

University Metrics Annual Report 2021 Compared to 2020

December 2021

At the request of the PSU Board of Trustees in 2019-2020, the President and his executive team developed a set of metrics in the areas of finance, undergraduate and graduate enrollment, and student success. The metrics were approved by the Board of Trustees on August 20, 2020.

For each metric, actual performance is charted against three-year goals, and the results are reported annually to the Board and the PSU Faculty Senate. A narrative report, summary chart, and Excel spreadsheets containing the underlying data are available to the campus community through the University Metrics link on the Office of the President's webpage: <https://www.pdx.edu/president/>

2021 Update

Performance on the metrics for 2020 and 2021 should be viewed in the context of the ongoing COVID-19 pandemic. Analysis of data on enrollment, finances, credit hour carrying loads, student progress toward the degree, and academic performance in remote, online, and face-to-face classes, showed the impact of the pandemic on all areas covered by the metrics. Goals were set prior to the advent of the pandemic, and results for the affected years may not represent future performance. Therefore, the metrics should be considered carefully, especially in areas where actual performance falls short of the goal.

Financial

1. Increase net tuition revenue.

This is a fiscal year metric, reported in Fall Term following the end of the fiscal year. The first goal has been set for 2021-2022. Performance is expected to decline in the near term, corresponding to a continuing trend in lower enrollments. At \$191,078,000, actual performance for 2020-2021 (reported in fall 2021) was \$7,082,000 lower than the actual figure for 2019-2020 (\$198,160,000).

2. Increase annual student credit hour generation.

This is an annual metric, reported in Fall Term following the end of the academic year (Fall through Summer Term.) The first goal has been set for 2021-2022. Performance is expected to decline in the near term, corresponding to a nearly 10-year trend in enrollment decline. At 761,055, actual performance in 2020-2021 (reported in fall 2021) was 75,135 lower (-8.9%) than 2019-2020 (836,190).

Undergraduate Enrollment

1. Increase undergraduate applications (first-time and transfer).

At 13,330, applications for entering undergraduate students exceeded the goal of 13,000 by 330, or 2.5%.

2. Increase the number of newly admitted undergraduates who matriculate (first-time and transfer).

The number of matriculants at 4,208 increased over the previous year by 5.2%, but fell short of the goal of 4,423 by 215 (-4.9%).

3. Increase diversity of the entering class.

Diversity is represented by new domestic students who did not identify as “White.”

Diversity among entering undergraduate students at 51.3% fell short of the goal of 52.0% by 0.07%.

Graduate Enrollment

1. Increase the number of students admitted into graduate programs.

At 2,529, admitted graduate students exceeded the goal of 1,996 by 533, or 27%.

2. Increase the number of admitted graduate students who matriculate.

At 1,347, the number of matriculants exceeded the goal of 1,166 by 181, or 16%.

These results mirror a national trend of increased graduate enrollment during the pandemic.

Student Success Metrics

Undergraduate Student Retention

1. Increase retention of full-time, first-time students.

Retention of full-time, first-time students entering in fall 2020 increased slightly over retention for the cohort entering in fall 2019, from 75.4% to 75.7%, and exceeded the goal of 75.6% by 0.1%. Relatively flat retention may be seen as a positive result in the context of the COVID-19 pandemic, which otherwise had a somewhat negative effect on student performance and enrollment, overall.

2. Increase retention of full-time transfer students.

Retention of full-time transfer students entering in fall 2020 decreased from 83.4% for the fall 2019 entering cohort to 82.5%, and fell short of the goal of 84.3% by 1.8%. Enrollment of transfer students, overall, was more negatively affected by the pandemic than first-year student enrollment.

Undergraduate Graduation Rate

1. Increase six-year graduation rate of first-year students.

The six-year graduation rate is measured as the percentage of an entering first-year student cohort that graduates within six years; this is a cumulative measure from the first year that students begin to graduate until the sixth year. Some of the entering cohort may have stopped or dropped out, or are still enrolled after six years.

At 52.8%, the six-year graduation rate for first-year students who entered in 2015 is a record for PSU, exceeding the goal of 51.1% by 1.7%.

2. Increase the graduation rate of transfer students.

The six-year graduation rate is measured as the percentage of the entering transfer student cohort that graduates within six years; this is a cumulative measure from the first year that students begin to graduate until the sixth year. Some of the entering cohort may have stopped or dropped out, or are still enrolled after six years.

At 68.7%, the six-year graduation rate for transfer students who entered in 2015 is another record for PSU, exceeding the goal of 65.5% by 3.2%.

Time to Degree for Bachelor's Recipients (Years)

1. Reduce the numbers of years it takes to complete a Bachelor's degree for both first-time and transfer students.

Time to Degree is a measure of the average number of years it takes for an undergraduate to complete a Bachelor's degree. It is not related to the size of the entering cohort, but represents the average time to degree for those students who complete within six years. For example, year-by-year tracking shows that most first-year students begin to graduate in the 4th year, with the largest number graduating in that year, followed by another large jump in the 5th year; a smaller increase follows in the 6th year and beyond. For this measure, the average number of years should decrease over time.

For both first-time and transfers, the difference between actual performance and the goal is minimal, representing a fragment of a year. For first-time students, the average time to degree was 4.63 years, higher than the goal of 4.58 years by 0.05. For transfer students, the average was 2.93, lower than the goal of 2.97 years by 0.04. Therefore, the goal for this metric should be considered as met.

Credit Completion Threshold

1. Increase the number of undergraduate students who complete at least 67% of their courses in the first year.

This metric has been shown in national research findings to be positively correlated with degree completion. It was adversely affected by enrollment patterns during the pandemic years 2020 and 2021, as students took fewer classes, or stopped or dropped out during the year.

The percentage of first-year students entering in Fall Term 2020 who had completed 67% or more of their courses was 83.4%, falling short of the goal of 89.5% by 6.1%. For transfer students entering in Fall Term 2020, 87.5% completed the threshold, falling short of the goal of 89.5% by 2.0%.

Degrees Awarded

1. Increase the number of degrees awarded at the undergraduate and graduate levels.

The number of bachelor's degrees awarded at 4,684 exceeded the goal of 4,371 by 313, while the number of master's degrees at 1,610 fell short of the goal of 1,637 by 27, and the number of doctoral degrees at 95 exceeded the goal of 85 by 10.