution. Transfer policies at the undergraduate level are articulated in the PSU Bulletin and on the PSU website. A published “Basic Transfer Rules” assists students in understanding how credit transfers within Oregon, internationally, as part of degree requirements, and through select course articulations (2.C.8). Requests for transfer of credits into a graduate program are managed by the Office of Graduate Studies for programs having specific policies regarding credit transfer.

Continuing Education, Non-Credit & CEUs

At PSU continuing education and non-credit programs are managed through the School of Extended Studies. All courses submitted for credit and offered through the School of Extended Studies are formally reviewed by the University Curriculum Committee and the Faculty Senate. (2.C.16, 2.C.17)

Non-credit courses are reviewed annually through the School of Extended Studies to ensure alignment with the University’s mission and market demand. (2.C.16)

The majority of Continuing Education Units (CEUs) are granted through PSU’s Graduate School of Education. CEUs are aligned with the mission of the University and meet standards relative to the academic unit. CEUs have specified learning objectives and go through a multi-step review and comply with the International Association of Continuing Education and Training guidelines and criteria. (2.C.18)
The School of Extended Studies maintains a comprehensive database for non-credit coursework. The database is facilitated through a software platform, *Destiny One – the Lifetime Learning Platform*. Destiny-One integrates with other education management systems at PSU. (2.C.19)

**Applied Degree and Certificate Programs**

PSU does not offer Associate of Arts, Associate of Science, or Associate of Applied Science degrees.

Certificate programs are primarily embedded within programs throughout PSU and content is articulated in the specific academic unit. Students cannot enroll at PSU solely to complete a certificate program. Because all certificates are awarded with major programs or degrees, certificates have clearly articulated learning outcomes. (2.C.11)

**2.D Student Support Resources**

There is an impressive array of educational support programs at Portland State University. These have recently been placed under the responsibility of a new position of Vice President for Enrollment Management and Student Affairs. There are over thirty distinct programs or offices committed to engaging students across their experience, beginning with pre-college advising and outreach through career planning and degree completion. A new, more sustainable health and counseling program is among the changes recently instituted to help ensure comprehensive services are provided for a diverse student population. The focus on student success is thematic in these efforts, notably through an increased emphasis on academic advising, which is provided both centrally and distributed to the colleges and various programs, including athletics. On-line resources are well designed to provide information 24/7 and include numerous videos that speak effectively to the student audience. The connection between diversity and the quality of student learning is evident in numerous ways, including the popular Learning Center based in the University Library. Outreach to faculty is provided through on-line as well as face-to-face delivery, such as through an impressive Faculty Guide on a variety of topics from the Dean of Student Life. (2.D.1)

The University is compliant with Clery Act Reporting requirements. Portland State integrates its public safety leadership into programs such as the Coordination Assessment Response Education (CARE) Team to address proactively and responsively student conduct concerns and threats to student health and safety. Increasing the capacity of campus security services to ensure a safe campus is a known concern that is being addressed collaboratively by executive leadership. (2.D.2)

Admission criteria are established using data on student retention and success. Information on admission for undergraduate students is widely available and consists in part of transfer co-admission arrangements that serve the large population of transfer students at PSU. International and graduate admissions are well managed and processes and procedures are effectively
communicated. Orientation of new undergraduate students is required and provision is made to orient new international and graduate students. (2.D.3)

The development of 4 and 6 year degree maps serves not only to enhance advising but also to ensure that there is a teach out plan in the case of program elimination or a major program modification. Program elimination must follow an established and published process. (2.D.4)

The University catalog (Bulletin) is a comprehensive compendium of academic programs and requirements, university policies and procedures, tuition, financial aid and the University calendar. In addition to a hard copy, the Bulletin is available on line and is organized by chapters dedicated to each school or college (2.D.5). Requirements for licensure are provided through the Education Department’s website, the Speech-Language program, and the Engineering and Computing programs, as appropriate. These specific references are supplemented by resources in Advising and Career Resources. (2.D.6)

Through use of the Banner Student Information System, student records are maintained securely and in compliance with Oregon State Administrative Rules. Information on the Family Educational Rights to Privacy Act (FERPA) is incorporated into new student orientation to help ensure that students are aware of their rights and responsibilities for their records. FERPA training is also provided to staff and faculty on the importance of adhering to the confidentiality of student records in addition to the on-line resources. A disaster recovery plan is in place to provide for emergency operations and remote retrieval of secure data. (2.D.7)

