Meeting Agenda

3:00-3:10  Welcome and Introduction...........................................................Chair Jim Francesconi

ACTION

1. Approval of Minutes of January 14, 2010 Academic Strategies Committee Meeting; Summary of Actions Approved at that meeting

2. Priority Area Analysis and Development Reports; ASC Recommendations to Each Reporting Priority Area

   3:10 – 3:45  Student Retention.................................................................Joe Holliday
   3:45 – 4:10  Portland Student Success.................................................... Preston Pulliams
   4:10 – 4:35  Rural Student Success............................................................Larry Galizio

3. OUS, Undergraduate Admission Requirements Policy for 2011-12 Academic Year

REPORTS AND UPDATES

4. Preview of March and April Academic Strategies Committee Meetings

HANDOUTS

• Minutes from January 14, 2010 meeting
• Analysis and Development Reports from Work Groups: Student Retention, Portland Student Success, and Rural Student Success Priority Areas
Potential Actions for the Academic Strategies Committee

Student Retention

The attached Student Retention Matrix was developed between September 2009 and January 2010 by the OUS Interinstitutional Council of Enrollment Managers (ICEM), a group of senior enrollment officers at each of the seven OUS institutions facilitated by Assistant Vice Chancellors Joe Holliday and Bob Kieran. Input was also incorporated by the Student Affairs Council (OUS VPs of Student Affairs) and by the admissions directors, financial aid officers, and registrars.

Underlying the approach to identifying key actions in the area of student retention is the idea that the OSBHE, through its Academic Strategies Committee, desires not to micro-manage the institutions in the development of performance measures and pursuit of higher student retention and graduation rates, but rather to encourage data-driven planning and action and reward performance.

Active, ongoing efforts to recruit, support, retain, and graduate students exist at all seven universities. In addition to programs and activities that serve all students (e.g., new student orientation, academic advising, and tutoring), a variety of programs are targeted at high-risk and traditionally underrepresented students (e.g., TRIO Programs, early warning systems). Summaries of these activities were provided to the Board at its October 2009 meeting at OIT and can be found at the OUS website included with October Board meeting materials.

This Student Retention Matrix is not intended to supplant those efforts. On the contrary, it seeks to support them, while focusing on Systemwide priorities in the areas of affordability, support for traditionally underrepresented and academically underprepared students, and a data-driven approach to funding, planning, implementing, and sustaining student success efforts at all the universities.

STUDENT RETENTION

Five Priority Areas for ASC Consideration:

1. Action to increase affordability for students, including expansion of need-based aid and student employment opportunities (both on- and off-campus), as well as Board support for restoration of Oregon Opportunity Grant funds;

2. Action to expand peer mentoring, advising, and tutoring on all campuses, providing leadership experiences for high functioning students and much-needed academic and social support for students at risk of stopping out;

3. Refined performance funding measures that recognize the growth and importance of transfer students as well as the importance of “crossing the finish line”; i.e., graduation rates and time to degree;
4. Support for the development/refinement of institutional student success plans that provide a road map to increased student retention and graduation; support to include program evaluation of existing efforts, and research to identify new approaches; and

5. Action to sustain our emphasis on serving traditionally underrepresented students, among other things by linking the efforts of the Board, ASC and ICEM with the nascent Student Participation & Completion Network (“ONWARD”).
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<td>1</td>
<td>Advocate for restoration of Oregon Opportunity Grant funding in 2010-11 and for increases in the next biennium; work with OSAC to examine changes to the formula.</td>
<td>Mid-year OOG reductions will reduce affordability for students and may lead students to reduce credit loads or stop out of OUS institutions; the current formula under-estimates true cost of attendance and factors in educational loans.</td>
<td>Students with financial need may be able to secure or increase existing educational loans; institutions are severely constrained in their ability to ‘backfill’ as they did last year.</td>
<td>N/A</td>
<td>N/A</td>
<td>Data on the effect of OOG reductions on student persistence and progress to degree could help build a case for the next biennium.</td>
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<td>2</td>
<td>Increase need-based institutional aid for students with financial need.</td>
<td>Institutional aid is primarily awarded based on criteria other than financial need, although needy students often receive such aid; UO’s PathwayOregon and OSU’s Bridge to Success are recent affordability retention initiatives that include need-based aid.</td>
<td>Maintain commitments to current need-based aid levels.</td>
<td>Protect need-based aid from fee remission reductions if reductions are made; 30% earmark from tuition increase revenue will help.</td>
<td>Using PathwayOregon and Bridge to Success as models, scale/adapt these efforts at other campuses as funds become available.</td>
<td>Data on student persistence and other measures of student success for students in programs such as Pathway Oregon and Bridge to Success.</td>
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<td>3</td>
<td>Expand peer advising, tutoring and mentoring capacity at all OUS institutions, increasing both student success and affordability.</td>
<td>All institutions employ student tutors to a significant degree, less so with mentors and advisors.</td>
<td>Maintain existing efforts.</td>
<td>Protect student employment that is directly related to student success from budget reductions.</td>
<td>Expand student employment that contributes to student success (e.g., tutoring).</td>
<td>Create a system for categorizing/prioritizing student employment as it contributes to student success.</td>
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<td>4 Increase paid internship and cooperative education opportunities.</td>
<td>All institutions have some opportunities, and MECOP is a successful interinstitutional program.</td>
<td>Maintain existing efforts.</td>
<td>Expand existing, successful programs such as MECOP; ETIC funding may play role.</td>
<td>Create new “earn while you learn” opportunities, Systemwide and at campuses.</td>
<td>Identify effective programs for adapting/ scaling them; identify industry support.</td>
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<td>5 Refine retention performance funding measures, adding transfer retention and freshman/transfer graduation rates, adjusted for high risk student factors.</td>
<td>Performance funding for retention is currently based on retention of first-time, full-time freshmen beginning in fall term and persisting to the following fall term.</td>
<td>Incorporate additional performance measures to broaden retention performance criteria and place more emphasis on “crossing the finish line.”</td>
<td>N/A</td>
<td>N/A</td>
<td>Analysis of data to support broadening of performance funding criteria, and exploration of ways to account for high risk students in the model.</td>
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<td>6 Develop data-driven, campus student success plans that build on effective practice and identify areas where budgeted funds &amp; performance funds can be deployed.</td>
<td>Some institutions have formal student success/enrollment management plans and others are in development.</td>
<td>Continued development and refinement of campus student success plans; ASC role not to micro-manage efforts but to encourage data-driven planning and reward performance.</td>
<td>Retention and student success practices that are demonstrably effective should be protected from budget reductions.</td>
<td>Effective practices should be supported and adapted/scaled for use on other campuses; efforts should be enhanced by performance funding to the extent possible.</td>
<td>Research and program evaluation to determine effectiveness of current retention activities and feasibility of new activities is a critical need on the campuses.</td>
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<td>7</td>
<td>Focus OUS and campus-level research efforts to more thoroughly identify the reasons students do not persist and graduate from OUS.</td>
<td>Some campuses conduct withdrawing student surveys and conduct stop-out studies.</td>
<td>Maintain existing campus efforts; environmental scan (see column at far right).</td>
<td>Institutional funding of withdrawing student and/or stop-out research, to guide the development of student success plans (see above).</td>
<td>A Systemwide withdrawing student and/or stop-out study led by Chancellor’s Office IR (would need to restore survey research position to budget).</td>
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<td>A Systemwide withdrawing student and/or stop-out study led by Chancellor’s Office IR (would need to restore survey research position to budget).</td>
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<td>Environmental scan to see what each campus is currently doing and what “holes” exist in current research; National Student Clearinghouse could play expanded role.</td>
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<td>8</td>
<td>Continue Student Participation &amp; Completion Symposia to share effective practices and connect practitioners.</td>
<td>Second Symposium was very successful, however, leadership and funding for its continuation have not been determined.</td>
<td>Evolving SPC Network can provide leadership; event could be partially funded by charging registration fees or by partnering with ODE, CCWD, and/or OICA.</td>
<td>Budget reserves could be used as available on a year-by-year basis to fund the Symposium.</td>
<td>SPC Network’s role, leadership, and staffing need to be clarified.</td>
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<td>A recurring budget for SPC and the Symposium could be established to keep registration fees minimal.</td>
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Potential Actions for the Academic Strategies Committee

Portland Higher Education Access Group

In October 2009, Dr. Preston Pulliams invited a group of community leaders to identify and develop strategies to increase student access and success in higher education in the Portland metropolitan area. He asked Gale Castillo, President of the Hispanic Metropolitan Chamber of Commerce to co-chair the group.

