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March 26, 2013

The Honorable Rod Monroe  
The Honorable Betty Komp  
Joint Ways and Means Subcommittee on Education  
900 Court St NE, H-487  
Salem, OR 97301

Dear Senator Monroe and Representative Komp,

I am writing to follow-up on questions and requests for information that came up in my testimony today. These include the following:

- The diversity of graduates in ETIC disciplines
- The 10% of ETIC program graduate who are not employed in their field; and
- A brief comment about the role of race and ethnicity in college success.

**The diversity of graduates in ETIC disciplines:**

Here is a table with the last three year's data on graduates in ETIC disciplines followed by system wide enrollment for comparison:

<b>OUS Degrees Awarded in ETIC Disciplines: 2009-2012</b>						
	<b>2009-10</b>		<b>2010-11</b>		<b>2011-12</b>	
<b>Race/Ethnicity</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Am. Indian/Alaska Nat.	9	0.6%	12	0.7%	5	0.3%
Asian	108	7.4%	121	7.4%	140	8.0%
Pacific Islander	8	0.5%	7	0.4%	7	0.4%
Black Nonhispanic	13	0.9%	15	0.9%	13	0.7%
Hispanic	41	2.8%	39	2.4%	52	3.0%
White Nonhispanic	976	66.6%	1,045	63.6%	1,081	61.6%
Two or More Races	13	0.9%	16	1.0%	25	1.4%
Unknown	99	6.8%	112	6.8%	113	6.4%
Nonresident Alien	198	13.5%	275	16.7%	319	18.2%
<b>Grand Total</b>	<b>1,465</b>		<b>1,642</b>		<b>1,755</b>	

<b>Enrollment</b>		
<b>Headcount Fall 2012</b>		
	<b>N</b>	<b>%</b>
	1,158	1.1%
	5,738	5.7%
	666	0.7%
	2,109	2.1%
	7,148	7.0%
	67,840	66.9%
	3,739	3.7%
	5,452	5.4%
	7,543	7.4%
	<b>101,393</b>	

NOTE: ETIC degrees represent bachelor's, master's, and doctoral degrees in the fields of computer science, engineering, engineering technology, and materials science.

SOURCE: SCARF data files, Office of Institutional Research, Oregon University System

**The 10% of ETIC graduates who are not employed in their field:**

- 44% are employed in a different engineering field
- 4 % are employed in a science field
- 16% are employed in a non-STEM Field
- 36% are unemployed

**The role of race and ethnicity in college success:**

Our colleague Gilma Meneses gave a very good overview of the investments we need to make to ensure diversity in our universities: additional pre-college events, expanding outreach to work with parents and families, additional counseling on campus, working with community organizations, and providing disadvantaged students with an environment in which they feel comfortable. Much of this is to make young students and their families college-aware so they can be college-prepared. However, amid the continued discussion, I wanted to let the committee know that we can be sure that if we address these needs, both in postsecondary and by working with our partners in education, we can expect to have successful students. Our research department has recently updated statistical analysis that indicates that the predictors of success for Students of Color are exactly the same as the predictors of success for white students: primarily high school GPA, SAT or ACT scores, and rigor of high school coursework. Said another way, if the K-12 academic preparation is similar among different racial and ethnic groups, their college achievement will be similar. We take this as inspiration that we can help all students be successful if we can continue to make the investments Gilma outlined. Equal opportunity is something that we intuitively understand, but it can be reassuring to know that, according to the evidence, we really are all created equal. It is up to all of us to provide equal opportunity and equal access. Doing so for all our young students is the only way to reach 40-40-20, and is the best way to serve Oregonians.

If you have further questions or concerns please do not hesitate to contact me at 503-725-5707 or [melody\\_rose@ous.edu](mailto:melody_rose@ous.edu).

Thank you,



Melody Rose, Interim Chancellor  
Oregon University System

Cc: Members of the Joint Ways and Means Subcommittee on Education  
Paul Siebert, Legislative Fiscal Office