Financial assistance is available to students in a variety of forms, and over $200 million annually is provided in aid. Various incentive programs, including those designed to assist returning students to complete their degree, is indicative of the efforts to utilize funding consistent with PSU’s mission. An advisory board to the President that includes broad representation provides input on tuition costs. Students are informed about how to manage costs and manage debt responsibly while pursuing their education. Student loan default rates are monitored and graduating students are provided with access to exit counseling for their loan obligations, although some of the on-line references to this information are incomplete. To expand scholarship funding, a partnership with the University’s foundation has been established. This effort can assist with reducing financial pressure on students who are increasingly price sensitive and build on the university’s capacity to provide a comprehensive financial aid program. (2.D.8, 2.D.9)

Advising has been revamped to incorporate what had been a separate career services unit. Thus, students benefit from professional staff oriented not only to assist students with their academic development but envision themselves as professionals in their chosen field. Advisors are provided with professional development opportunities and training to support their currency on university policies, academic programs and best practices. Specific roles and responsibilities for students are articulated as part of the advising process. Students report that their advisors are available and informative. The program is administered such that collaboration across the institution is valued and operationalized. This is evident, for example, in the integrated approach to advising with diversity programs. Graduate students are provided with advising through their respective programs. However, there appear to be gaps in the capacity of advising to system-
ate reach post-baccalaureate students, a population that is expected to increase at the university. (2.D.10)

There are a rich set of co-curricular programs at Portland State, contributing to the vibrancy of the learning experience. These programs are overseen by professionals who understand student development and who articulate specific learning outcomes aligned with the university mission and core themes. Campus partners for Student Activities and Leadership are provided with a handbook to help ensure that the goals are realized through governance of individual activities. (2.D.11)

Auxiliary Services are conducted with considerable input by campus stakeholders. Notably, students are heavily involved in several programs, including the student union and residence hall governance, and have input for setting residence hall rates. These auxiliary programs are part of engaging students in the intellectual life of the university. (2.D.12)

Integration of Athletics into the co-curricular learning environment is now more clearly defined, in part as a result of the establishment of a separate Student Affairs division that is directly involved in connecting student services and data on student athletes. Assessment to support achievement of the recommendations of the 2010 NCAA certification report is in place and being used for decision making. Financial operations are actively managed and resulted in modifications in financial aid awards for athletes to support their retention and academic progress. An area of concern in the past, institutional oversight through the Faculty Athletic Representative and the Intercollegiate Athletic Board (IAB), has been strengthened. Reporting to the faculty senate and administration by the IAB has been regularized. University admission standards are applied to athletes. Consequently, the number of exceptional admits of athletes was significantly reduced, in part as a result of data showing that too many athletes in the past were departing due to academic difficulty. A summer bridge program was implemented to help ensure underprepared student athletes were ready to succeed. As mentioned above, advising has also been reemphasized to serve student athletes. (2.D.13)

Students must authenticate securely to access on-line courses and resources. This information technology service is provided as part of published fees assessed to all students in online designated courses. All students, no matter how they access courses and programs, are subject to the student conduct standards that include sanctions for academic dishonesty. This includes sanctions for performing academic assignments (including tests and examinations) for other persons and misrepresenting a person's identity. Provision is made for proctoring of tests for those needing to take make-up exams when these are not provided by the academic unit. (2.D.14)

Compliments:

Enrollment Management and Student Affairs (EMSA) uses assessment directly and effectively to inform its programs, strengthen staff preparation, and drive resource allocation in the division. The leadership program has an innovative portfolio component that has been recognized for professional excellence. EMSA is creating a culture of assessment that links directly to academic affairs and thus is a notable contribution to the university’s efforts to actively engage students in learning inside and outside of the classroom.
2.E Library and Information Resources