Other group members are: Arleen Barnett, Vice-President, Administration, PGE; Christine Chairsell, Vice-President, Academic & Student Affairs, PCC; June Chrisman, Chief Human Resource Officer, Providence Health & Services; Randy Choy, Program Officer for Education & Special Funds, The Oregon Community Foundation; Yvonne Curtis, Superintendent, Forest Grove School District; Eileen Drake, Vice-President, Administration & Legal Affairs, PCC Structural; Augie Gallego, Chancellor Emeritus, San Diego Community College; Leslie Garcia, Assistant Vice-Provost, Oregon Health & Sciences University; Martin Gonzalez, Board Member, Portland Public Schools; Joyce Harris, Director, Equity Program, Education Northwest; Elizabeth King, Director, Organizational Development, ESCO Corporation; Roy Koch, Provost & Vice-President, Academic Affairs, PSU; Mark Langseth, President & CEO, I Have a Dream Foundation Oregon; Linda Moholt, CEO, Tualatin Chamber of Commerce; Lolenzo Poe, Partnership Development Director, Portland Public Schools; Nan Poppe, President, Extended Learning Campus, PCC; Janet Rash, Corporate Affairs Manager, Intel Corporation; Narce Rodriguez, Dean, Student Development, PCC; Barbara Rommel, Superintendent, David Douglas School District; Charles Schlumpert, President, Concordia University; John “Ski” Sygielski, President, Mt. Hood Community College; Joe Holliday and Bob Turner, OUS Chancellor’s Office.

The group has met four times since October, hearing presentations from “best practices” programs and discussing strategies to address the issue of greater access and success in higher education. It was decided that there are four main areas that need action. They are:

1. Collaboration
2. College Preparation
3. Academic and Personal Support
4. Financial Support

The larger group established four sub-groups to focus on these areas. The attached matrix describes potential actions for the Academic Strategies Committee. In addition, the Higher Education Access Group has recommended four priority actions, also attached.
## Potential Actions for the Academic Strategies Committee: Portland Higher Education Access & Success

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<td>1</td>
<td>Collaboration: across education sectors, between education sectors and industry, government, and nonprofit organizations and agencies (including foundations, business associations, Portland Mayor’s Office, etc.)</td>
<td>Create Portland Regional Higher Education Access Advisory Council (see attached draft vision, objectives, and deliverables). Identify organizations and individuals whose membership on the Council is considered key, and recruit members.</td>
<td>If available, current budget reserves could be allocated to support hosting/convening expenses of the Council.</td>
<td>A line item budget for Council activities.</td>
<td>Identification of key organizations and individuals for Council membership.</td>
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<td>2</td>
<td>Affordability: keeping college costs within reach and providing sufficient scholarships and other aid while minimizing education loans</td>
<td>Inventory currently available scholarship resources and grant aid:  -- OCF (summary in progress)  -- University/college foundations  -- OSAC (including OOG)  -- Hispanic Metropolitan C.of.C. Fund</td>
<td>If available, current budget reserves could be used to compile the inventory results into a user-friendly, searchable database based on (but expanding) the OSAC scholarship e-application model.</td>
<td>Create a public awareness campaign to:  -- make Oregonians aware of the urgency of increasing access to higher education for all students  -- educate students about the importance of higher education</td>
<td>Inventory currently available scholarships, grant aid, and free/reduced tuition sources.</td>
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<td>3 Creating a College-Going Culture/Academic Preparation: Identify best practices for preparing students of color and first-generation college students for college entrance and success</td>
<td>Statewide programs and practices encourage and prepare first-generation students. ASPIRE (OSAC) and OREGON GEAR-UP (OUS) are statewide initiatives; AVID and TriO College First are nonprofit and community college examples; OUS institutions have pre-</td>
<td>Identify existing programs and funding requirements through a statewide survey. Identify effective and promising practices by gathering data on success rates of existing programs. Partner with the emerging Student Participation &amp; Completion Network</td>
<td>Select the most promising practices and secure funding streams to implement them across designated geographic areas.</td>
<td>Select the most promising practices and secure funding streams to implement them across designated geographic areas.</td>
<td>Survey first-generation college students to determine what high school or other preparation helped them succeed in college. Analyze data on current efforts and determine best practices that could be brought to scale. Disseminate results.</td>
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<td>4 Recruitment of and in-college support for underrepresented students in Oregon colleges and universities</td>
<td>All institutions have orientation, FYE, peer mentoring, and academic support services in place; most institutions have multicultural centers and support systems; see OSU/UO need-based programs, above.</td>
<td>Assess universities’ ability to conduct outreach efforts to students of color and first-generation students through non-traditional recruitment strategies. Inventory current mentoring programs for students of color and first generation students; once compiled, develop a link or website listing the information. Partner with the emerging Student Participation &amp; Completion Network in all activities in this section.</td>
<td>Conduct research to identify effective and promising practices nationally, for possible scaling/adaptation for Oregon use. Work with foundations to identify/procure funding for expansion of mentoring programs. Ensure university commitments to funding first-year experience programs (FYE) as PCC and MHCC have done.</td>
<td>Develop a mentoring program to “fill in the gaps,” attracting mentors from the business, education, and government sectors. Engage with educational stakeholders to secure funding so that all under-represented students can take FYE courses/programs free of charge.</td>
<td>and make recommendations to ASC/OSBHE.</td>
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inventory existing mentoring programs in Oregon. Research effective and promising practices nationally. Assess ability to conduct effective outreach/recruitment efforts for underrepresented students. Identify mentoring and FYE gaps through such instruments as the Student Satisfaction Inventory (SSI) and the National Survey of Student Engagement (NSSE).
COLLABORATION

An Advisory Council to the Board of Higher Education should be established to provide a multi-stakeholder dialogue to develop policies and secure adequate financial support for the pursuit of the access and success agenda.

The Advisory Council should be composed of 12 residents of the Greater Portland Metropolitan Area. They should be appointed to the Council for a one-year term. These residents should represent the following areas: business and industry, non-profits, area foundations, public schools, private colleges and universities, and community colleges.

COLLEGE PREPARATION

Provide students with a comprehensive academic, financial, and social support system, paying particular attention to the specific needs of learners from underrepresented groups and/or those who experience difficulties.

ACADEMIC AND PERSONAL SUPPORT

Ensure that adequate materials and counseling are available to all middle and high school students and their parents explaining the importance and process for aspiring to enter higher education programs.

FINANCIAL SUPPORT

Ensure that no student be denied access to higher education due to a lack of financial resources.
PORTLAND REGIONAL HIGHER EDUCATION ACCESS ADVISORY COUNCIL

VISION
A well-educated population is the foundation of social equity, cohesion, and successful participation in the global economy. Therefore, the Oregon University System should partner with citizens, non-profits, governments, other education institutions and businesses of the Portland Metropolitan Region to increase the share of the population with higher education and to broaden access to higher education, especially for individuals that are underrepresented because of socio-economic status, race, ethnicity, religion, age, gender, disability, or location.

KEY POLICY OBJECTIVES
1. Establish undergraduate access and affordability as the highest priority for state higher education policy and support.
2. Protect access. All eligible students seeking to enroll at OUS four-year public institutions should be accommodated by institutions that can meet their needs.
3. Preserve the educational safety net by prioritizing enrollment capacity and affordable tuition at broad access institutions serving students from low- and middle-income families.
4. Access to higher learning should be made possible to all regardless of race, ethnicity, gender, economic or social class, age, language, religion, location or (dis)abilities.
5. The goal of access policies should be successful participation in higher education, as access without a reasonable chance of success is an empty promise.
6. Equitable access and academic excellence are essential and compatible aspects of a quality higher education.

POLICY DELIVERABLES
1. Develop measurable expectations for productivity increases by all institutions and strategies for reinvesting the resulting savings in efforts to maintain and expand undergraduate access and affordability, particularly for low- and middle-income students.
2. To improve access to higher education, admission criteria must move away from a primary focus on each learner’s achievements and entry qualification towards the recognition of his/her potential, without the latter becoming the sole criterion for admission.
3. Reduce student demands on the System by expanding dual enrollment and other accelerated learning options, assuring course availability for one-time completion, and by limiting credit requirements for degree programs and accumulation of excess credits.
4. Equitable access be ensured to, and broader participation in, higher education require active linkages between higher education and primary and secondary education and seamless, educational pathways beginning with early childhood and continuing throughout life, and aided by career guidance and counseling services when appropriate.

5. To promote access and student success, different institutional models, flexible programs of study as well as a variety of delivery modes must be available to allow individuals at all stages of life to move through higher education in a manner that suits their needs.

6. Work in partnership with government, representatives of other educational sectors, professional associations and employees in order to address issues of access and successful participation in a holistic manner, taking into consideration the outcomes of secondary level schooling, labor market trends, and national development needs.

7. Call for, and participate in, a multi-stakeholder dialogue with government and/or competent bodies to develop policies and secure adequate financial support for the pursuit of the access and success agenda.

**PROPOSED MEMBERSHIP**
The Advisory Council should be composed of 12 residents of the Greater Portland Metropolitan Area. They should be appointed to the Council for a one-year term. These residents should represent the following areas: business and industry, non-profits, area foundations, public schools, private colleges and universities, and community colleges.
Potential Actions for the Academic Strategies Committee

Rural Resident Participation and Success
Actions for Expanded Opportunities

PREMISES
Economically and ethically, Oregon cannot leave rural Oregonians on the outside of higher education opportunity—we must find a means of increasing educational attainment in rural communities.

The State of Oregon cannot afford to serve rural communities through an aggressive expansion in the number of public postsecondary institutions in the state. We are not supporting our current seven universities, one branch campus, and seventeen community colleges adequately and cannot meet the rural needs by opening major new institutions.

The complexity, overhead costs, and challenges of developing new satellite campus initiatives and collaborative rural programs necessitate a structure of incentives and rewards.

Oregon’s community colleges—some with satellite campuses, EOU’s 16 regional centers, and OSU Extension Offices, are currently the most geographically diffused assets in the Oregon higher education network.

Online program growth and associated enrollment has been significant and further growth is expected. An emergent pedagogy emphasizes the distinct value of blended courses utilizing a combination of face-to-face and online dimensions.

With limited resources it is most appropriate to scale up current successful approaches and partnerships and to establish a test-and-pilot framework before making a broad System modification.

Efforts to advance educational attainment for rural Oregonians presume that parallel actions will be taken to enhance the economic sustainability of rural communities. Otherwise, the initiatives proposed in this document may simply serve to accelerate the rate of depopulation of rural Oregon by educated individuals going elsewhere to build their futures.
PROPOSED FRAMEWORK FOR ACTION

A Hub and Spoke Model of educational access offers the most promising framework for increasing participation and success for residents of rural Oregon.

Oregon’s rural postsecondary institutions already fulfill this model to some extent. Community colleges currently enable students to begin college work in a more remote site and then “ship” the student to the university. But there are still rural students who have difficulty (i.e., travel, time, costs) getting from their home to a community college main campus or satellite site. Additionally, although the “travel link” is available to the university, many students are not able to relocate for two years to achieve their bachelor’s degree. To address this need, EOU has provided access with its 16 regional centers and online/on-site degree completion programs. Additionally, OSU, OIT, and OHSU offer access via satellite sites as well. However, to significantly increase the participation and success of rural Oregonians, strategically located access points should be expanded.

Access points can either be geographical or technological. Additionally, online learning can be a great asset for some students in some courses, but not all rural students and not in all courses. A benefit of new educational access centers would be to get students started, to save them money by extending the period of time that they can study in their home community, and lowering the overall cost to the state and the individual by concentrating as much expense as possible in the lower-cost community college. New access points will also help place continuing learners on a trajectory of further degree attainment.
### Academic Strategies Committee: Rural Access and Success Priority Area

**Goal One: Strengthen College-Going Culture in Rural Areas**

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<td>1 Increase investment in ASPIRE &amp; GEAR-UP.</td>
<td>115 ASPIRE sites @ $764,694. GEAR-UP 12 clusters in 20 schools.</td>
<td>Urge OUS &amp; community colleges to promote involvement in current sites/clusters</td>
<td>Determine one or more additional sites/clusters and fund out of current budgets.</td>
<td>Expand to 210 ASPIRE sites for $1,038,852. Add 10 GEAR-UP clusters of middle &amp; high schools @ $475,000.</td>
<td>Research potential interest &amp; viability of changes. Seek CC/OUS faculty input.</td>
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<td>2 Strengthen Dual Credit Option. (HS courses for college credit.)</td>
<td>Limited offerings in rural areas. Dual Credit requires teacher M.A. in content area.</td>
<td>Promote MA option for teachers to strengthen access. Request TSPC to consider alternative outcome-based certification. Promote Oregon Virtual School District.</td>
<td>CC/OUS and districts increase staffing to strengthen efforts among institutions.</td>
<td>Establish State Loan Forgiveness initiative as incentive for M.A. in content area if agree to serve in rural school.</td>
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<td>3 Strengthen Expanded Options. (HS students enrolling at CC/OUS campuses.)</td>
<td>Limited participation &amp; commitment with many waivers sought by districts.</td>
<td>Legislative review of SB 300/23 to address current barriers to participation</td>
<td>Provide financial incentives to high schools &amp; postsecondary institutions for participation.</td>
<td>Devise new incentive structures. Follow progress of Oregon Virtual School District. Look to successes in other states such as Running Start in Washington.</td>
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<td>4 Support professional development for middle/HS teachers and counselors re college options/ financial aid, etc.</td>
<td>Lack of comprehensive advising info available.</td>
<td>Encourage more focus on the role of teachers; promote “college days” at K-12 schools involving teachers/counselors</td>
<td>CC and OUS could target several specific schools as part of coordinated outreach effort within current budget.</td>
<td>Fund summer institutes for middle/HS teachers/counselors as early contacts for support of college-going.</td>
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<td>5 Promote rural student and/parent ambassadors for middle &amp; HS visitations.</td>
<td>Individual campuses involve students to some degree.</td>
<td>Consider offering academic credit for participating students.</td>
<td>Some staff to develop program for rural parent ambassadors. Some funds needed to cover additional travel/materials.</td>
<td>Financial incentives and performance-based measures for recruiting rural students.</td>
<td>Greater understanding of current efforts.</td>
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<td>6 Increase collaboration among community colleges &amp; universities in outreach activities to rural schools.</td>
<td>Most efforts are campus-by-campus limited coordination.</td>
<td>CC/OUS can emphasize college-going generally in outreach, promoting options at all Oregon public institutions.</td>
<td>Design a CC/OUS plan to expand outreach; some funding shifts likely as institutions agree on how to coordinate coverage of more schools</td>
<td>Provide travel funds to support middle/HS visits to campuses during academic year. Cross-train outreach staff to explain multiple site/institution options.</td>
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<td>7 Increase outreach efforts in rural communities for “adult” learners.</td>
<td>Community college outreach. Barriers of childcare and work hours.</td>
<td>Maximize hours of class offerings at nontraditional hours.</td>
<td>Encourage universities to prioritize “adults” and to make more funds available for childcare.</td>
<td>Strengthen and/or create sites for gateway courses (see pilot idea on next page).</td>
<td>Town Hall Forums to gather data.</td>
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### Academic Strategies Committee: Rural Access and Success Priority Area