Library resources are at an appropriate level of currency, depth, and breadth to support the institution’s current mission, core themes, programs, and services, wherever offered and however delivered. (2.E.1) The Millar Library is an older facility that has been added on to and recently partly renovated in a significant manner to support university initiatives through enhanced technology. The Learning Ground (a partnership with OIT and ASPSU) has provided a state-of-the-art learning commons adjacent to a popular café. In addition, there is a “Sand Box” facility that allows for technological experimentation and group student collaboration. The Library is heavily used as indicated by a gate count of nearly one-million. The Millar Library may well be the most intensively used scholarly facility on campus. Collections are at an appropriate level to support current programs at PSU; but looking to the future with significant increases in students, new programs, and increased research, the Library administration is concerned about the Library’s ability to meet these new demands for increased resources without increased and appropriate support. In the same vein, staffing levels are low but adequate to accomplish the work of the Library in the current environment. The Library administration has reallocated scarce positions to support new digital initiatives, collection development (also shifting to digital in a significant way for journals, but only just beginning for books), and library instruction. The irony is that the success of these initiatives, particularly in developing digital resources (including a digital repository PDXScholar) and in providing increasing instructional sessions, has strained the staff to the limit of its capacity. If the Library is to succeed in providing essential resources to fulfill future aspirations of the University, careful planning at the highest levels must include library resources. (2.E.2)

The Library has recently put significant resources into providing appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered. (2.E.3) Library instruction has long been part of the services offered by the Library, but last year the Library administration purposefully reallocated resources to create a new Head of Instructional Services position. This additional emphasis on instruction has resulted in a more sophisticated approach, emphasizing collaboration with teaching faculty and assessment of learning outcomes. Many faculty and students have expressed a very positive response to this embedded approach, particularly with upper divisional and graduate courses. In addition, the Library administration has implemented online library guides (known as LibGuides) that are linked from the course pages in Desire2Learn, part of the University’s on-line learning system. Each LibGuide is developed by the appropriate subject librarian in consultation with the instructor for an individual course and directs students to specific online library resources necessary for student success in the course. The LibGuides have been very well received and provide an easy and direct entry for students to get the material they need.

Library planning is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators. (2.E.2) Last year the Library went through a strategic planning process that involved students, faculty, staff, and
The Library administration deserves a compliment for its innovative and collaborative implementation of the Learning Ground and its associated Sand Box. (2.E.1)

2. The Library Instruction team deserves a compliment for creating a comprehensive and successful ongoing program of library instruction. (2.E.3)

Concerns:

1. The Library may fall behind in providing support for research and graduate programs as the University increases both student numbers and research activities without significant
funding increases to the Library. (2.E.2)

2. Faculty through the LibQual+ survey indicate the Library’s collections are less often meeting their needs than in the past and they have a lowered expectation about the resources the Library can provide. The Library administration needs to determine the root cause of this perception and act to meet the faculty’s needs. (2.E.4)

2.F Financial Resources

As an institution in the Oregon University System, fiscal oversight of PSU is provided by the Finance & Administration Committee of the State Board of Higher Education; financial reporting is aggregated at the system level and annual financial audits are contracted by the Secretary of State. The FY 2011 Oregon University System’s financial statements report increases in both total net assets and unrestricted net assets. The University maintains budget reserves that exceed OUS’s policy mandating reserves between 5 and 15 percent. PSU’s funds are invested by OUS with the university receiving interest income. (2.F.1)

Financial and budgetary planning appropriately considers the impact of state tax revenue projections and, of growing importance, student enrollment projections and tuition rates. State tax fund reductions over the past several years had, through 2011-12, been primarily addressed through tuition rate increases and the use of one-time reserve funds.

Student credit hour (SCH) enrollments in 2011-12 were flat, despite an earlier projected increase. Early Fall 2012 enrollments indicate a similar flattening of SCH. As expressed by PSU leadership, price sensitivity appears to be impacting the financial ability of students to attend PSU, thus, impacting tuition revenue. Given this price sensitivity, PSU assumed no additional revenue from enrollment growth in developing its 2012-13 budget.

Reserves at PSU of approximately 18 percent exceed the range of 5 to 15 percent established by OUS despite the use of reserves in responding to recent state tax fund reductions. While this use of reserves is a reasonable short-term response to budget shortfalls, PSU administration recognizes it is unsustainable long-term. Recognizing the structural imbalance (combined with increasing costs associated with retirement rates and salary increase commitments), the University Budget Team outlined a balanced budget strategy to guide the 2012-13 budgeting process. The three components of this strategy are reduce expenditures, increase tuition, and grow enrollments. Each unit was directed to identify a base budget reduction of 4 percent for 2012-13 and reminded that additional reductions may be required during the coming two years. Increased efficiency and strategic enrollment management initiatives aim to reduce costs and improve student recruitment, retention, and completion.

PSU is increasing its emphasis on obtaining research funding with a goal to increase from the current $64.8 million to $100 million. The Office of Sponsored Projects Administration provides pre- through post-award grant management and accounting. (2.F.2)

As a state university, PSU develops its budget and establishes tuition and fees in accordance with OUS policies, directives, and guidelines and Oregon law. PSU’s internal budget process is
managed through the Budget and Planning Office and directed by the University Budget Team (Provost, Vice Provost for Academic Fiscal Strategies and Planning, Vice President for Finance and Administration, and Associate Vice President for University Budget and Planning). This team provides general budget planning information, guidelines, forms, and timeline to the President and Vice Presidents.

University administration provides opportunities for appropriate constituencies to participate in the budgeting process. Students participate in a Student Budget Advisory Committee providing input into tuition increases, and a public comment period is provided for all fees. Beginning with the 2012-13 year, a Fiscal Opinion Leaders group has been established; this group includes unit fiscal officers and improves informed participation in the budgeting process. In June 2011, the Financial Futures Task Force recommended to the President the adoption of a new budget model incorporating the principles of performance-based budgeting. A Performance Based Budget Steering Committee (involving faculty, staff, students and administrators) is leading the development and implementation efforts with implementation scheduled for 2014-15. (2.F.3)

PSU uses BANNER for financial accounting and reporting and recently implemented COGNOS to provide units with more understandable management reports and dashboards. In December 2011, PSU completed a self-assessment of its internal control environment, which was presented to the Finance and Administration Committee. The review found the control environment to be adequate and functioning as intended. Internal auditing is conducted through OUS’s Internal Audit Department. (2.F.4)

Working collaboratively with Academic Affairs, Enrollment Management, Student Affairs, and schools/colleges, units within Finance and Administration develop capital budgets to respond to both short-term and long-term physical needs. Physical facility planning is guided by PSU’s master plan, University District Framework Plan. Capital facility projects over $5 million are prioritized by PSU, submitted for review and prioritization by OUS and the Division of Administrative Services, and require final authorization and/or funding by the legislature. Operation and maintenance costs are the responsibility of PSU and are included in operational budget planning. The legislature provides approximately $2 million annually for deferred maintenance projects across campus.

Debt service as a portion of expenditures is well within the limits of Standard & Poor’s low carrying charge. Debt is reviewed twice annually and broad oversight is provided by OUS. (2.F.5)

The Oregon University System Fiscal Policy Manual requires that “auxiliary enterprises be self-supporting, generating sufficient operating revenues to cover operating expenses, including direct expenses and the allocable portion of indirect costs borne by other units of the university.” The policy further allows each OUS institution to implement a plan for allocating indirect costs to auxiliaries. PSU does not use general operations funds to support auxiliary enterprises nor auxiliary services to support general operations. Most Auxiliary Services pay an overhead charge of 20 percent. Finance and Administration is forming a committee to review the rate to ensure the overhead rate is aligned with the institutional support provided to the individual auxiliary units. (2.F.6)
Portland State University’s annual financial information is included as a discretely presented component unit of the Oregon University System Annual Financial Report. The OUS Annual Financial Report is audited annually and in accordance with generally accepted auditing standards by an auditor contracted through the Oregon Secretary of State’s Audits Division. Findings and management letter recommendations are reviewed by the State Board of Higher Education, its Finance and Administration Committee, and the administration of both OUS and PSU. (2.F.7)

Fundraising activities are administered through the University Advancement Office, which engages central and college/department development officers, oversees alumni relations, and manages the donor database. Professional standards for fundraising ethics and practices are subscribed to and evidenced in their policies and procedures, communications, and training programs. The Portland State University Foundation is a separate 501(c)3 organization which oversees the acceptance and receipts of gifts, the management and investments of gift funds, and collaborates with University Advancement. The PSU Foundation’s relationship with PSU is clearly defined in a Foundation Agreement, which is reviewed and renewed every two years. (2.F.8)