**Goal Two: Improve Program Completion and Credential Attainment**

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<tr>
<td>1. Develop new regional “open campus” processes and agreements to remove barriers to attendance at multiple institutions.</td>
<td>EOU distance program with 16 regional centers. OSU/Linn Benton Open Campus. OSU Cascades w/COCC developing home campus model w/outreach centers – CCOC Madras &amp; Prineville campuses for gateway courses/advising. Multiple CC/OUS MOUs.</td>
<td>Gather stakeholders to consider creating seamless CC/OUS open campus agreements at one or more institutions and determine needed statutory or other approvals.</td>
<td>Willing partners could allocate staff development funds/reassigned time for joint work by faculty on aligning courses, enrollment/admissions on systems requirements, financial aid formulas for sharing costs/income. Seek statutory approvals.</td>
<td>Provide funds for the Eastern Oregon Collaborative Colleges Consortium with this work as its major charge. OSU Extension w/TBCC, COCC in Prineville. Pilot fiscal support for two or more remote sites for advising and support staff to help students navigate degree planning, financial aid, study skills.</td>
<td>Collect statewide data on current alignment agreements. Assess faculty capacity to collaborate on course and program alignment. Coordinate with UEE on this work.</td>
</tr>
<tr>
<td>2. Apply “hub-and-spoke” education model to increase enrollment and capacity to serve specific needs.</td>
<td>50% of EOU enrollment is through distance delivery. Nine majors and 19 minors are offered in traditional disciplines. Largest campus major is “Liberal Studies” MBA available at distance.</td>
<td>Greater OUS/CC outreach to communities for current options for beginning or completing degrees through different institutions.</td>
<td>Establish joint OUS/CC committee to determine feasibility of using extension offices, public libraries, local K-12 schools for on-site courses and/or on-line access. Involve IT staff to determine system compatibilities and requirements to increase. Involve PR staff in creating comprehensive materials.</td>
<td>Seek state investment in enhanced rural broadband infrastructure. Pilot fiscal support for several rural access points for preparatory/gateway courses in remote areas. Provide financial incentives for CC/OUS to develop curricular hub and spoke strategies. (See next 2 actions for examples).</td>
<td>Assess capacity to offer courses and programs.</td>
</tr>
<tr>
<td>Potential Action Item</td>
<td>Current Situation</td>
<td>Action w/o Funding Adjustment</td>
<td>Action Possible Through Reallocation</td>
<td>Action Requiring New Funding</td>
<td>Information/Data Needs to Support Next Steps</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>3 Develop a Systemwide Oregon “Interdisciplinary Degree” Option</td>
<td>Degree completion options possible through variety of institutions, but majors are limited and it is difficult to monitor quality/alignment of courses within and among institutions See information on EOU in previous in box above.</td>
<td>Review existing “liberal studies” and other degree completion options for quality and employment value Promote EOU option.</td>
<td>Establish OUS/CC faculty/advisors committee to develop a model template for an independent degree permitting students to draw from multiple institutions, with strong advising for transcript evaluation, include rigorous process for assessment of prior experiential learning, and require individually designed capstone experiences. Need to address residency requirements and formula for FTE sharing.</td>
<td>A new Systemwide degree would require financial support for release time for faculty and initial development and coordination.</td>
<td>Community engagement and interest assessment through scheduled town hall meetings.</td>
</tr>
<tr>
<td>4 Consider implementing applied Bachelor of Science degree using hub and spoke model.</td>
<td>Under review, with discussion about ensuring essential learning outcomes for Bachelor of Science. OIT currently providing Bachelor of Science completion sites for tech and allied health. OSU/Cascades programs exist as well.</td>
<td>Increase PR re current options to participate in OIT /OSU Cascades applied programs.</td>
<td>N/A</td>
<td>Provide fiscal support to OIT or OSU and at least one CC partner serving rural students to propose a joint applied Bachelor of Science in a specific technical field. Seek Board approval.</td>
<td>Monitor work on applied baccalaureate.</td>
</tr>
<tr>
<td>Potential Action Item</td>
<td>Current Situation</td>
<td>Action w/o Funding Adjustment</td>
<td>Action Possible Through Reallocation</td>
<td>Action Requiring New Funding</td>
<td>Information/Data Needs to Support Next Steps</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-----------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>5 Promote Assessment of Prior Experiential Learning or similar.</td>
<td>Example: Student assistance through EOU’s regional center directors with assessment conducted by EOU program faculty.</td>
<td>At institution level, review current use and successes and identify future potential for this option focused on rural residents.</td>
<td>Assess rural residents’ interest/need through planned town-hall meetings (currently budgeted through SB442).</td>
<td>Provide funding to increase advisors and provide professional development. Compensate faculty for review of prior learning in their discipline areas.</td>
<td>At institution level, review current use and successes and identify future potential for this option focused on rural residents.</td>
</tr>
</tbody>
</table>
Specific Actions for Academic Strategies Committee on the Rural Participation and Success Priority Area

ACTIONS TO STRENGTHEN COLLEGE-GOING CULTURE IN RURAL AREAS

- Increase investment in proven pre-college outreach programs: increase ASPIRE sites statewide (with priority in rural areas) from 115 to 210. A $341,380 investment for 2011-12 will add 45 sites. $697,472 for 2012-13 will expand the program by another 50 sites. Invest $475,000 in GEAR-UP to add 10 clusters serving middle and high schools
- Promote availability of Dual Credit Option through state loan forgiveness initiative as incentive for subject-area M.A.’s agreeing to teach in rural schools
- Reduce barriers to participation in Expanded Options program by providing financial incentives to high schools and postsecondary institutions
- Increase pre-college advising skills for middle and high school teachers/counselors by funding summer institutes at colleges and universities
- Promote student/parent ambassadors for rural middle and high school visitations
- Increase collaboration among community colleges and universities in rural school outreach (e.g., travel funds for college/university visits, training for outreach staff)
- Increase outreach efforts in rural communities for “adult” learners by increasing access sites and opportunities for gateway/introductory courses

ACTIONS TO IMPROVE PROGRAM COMPLETION AND CREDENTIAL ATTAINMENT

- Develop new regional “open campus” processes and agreements with financial support for the Eastern Oregon Collaborative Colleges Consortium, and for the OSU/TBCC/COCC Madras and Prineville campuses for developmental education
- Apply a “hub-and-spoke” education model through enhanced rural broadband infrastructure, and fiscal support for several rural access points (e.g., extension offices, libraries, K-12 schools). Pilot gateway/introductory courses anticipating small classes
- Create a Systemwide “interdisciplinary” or “independent” degree option including financial support for development and coordination by faculty and administration
- Implement Applied Bachelor of Science Degree employing “hub-and-spoke” model through financial support to OIT or OSU and at least one community college partner
- Promote Assessment of Prior Experiential Learning (APEL) or similar program with pilot funding to strengthen advising and instruction capacity

* Include rural student recruitment and retention as a performance measure for postsecondary institutions
BACKGROUND
In February 2010, the Oregon State Board of Higher Education policy calls for approval of the 2011-12 undergraduate admission requirements for Oregon University System (OUS) institutions. This schedule is necessary for institutional planning, program implementation, publication production, and timely notice to prospective students.

Currently, the Joint Boards of Education has been tasked by the Governor with creating a Unified Education Enterprise, building a student-centered pipeline that maximizes educational opportunity and achievement for all Oregon students. As part of this assignment, OUS continues to examine the current framework of standards and assessments in Oregon to close the gap between high school exit expectations for most students and the proficiency needed to take the next step into postsecondary education. An Automatic Admission Policy granting admission to an OUS institution based on demonstrated proficiencies (specific proficiency levels and other criteria to be determined) is currently being developed for the 2012-13 revision of this document.

Although high school diploma standards do not guarantee OUS entrance, the universities’ admission criteria are based on continued performance analysis and retention outcomes of students at each institution. The admission policy of each institution is designed to ensure appropriate preparedness and to increase the likelihood for retention and university graduation within four to six years.