Concern:

A concern of the evaluation team is the existing structural imbalance resulting from the use of one-time reserves to temporarily cover tax fund reductions and ongoing cost increases. Operating budget reductions implemented for 2012-13 have reduced, though not eliminated, this imbalance. In order to ensure a financially sustainable future, the university is encouraged to complete implementation of its balanced budget strategy. (2.F.1, 2.F.2)

2.G Physical and Technological Infrastructure

The physical facilities of the university are seamlessly integrated with surrounding urban neighborhoods. Its buildings intermingle with businesses, offices, and residences. Transit lines, pedestrian walkways, open spaces, and bicycle paths weave through campus. The evaluation team compliments the university on the availability and accessibility of transportation options. Utilizing transit passes (subsidized through university funds) as well as negotiated free passes for the streetcar, 40 percent of students and employees commute via transit.

Physical facilities provide a vibrant, safe, and healthful environment for students, faculty, staff, and visitors. From the recently renovated Lincoln Hall to the collaborative Life Sciences Building under construction, the quantity and quality of academic and research space continues to evolve. Aware of projected enrollment growth, ambitious research goals and constrained resources, facilities staff are identifying strategies for improving efficiency, establishing campus standards to lower operational costs, and benchmarking space and operational costs.

In developing its capital project requests each year, priority consideration is given to renovating and/or replacing facilities and systems that have safety issues and/or are reaching the end of life.
cycle. There is a backlog of deferred maintenance (approximately $300 million) for which the state provides approximately $2 million annually. Additional resources are needed to ensure sufficient safety and quality of facilities. (2.G.1)

The 2010 master plan, Portland State University: University District Framework Plan, is the guiding document for physical facility development. Aligned with the university mission and core themes, PSU’s master plan provides a facility infrastructure framework to support a quality educational environment for an increasing population of students and academic programs as well as providing capacity for collaborative research grants. Institutional planning for enrollment growth (including Oregon’s 40-40-20 plan) and for a significant increase in research opportunities is evident in the plan. The needs for residential students are served through living/learning centers and private partnerships, and a larger number of commuter students are supported with pedestrian and bicycle corridors and transit lines. Further, as an urban university, optimization of land use and integration with surrounding neighbors and the City of Portland’s EcoDistrict Initiative are key elements. Implementation of the plan will require expansion of PSU’s footprint as well as initiation of satellite centers.

While the master plan does not include a financial plan for future facilities, the narrative suggests that resources beyond state capital facility funding will be needed. Such resources include public-private partnerships, joint ventures with other educational/cultural institutions, and shared space agreements. (2.G.3)

The significant increase in new construction and renovation projects over the last decade has contributed to a general improvement in classroom and laboratory equipment. Continued growth of research grants has contributed to improved research laboratories for students and faculty. University classrooms are equipped with instructional technology, and funding is allocated to OIT for the replacement of technology in general classrooms and labs. (2.G.4)

PSU has adopted and published environmental health and safety policies and procedures for hazardous waste, lab safety, and occupational health and safety. As required by state and federal regulations, PSU maintains a Chemical Hygiene Plan. For facilities other than laboratories, a Hazard Communication Plan informs employees of the hazards associated with materials in their workplaces and safe work practices for using these materials. PSU’s Radiation Safety Program Guide addresses the safe use and disposal of radioactive materials.

The policies, procedures, and plans are implemented under the direction of the Environmental Health and Safety Manager through training programs and technical support staff. These plans are being reviewed in 2012 and will be updated to reflect current best practices and emerging safety issues. (2.G.2)

**Technological Infrastructure**

The Office of Information Technology provides core infrastructure and technology in support of administrative and academic operations. OIT provides and supports ERP systems, learning management systems, lecture capturing software, virtual meeting and classroom collaboration space, and the Google Apps suite. An extensive wireless network provides students access to
resources (including library). On-line learning is supported through standardized tools—Desire2Learn, Echo 360, and Blackboard Communicate. Recently OIT implemented business intelligence tools to provide users control over data and a systematic way for reporting. Google Apps is providing greater opportunity for collaborative learning, videoconferencing, and portfolio-like files. (2.G.5)

Workshops and training sessions are offered throughout the academic year by OIT for faculty, staff and students. OIT utilizes creative strategies for engaging faculty and staff in training. For example, for the transition to Google Apps, OIT issued a call for participation for volunteers to be Google Guides within their units. These Guides received extensive training and became experts within their divisions. Additionally, open, staffed labs were set up to assist faculty and staff in the migration.