Students who successfully complete an Oregon high school diploma but who are not admitted to OUS are encouraged to pursue preparatory coursework and/or remediation at any of the Oregon community colleges. Community college partnerships to support these students are well developed among OUS institutions. Statewide legislative support for statewide P-20 initiatives has improved access to information about alternative pathways toward a baccalaureate degree for students who begin their postsecondary education at Oregon community colleges. A comprehensive electronic source, Oregon ATLAS, provides students with centralized public access to individual course and program articulation among all OUS institutions in Oregon.

RECOMMENDATION TO THE ACADEMIC STRATEGIES COMMITTEE
The OUS Provosts’ Council recommends that the Undergraduate Admission Requirements policy be approved as updated for the 2011-12 academic year.

(Committee action required.)
The following two charts summarize freshman and transfer admission requirements for 2010-11 2011-12. Subsequent sections of the report provide more detailed information.

<table>
<thead>
<tr>
<th>Undergraduate Freshman Admission Requirements for 2010-11 2011-12 (Residents and Nonresidents)</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject Requirements – 14 Units (4-English, 3-Math, 2-Science, 3-Social Studies, 2-Second Language)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SAT Reasoning/ACT Scores¹</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.00²</td>
<td>3.00</td>
<td>3.00³</td>
<td>3.00</td>
<td>2.75</td>
<td>3.00³</td>
<td>2.75</td>
</tr>
<tr>
<td>Additional Campus Review Required (Evidence of proficiency, if available, will be considered here.)</td>
<td>Below 3.00 portfolio may be required</td>
<td>2.50 to 2.99</td>
<td>Below 3.00; or fewer than 14 subject units</td>
<td>Below 3.00; or fewer than 14 subject units</td>
<td>Below 2.75</td>
<td>Below 3.40; or fewer than 16 subject units</td>
<td>Below 2.75</td>
</tr>
</tbody>
</table>

¹ Minimum test scores are not set, but test results may be used during additional campus review processes. OUS schools may require a standardized writing exam. Students submitting the new SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination.

² In courses taken to satisfy the subject requirements.

³ Applicants below the 3.00 high school GPA or lacking subject requirements will receive additional campus review. OSU requires the Insight Résumé. Completion of math through the level of Algebra II is highly recommended.

⁴ UO automatically admits applicants who have a 3.40 high school GPA and 16 units of subject requirements including the 14 OUS subject requirements and 2 additional academic units. Applicants below the 3.40 high school GPA or 16 units of subject requirements will receive additional campus review.

- All OUS institutions require two years of same high school-level second language with a grade of C– or above, or two terms of a college-level second language with a grade of C– or above, or acceptable performance on proficiency-assessment options. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe. American Sign Language meets the second language requirement. The second language requirement applies to transfer students graduating from high school in 1997 and thereafter.

- All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, non-cognitive factors, and other indicators that predict success in college. Academic performance is not the sole criterion for admission to an OUS university. A university may evaluate a person’s behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions. Simply qualifying for admission does not guarantee admission.
<table>
<thead>
<tr>
<th>Minimum College Credits Required&lt;sup&gt;1&lt;/sup&gt;</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA (Residents)&lt;sup&gt;2&lt;/sup&gt;</td>
<td>2.25</td>
<td>2.25&lt;sup&gt;3&lt;/sup&gt;</td>
<td>2.25</td>
<td>2.25&lt;sup&gt;4&lt;/sup&gt;</td>
<td>2.25&lt;sup&gt;5&lt;/sup&gt;</td>
<td>2.25</td>
<td>2.25</td>
</tr>
<tr>
<td>GPA (Nonresidents)&lt;sup&gt;2&lt;/sup&gt;</td>
<td>2.25</td>
<td>2.25&lt;sup&gt;3&lt;/sup&gt;</td>
<td>2.25</td>
<td>2.25&lt;sup&gt;4&lt;/sup&gt;</td>
<td>2.25&lt;sup&gt;5&lt;/sup&gt;</td>
<td>2.50</td>
<td>2.25</td>
</tr>
<tr>
<td>All Applicants Must Meet Specified Course Requirements&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes&lt;sup&gt;7&lt;/sup&gt;</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1 Students who have earned between 12 and 36 quarter credit hours of college-level work (Oregon Institute of Technology, Oregon State University, Southern Oregon University, University of Oregon, Western Oregon University) or 30 (Eastern Oregon University, Portland State University) must meet both freshman and transfer admission requirements. Students who have completed fewer than 12 transferable quarter credits (or 8 semester hours) must meet freshman admission requirements.

2 Applicants who obtain an Oregon Transfer Module or AAOT from an Oregon community college will be admitted with a 2.00 GPA.

3 OIT: Transfer applicants who hold an Associate’s or a Bachelor’s degree will be admitted with a 2.00 GPA.

4 PSU: Applicants who hold a transferable Associate’s degree will be admitted with a 2.00 GPA.

5 SOU: Applicants who obtain an Associate’s degree from an approved partner institution will be admitted with a 2.00 GPA.

6 Courses Required:
   
   - OSU and UO require one writing course beginning with Writing 121 with a grade of C– or above; and college algebra or above with a grade of C– or above, or the equivalent of Math 105.
   
   - PSU requires writing courses beginning with Writing 121 with a grade of C– or above.
   
   - EOU requires successful completion of a minimum of two courses in the sciences, social sciences, or humanities. College-level writing and math are strongly recommended.
   
   - OIT requires demonstration of readiness for college-level mathematics and writing; for example, by completion of the equivalent of Math 95 Intermediate Algebra (or higher) and Writing 115 Introduction to Writing (or higher) with grades of C or above. Applicants who do not have an Associate’s or a Bachelor’s degree must have at least 33 college-level credits that are not in Physical Education. If more than 10 percent of an applicant’s credits are in Physical Education, credits beyond the 10 percent threshold will not be counted toward meeting GPA requirements.

7 OSU requires the Insight Résumé.

- All OUS institutions require two years of same high school-level second language with a grade of C– or above, or two terms of a college-level second language with a grade of C– or above, or acceptable performance on proficiency-assessment options. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe. American Sign Language meets the second language requirement. The second language requirement applies to transfer students graduating from high school in 1997 and thereafter.

- Academic performance is not the sole criterion for admission to an OUS university. A university may evaluate a person’s behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions. Simply qualifying for admission does not guarantee admission.
To be admitted to freshman standing, students must fulfill each of the requirements (or alternatives) as specified in 1. through 4. below. Applicants failing to meet all of these requirements may receive a comprehensive review of their application that may result in an offer of admission.

1. **High School Graduation**: To be considered for admission to an OUS institution, students must graduate from a standard or regionally accredited high school.

   Public high school graduates must have graduated from a standard high school.

   Private high school graduates or home-schooled graduates must have graduated from an accredited high school or home-schooled program.

2. **Nongraduates** qualify for admission by taking the GED, as follows:

   Meet the minimum score and average subtest score on the test of the General Educational Development (GED) as listed below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Minimum Score on Each Exam*</th>
<th>Minimum Overall Average Score for Five Subtests*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>400 410</td>
<td>510</td>
</tr>
<tr>
<td>OIT</td>
<td>410</td>
<td>580**</td>
</tr>
<tr>
<td>OSU</td>
<td>410</td>
<td>580***</td>
</tr>
<tr>
<td>PSU</td>
<td>410</td>
<td>580</td>
</tr>
<tr>
<td>SOU</td>
<td>410</td>
<td>550</td>
</tr>
<tr>
<td>UO</td>
<td>410</td>
<td>580</td>
</tr>
<tr>
<td>WOU</td>
<td>410</td>
<td>550</td>
</tr>
</tbody>
</table>

   * For tests taken before January 1, 2002, scores were reported in a two-digit format. To convert a pre-2002 score to the current three-digit format, add a zero. (For example, a 41 becomes 410.)

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1 Students with any college credit note Transfer Admission 1.

2 Standard high schools are public high schools that are certified as meeting specified levels of resources, services, and quality established by the Oregon Department of Education.