OIT uses a trouble ticketing system for reporting technology problems and tracking timely and satisfactory resolution of issues. The use of classroom technology in general-access classrooms is monitored by OIT staff allowing them to intervene in resolving technology issues that arise. (2.G.6)

PSU provides multiple opportunities for input from across campus. The Technology Administrators Group (TAG) provides a forum for IT professionals across campus to meet with their peers and discuss issues, be updated on IT initiatives, and explain and discuss ideas and issues. The Advisory Committee on Academic Information Technologies (ACAIT) is a committee of the Faculty Senate that advises leaders on the academic use of information technologies. This committee has been working in conjunction with Research and Strategic Partnerships to evaluate electronic research administration packages for pre- and post-award grant management. The Information Technology Advisory Committee (appointed by the President) is providing OIT timely input on IT governance issues, including OIT plans, policies, and project portfolio management. ITAC also recommends and communicates priorities, commitments, and expectations on IT projects. (2.G.7)

The CIO, with input from the various planning groups, establishes annual goals for technology update and infrastructure improvements. ACAIT generates an academic technology plan with recommendations for acquiring and implementing specific technologies. These plans encourage thoughtful investments in technology and provide coordination to enhance efficiency.

Given the changing landscape of revenue at PSU, concern was expressed during the evaluation team’s visit about funding for technology replacement. Historically, life cycle replacement of technology was funded through regular E&G allocations, bond revenue, and a technology fee. Legislation shifted the technology fee to tuition (E&G funds) and bond revenues are nearly exhausted. While replacement funds are allocated to support classroom technology and telecommunications, central funding for administrative computer and infrastructure replacement has not been allocated. This need for regular technology replacement should be considered as the Performance Based Budgeting development and implementation moves forward and chargeback allocations are reviewed. (2.G.8)
Conclusion: General Commendations and Recommendations

Commendations

1. The university is deeply engaged with the community and connected to the city of Portland. It is clear that the city of Portland is enriched by the presence of Portland State University and the efforts of its students, faculty and staff. Portland State University is deeply committed to its mission of “enhancing the intellectual, social, cultural and economic qualities of urban life,” and the mission is widely understood and embraced by faculty, staff and administration.

2. Assessment to support genuine and meaningful collaboration between student affairs and academic affairs is evident at Portland State. The results include programs like the Last Mile initiative to graduate returning students. The commitment to student success is visible and valued by the institution.

3. The education of Portland State students is enriched through numerous connections to the community including a community-based capstone experience required of undergraduates. Portland State University is commended for putting knowledge in service of the city.

4. Portland State’s commitment to sustainability is evident its curriculum, research efforts, green construction, facility master plan and other sustainable practices. Portland State’s urban setting, research expertise and community partnerships provide a unique opportunity to make an enduring and recognized contribution that advances sustainable practices.

Recommendations

1. While the university has identified core themes, objectives, and indicators of achievement, the evaluation committee found that levels of mission fulfillment have not been defined for all indicators. In other instances, the level of mission fulfillment has been defined, but the threshold level of mission fulfillment does not appear to lead to meaningful improvement. The evaluation committee recommends that indicators of achievement need to be better aligned with clearly defined and meaningful levels of mission fulfillment. (1.A.1, 1.B.2)

2. While the review of tenure-track faculty is conducted through a well-defined process, the review of faculty who have attained tenure is uneven. The evaluation committee recommends that policies and practices regarding post-tenure review be strengthened to make certain that all faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. (2.B.6)
3. The evaluation team found that, while under development, Portland State University does not have a fully-functioning program review cycle that includes all academic programs. It is recommended that Portland State University act to implement an effective system for the review of academic programs to make certain that the expected program learning outcomes for all programs are communicated, that undergraduate programs demonstrate a coherent design with appropriate breadth, depth, and sequencing and that graduate programs demonstrate greater depth of study and increased demands. (2.C.2; 2.C.4, 2.C.12).