3 Accredited high schools are those that are reviewed and recognized by a regional entity, such as the Northwest Accreditation of Schools and Colleges, as meeting an appropriate level of academic rigor and support.
** OIT: Applicants with GED composite scores between 550 and 570 (55 and 57) and a minimum of 410 (40) on each subtest must have minimum SAT Reasoning scores of 400 math and 800 combined Math and Critical Reading (formerly Verbal) or ACT scores of 17 math and 17 composite. For scores between 500 and 540 (50 and 54) and a minimum score of 410 (40) on each subtest must have minimum SAT Reasoning scores of 500 math and 1000 combined Math and Critical Reading (formerly Verbal) or ACT scores of 21 math and 21 composite.

*** OSU requires the Insight Résumé.

Graduates of Nonstandard or Regionally Unaccredited High Schools or Unaccredited Home-schooled Programs

Graduates of nonstandard or regionally unaccredited high schools must qualify for admission by meeting institutional SAT Reasoning Exam/ACT requirements and have an average score of 470 or above (940 total) on a minimum score of 470 on each of two College Board SAT Subject Tests (Math level I or IIC and another test of the student’s choice).

An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.

Minimum ACT/SAT Reasoning Requirements for Students Who Did Not Graduate from an Accredited or Standard School for 2010-11 2011-12
(includes Math, Critical Reading, and Writing beginning March 2005)

<table>
<thead>
<tr>
<th>Campus</th>
<th>ACT* or SAT Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>Portfolio may be required</td>
</tr>
<tr>
<td>OIT</td>
<td>21 or 1000 on SAT math and critical reasoning</td>
</tr>
<tr>
<td>OSU</td>
<td>23 or 1540**</td>
</tr>
<tr>
<td>PSU</td>
<td>22 or 1540</td>
</tr>
<tr>
<td>SOU</td>
<td>21 or 1480</td>
</tr>
<tr>
<td>UO</td>
<td>22 or 1540</td>
</tr>
<tr>
<td>WOU</td>
<td>21 or 1470</td>
</tr>
</tbody>
</table>

* ACT scores are subject to change with additional information from ACT on integration of the optional writing exam.

** OSU requires the Insight Résumé.
2. **Admission Tests (ACT and SAT)**

Applicants who have graduated from an accredited and/or standard high school within three years of OUS enrollment must submit scores on the SAT Reasoning or American College Test (ACT) that include a standardized writing examination.

SAT Subject Tests are required for applicants who are graduates of unaccredited high schools, including home-schooled students.

Test scores are used:
- as an alternate means of meeting the GPA and/or subject requirements;
- to comply with the admission policy for graduates of unaccredited high schools;
- in selectively admitting qualified applicants; and
- for advising, guidance, and research purposes.

3. **OUS Subject Requirements**

Applicants must satisfactorily (grade of C– or above) complete at least 14 units\(^4\) (one year equal to one unit) of college preparatory work in the following areas. Graduates of Oregon high schools may also use the Proficiency-based Admission Standards System (PASS) option to substitute for English, mathematics, science, social science, and second language subject requirements.

**English (4 units).** Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.

**Mathematics (3 units).** Shall include first-year algebra and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive); advanced topics in algebra (through Algebra II), trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, and probability and statistics, or courses that integrate topics from two or more of these areas. One unit is strongly recommended in the senior year. (Algebra and geometry taken prior to 9\(^{th}\) grade will be accepted.)

**Science (2 units).** Shall include a year each in two fields of inquiry based college preparatory science such as biology, chemistry, physics, or earth and physical science. Science courses that are “inquiry based” provide students the opportunity to apply scientific reasoning and critical thinking to support conclusions or explanations with evidence from their investigations. It is strongly recommended that one year be taken as a laboratory science and that a total of three years of science be taken.

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\(^4\) Minimum requirements for admission to UO include these 14 units. For automatic admission, students must complete two additional approved units in any of the five subject requirements.
Social Studies (3 units). Shall include analysis of societal issues and events. It is strongly recommended that study includes knowledge and use of geographic information, patterns of United States history, patterns of human history, structures and systems of U.S. Government, and analysis of economic systems.

Second Language (2 units). Shall include two years of the same high school-level second language, or a C– or above in the third year of a high school-level language, or two terms of a college-level second language with a grade of C– or above, or satisfactory performance on an approved assessment of second language proficiency. Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe. American Sign Language meets the second language requirement. The second language requirement only applies to applicants graduating from high school in 1997 or later. If admitted as an exception, students failing to meet this requirement must complete it with a grade of C– or above or with two terms of the same college-level second language.

4. **High School Grade Point Average (GPA) and Subject Requirements**

**EASTERN OREGON UNIVERSITY**

- High School Graduate or Portfolio Review
- Admission Test (ACT or SAT Reasoning)
- 3.00 high school GPA in courses that satisfy the OUS Subject Requirements
  - Alternative to GPA Requirement:
    - A portfolio may be required. It would include an essay on educational goals, recommendations, grades, coursework, test scores, and any other evidence of academic and community achievement.
- Subject Requirement: 14 units
  - Alternative to Subject Requirement:
    - Students who have below a 3.00 high school GPA in all subject requirement coursework may be selectively admitted based on a review of a submitted portfolio that includes an essay on educational goals, recommendations, grades, coursework, test scores, and any other evidence of academic and community achievement.

**OREGON INSTITUTE OF TECHNOLOGY**

- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 3.00 cumulative high school GPA
Alternative to GPA Requirement:
- High School GPA between 2.75 and 2.99: SAT Reasoning Math 400 or above and SAT Reasoning Math and Critical Reading combined score of 800 or above or ACT math of at least 17 and composite of at least 17.
- High School GPA between 2.50 and 2.74: SAT Reasoning Math of 500 or above and SAT math and verbal combined score of 1000 or above or ACT math of at least 21 and composite of at least 21.

Subject Requirement: 14 units

Alternative to Subject Requirement:
- Score an average of 470 or above (940 total) on a minimum of 470 on each of two College Board SAT Subject Tests (Math Level I or IIC and a second test of the student’s choice). Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.

OREGON STATE UNIVERSITY

High School Graduate

Strength of Curriculum:
- Quality, quantity, and level of coursework, throughout the entire high school program, especially coursework completed beyond the minimum courses required (see high school course requirements chart).
- AP, IB, Oregon PASS, or college coursework completed or in process.
- College-level coursework.
- Rigor of the program taken within the context of the high school attended.
- Completion of a progressively challenging math sequence, demonstrated by performance.

Academic Performance:
- Minimum cumulative grade point average of 3.00 and completion of 14 required subject area courses.
- Class rank taken in context with academic rigor and class size of high school attended.
- Performance on standardized tests: SAT I or ACT. SAT II subject tests will be considered when available.

Insight Résumé (written experiential assessment)
- Understanding of you as a unique, contributing individual.
- Your accomplishments, perspectives, experiences, and talents.
- Your achievements within the context of your social and personal circumstances.
- Participation in activities that develop academic, intellectual, and leadership abilities.

Alternatives to Subject Requirements:
- Score an average of 470 or above (940 total) on a minimum of 470 on each of two College Board SAT Subject Tests (Math Level I or IIC and a second test of the student’s choice). An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT Subject test in a second language
must prove language proficiency through another approved process. OR Successfully completing coursework (high school or college transfer) for specific subject deficiencies.

Alternatives should be completed by high school graduation.

PORTLAND STATE UNIVERSITY

- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 3.00 high school cumulative GPA
- Applicants with a GPA below 3.00 will be considered based on a comprehensive review of preparedness as evidenced by such indicators as strength of high school courses curriculum (AP/IB) and standardized test scores.
- Subject Requirement: 14 units
  - Alternative to Subject Requirement:
    - Score an average of 470 or above (940 total) on a minimum of 470 on each of two College Board SAT Subject Tests (Math Level I or IIC and a second test of the student’s choice). An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.

SOUTHERN OREGON UNIVERSITY

- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 2.75 high school cumulative GPA
  - Alternative to GPA Requirement:
    - 1010 SAT Critical Reading (formerly Verbal) and Math or 21 ACT
- Subject Requirement: 14 units
  - Alternative to Subject Requirement:
    - Score an average of 470 or above (940 total) on a minimum of 470 on each of two College Board SAT Subject Tests (Math Level I or IIC and a second test in the area of deficiency). An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.
    - If admitted by exception to the second language requirement, the admission deficiency must be made up through two terms of a college-level second language.

UNIVERSITY OF OREGON

- High School Graduate
- ACT or SAT Reasoning Test
• Applicants with at least a 3.00 GPA are considered for admission through a comprehensive review process, which includes:
  o Rigor of courses taken in high school;
  o Grade trends throughout high school;
  o Number of senior year academic courses;
  o Quality of admission essay;
  o SAT Reasoning or ACT scores; and
  o Other factors provided by the applicant.
• Subject Requirement: 14 units (16 for automatic admission)
• Students with a 3.40 GPA and 16 academic units qualify for automatic admission.
  ➢ Subject requirements can also be met alternatively by:
    o Score an average of 470 or above (940 total) on a minimum of 470 on each of two College Board SAT Subject Tests (Math Level I or IIC and a second test of the student’s choice). An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.

WESTERN OREGON UNIVERSITY
• High School Graduate
• Admission Test (ACT or SAT Reading)
• 2.75 high school GPA
  ➢ Alternative to GPA Requirement:
    o Applicants are eligible for automatic admission within an acceptable 2.50 to 2.74 GPA range if they have a combined score of 1000 on the Critical Reasoning and Mathematics sections of the SAT Reasoning Exam or a composite score of 21 on the ACT. Students below the acceptable GPA range would be eligible for comprehensive review.
    o An alternative comprehensive review process is available for applicants of academic promise and potential but who do not meet minimum GPA requirements and minimum ACT or SAT score alternatives. Such applicants are required to submit three letters of reference from school personnel who had the capacity to assess the applicant’s potential for academic success at WOU. This policy also requires a one-page typed statement from the students providing a persuasive argument that the student is capable of success in college despite academic shortcomings.
• Subject Requirement: 14 units
  ➢ Alternative to Subject Requirement:
    o Score an average of 470 or above (940 total) on a minimum of 470 on each of two College Board SAT Subject Tests (Math I or IIC and a second test of the student’s choice). Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.
**Five Percent Special Admission**

Institutions are authorized to admit a quota of freshmen totaling no more than five percent of the institution’s first-time freshman class for the previous academic year as exceptions to the stated admission requirements. To qualify for five percent special admission, applicants are considered on a case-by-case basis. If admitted by exception to the second language requirement, the admission deficiency must be made up by completion of two terms of a college-level second language or by demonstration of proficiency in a second language.

**Selective Admission**

Institutions are authorized to manage enrollment to ensure the maintenance of academic quality. Thus, simply qualifying for admissions does not guarantee admission; institutions may use a number of other factors in making a final admissions decision.
1. All Transfer Applicants

- Students who have earned between 12 and 36 quarter credit hours of college-level work (Oregon Institute of Technology, Oregon State University, Southern Oregon University, University of Oregon); 30 (Eastern Oregon University, Portland State University); or 24 (Western Oregon University) must meet both freshman and transfer admission requirements. Students who have completed fewer than 12 transferable quarter credits (or 8 semester hours) must meet freshman admission requirements.

- Students who meet the above minimum college credits to be reviewed using transfer admission criteria must meet 2.25 GPA requirements in acceptable college work.

- Transfer applicants must have completed two terms of a college-level second language with a grade of C– or above, or two years of the same high school-level second language with an average grade of C– or above, or satisfactory performance on an approved second language assessment of proficiency. **Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe.** American Sign Language meets the second language requirement. The second language requirement applies to transfer applicants graduating from high school in 1997 or after.

- Applicants who obtain an Oregon Transfer Module or AAOT from an Oregon community college will be admitted with a 2.00 GPA.

- Students must be eligible to re-enroll in the previous institution attended.

2. Applicants Must Meet Institutional Requirements

**EASTERN OREGON UNIVERSITY**

- A minimum GPA of 2.25 or above in 30 or more quarter credit hours of acceptable college-level work.
- Successful completion of a minimum of two courses in the sciences, social sciences, or humanities. College-level writing and math are strongly recommended.

**OREGON INSTITUTE OF TECHNOLOGY**

- A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work.
- Students who hold an Associate or Bachelor’s degree will be admitted with a 2.00 GPA or higher.
- Applicants who do not have an Associate’s or a Bachelor’s degree must have at least 33 college-level credits that are not in Physical Education. If more than 10 percent of an applicant’s credits are in Physical Education, credits beyond the 10 percent threshold will not be counted toward meeting GPA requirements.
• OIT requires demonstration of readiness for college-level mathematics and writing; for example by completing the equivalent of Math 95 Intermediate Algebra (or higher) and Writing 115 Introduction to Writing (or higher) with grades of C or above.

OREGON STATE UNIVERSITY
• A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work.
• One writing course beginning with Writing 121 with a grade of C– or above.
• College algebra or above with a grade of C– or above, or the equivalent of Math 105.
• Insight Résumé (written experiential assessment).

PORTLAND STATE UNIVERSITY
• A minimum GPA of 2.25 or above in 30 or more quarter credit hours of acceptable college-level work.
• Applicants who hold a transferable Associate’s degree will be admitted with a 2.00 GPA.
• One writing course equivalent to Writing 121 with a grade of C– or above.

SOUTHERN OREGON UNIVERSITY
• A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work.
• Students who graduate with an Associate’s degree from an approved partner institution will be admitted with a 2.00 GPA.
• SOU limits students to a maximum of 12 credits of physical education activity and team participation credits which can be used toward meeting the transfer admission requirements.

UNIVERSITY OF OREGON
• A minimum GPA of 2.25 (2.50 for nonresidents) or above in 36 or more quarter credit hours of acceptable college-level work.
• Students who graduate with an Associate’s degree from an approved partner institution will be admitted with a 2.00 GPA.
• One writing course equivalent to Writing 121 with a grade of C– or above.
• College algebra or above with a grade of C– or above, or the equivalent of Math 105.

WESTERN OREGON UNIVERSITY
• A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work.

Special Transfer Admission
Institutions are authorized to grant special admission to transfer applicants on a case-by-case basis in accordance with each institution’s transfer admission policy. If admitted by exception to the second language requirement, the admission deficiency must be made up by completion
of two terms of a college-level second language or by demonstration of proficiency in a second language.

Selective Admission
Institutions are authorized to manage enrollment to ensure the maintenance of academic quality. Thus, simply qualifying for admissions does not guarantee admission; institutions may use a number of other factors in making a final admissions decision.
Meeting Notes

Committee members present included Chair Jim Francesconi, Hannah Fisher, Dalton Miller-Jones, and Rosemary Powers; Director Pulliams was absent due to a business conflict.

Others present included Gail Achtermann (OSU), Provost James Bean (UO), Provost Brad Burda (OIT), John Cassady (UO), Bill Feyerherm (PSU), Provost Michael Jaeger (EOU), Provost Jim Klein (SOU), and Charles Martinez (UO); Chancellor’s Office staff included Endi Hartigan, Joe Holliday, Ruth Keele (CO), Alicia Ortega, Di Saunders, Marcia Stuart, Charles Triplett, and Bob Turner.

Chair Francesconi convened the meeting of the Academic Strategies Committee at 3:04 p.m. He then made opening comments concerning the work of the Committee in the era of diminishing funding and prioritizing the work of the Committee—both new and old (e.g., research, sustainability, teacher education, etc.). The priority areas will be brought forward in draft to the June full Board meeting; however, the preliminary priority areas will be first submitted in March for a full Board discussion. The portfolio-institution mission priority area will be discussed in detail at the Provosts’ Council’s retreat in late-January. Legislative concepts are due at the March Board meeting. Director Miller-Jones advised that the teacher education is not separate from the Latino Student Success; Francesconi agreed and added that all of the priority areas weave together into a whole package. Holliday advised that the Government-to-Government Cluster (the nine tribes) met with Chancellor Pernsteiner to discuss how a priority area could be established for the tribes, along the lines of the Latino Student Success initiative. Francesconi agreed but noted that we should be careful not to be seen as emphasizing one ethnic group over another. Director Powers advised that the rural student success task group will be reporting to the February ASC meeting; it was noted that there are no provosts involved in this task group; therefore, Powers noted that she will contact the regional university provosts (regional university presidents have been participating).

**ACTION ITEMS**

1. **Approval of the November 2009 Committee Minutes**

Chair Francesconi made the motion to accept the minutes, Director Fisher seconded; motion was carried.
2. Priority Area Analysis and Development Reports ASC Recommendations to Each Reporting Priority Area

a. Research Dr. John Cassady

Dr. Cassady noted that, in his 45 years of higher education experience, the Research Council has been the most effective and supported committee in which he has participated; adding that the success of research has been the outstanding faculty in the System universities. He advised that the recommended priority areas include the following:

Council Recommendations:
1) Strategic research programs and partnerships
2) Research infrastructure enhancements (competitive core facilities that include OUS Proteomics Consortium for shared biotechnology instrumentation facilities; high performance computing; and Life Sciences Collaborative Building)
3) Undergraduate research fellowships (expanding undergraduate research opportunities at public and private institutions in Oregon by creating an “Undergraduate Research Leadership Award”)
4) Research streamlining and impact (enhance metrics, outcomes, and goals for research and technology transfer activities; employ multi-media assets, electronic databases and web-based portals on research and innovation)

Dr. Feyerherm added that a consensus has been established between institutions and research communities in Oregon to support the recommendations. Dr. Cassady noted that the Provosts’ Council will be presenting funding recommendations on graduate research. Director Miller-Jones expressed his concern on the reality of faculty resources and support, noting that teaching loads have vastly increased over the past decade. He asked what resources will faculty receive when building the Council’s initiatives into their programs; Cassady replied that the proposed is not a “top-down” process but that key stakeholders on campuses have been involved, giving the opportunity of input into the development of these initiatives. Dr. Achterman advised that the proposal includes funding for representatives from various arenas to develop their programs (i.e., seed matching to compete for federal grants). An example is the OSU-Cascades campus and how they have incorporated input from the local businesses in developing their grant programs.

Chair Francesconi asked if the priority areas have been prioritized; Dr. Cassady advised that they have not. Dr. Feyerherm added that they are all interwoven; however, Chair Francesconi directed the Council to provide a prioritization. In discussing budget, Dr. Cassady advised that, ten years ago, the RAM included a line-item on research funding; however, due to the nature of the budget model, successes have not been translated into increased funding. ($125 million in funding has grown to over $350 million in funding and expenditures.)

Chair Francesconi called for a motion to approve the priority areas, approve the no-funding adjustments, support and recommend to the Board the reallocation strategies and the new
funding opportunities, and for the Council to bring back more detailed priority areas. Director Miller-Jones made the motion and Director Fisher seconded; motion passed.

b. Sustainability Dr. Gail Achterman

Chair Francesconi called upon Dr. Gail Achterman to present the Sustainability Initiatives Committee recommendations. She noted that the Committee includes representatives from academics, business, and community, emphasizing that this is a Systemwide area of excellence. She explained that the policy should specifically address System goals in:

1) Education/curriculum
2) Research/innovation
3) Community engagement
4) Facilities and operations
5) Accountability

Committee Recommendations:
1) That the Board adopt core values in sustainability in the areas of education, research, service, facilities and operations, and accountability
2) Recruit and hire an OUS sustainability coordinator within the Chancellor’s Office
3) Create a Sustainability Incentive Fund to support sustainability innovations in teaching, research, outreach, and operations
4) Develop and implement Systemwide service-learning opportunities
5) Create networking opportunities for faculty and students
6) Design and launch a shared Systemwide sustainability website

Dr. Achterman stated that, in a show of support for sustainability and “green” issues, students have included a fee to support sustainability on several of the campuses and stressed that the Board should make it a priority. There is a great need for additional staffing to run the sustainability programs, therefore, the Committee highly recommended the addition of a position in the Chancellor’s Office to oversee the sustainability efforts on the campuses. Director Fisher added that, if the Board doesn’t make a “big gesture,” the students will perceive it as an “us against them” mentality and a feeling that the Board doesn’t support their efforts. Dr. Achterman agreed and mentioned the University of California System’s work in the sustainability arena. Director Powers added her support.

Chair Francesconi queried the members concerning the addition of a position in the Chancellor’s Office and the perception of the campuses concerning the oversight. Dr. Achterman explained that this recommendation was submitted by the campus facilities directors; it allows the campuses to develop their own programs under the umbrella of the System. Provost Burda agreed and added that the regional universities have limited resources and having a central director to provide technical support would alleviate some of that load. Director Fisher cautioned against giving the perception that the System is supporting sustainability over diversity in funding levels.
Chair Francesconi called for a motion to approve the recommendations from the Committee, in particular, the recommendations to focus in the five areas of sustainability; to adopt the recommendations of the Committee that require no new funding adjustments and/or reallocation strategies, but that new funding opportunities will be further developed, with the exception of hiring the new Sustainability Coordinator at this time. Director Miller-Jones made the motion and Director Fisher seconded; motion passed.

Dr. Achterman and Charles Triplett advised that the Committee will be tasked to develop a position description for the proposed additional System-level position.

c. Teacher Education  Dr. Bob Turner

Chair Francesconi called upon Dr. Turner for the recommendations for the Teacher Education priority area. Included is: 1) the Data Exchange Mechanism (survey) and that the Chalkboard is expressing their intention to provide additional funding; estimated $35,000 to $50,000. 2) Access to K-12 student data to develop a seamless data exchange among OUS, K-12 districts, ODE, CCWD, and Oregon Employment Division (there is a cost of subscription to the National Student Clearinghouse). 3) New teacher induction (teacher preparation and mentoring), acknowledging that there is increased national support for new teacher (first-year) internships; and a mentoring/induction best practices survey. 4) Professional development of STEM current teachers. 5) Minority teacher recruitment, preparation, and retention. Dr. Turner asked that the Committee endorse the proposed data exchange mechanism and the funding to carry-out an educator graduate survey. Provost Jaeger shared that concerns have been expressed as to the dissemination of and public access to the information gathered through the data exchange survey. Director Miller-Jones noted that national grant applications for the “Race to the Top” funding requires the information provided through the data exchange mechanism (Chair Francesconi requested that the data exchange mechanism be included in the February agenda for further discussion).

Chair Francesconi made a motion to support the data exchange with a shared subscription to the National Student Clearinghouse, new teacher induction, STEM, and minority teacher recruitment/preparation/retention; Director Fisher seconded; motion passed.

Dr. Turner directed the Committee’s attention to the draft legislation by Representative Komp.

REPORTS AND UPDATES

3. Latino Student Success Priority AreaCharles Martinez

Chair Francesconi called upon Charles Martinez (UO) and Alicia Ortega (CO) for their report. Martinez drew the Committee’s attention to the handout that provides a timeline of topic/focus areas and the accompanying key discussion points and initial strategies, and detailed agenda content/information for the January 2010 meeting on “expanding the (educational) pipeline” for Latino students in Oregon. Other topics to be discussed through April 2010 include overcoming access barriers, retention and graduation, and success after
graduation and developing community connections. Ms. Ortega noted that the Resource Team wants to build upon rather than replace what progress has been developed to date and to focus on strategies that can be immediately implemented rather than superficially talking around the issues.

Chair Francesconi complimented the work that has and is being done and noted that short- and long-term goals and successes need to be documented to demonstrate to the public the needs of the Latino community. He asked if the K-12 system has been consulted and that the recommendations of the Team will be supported by K-12 and community colleges. Mr. Martinez expressed his assurance that they have been inclusive in the team members but that the System’s relationship to K-12/community colleges may need to be employed to ensure cooperation and involvement. Chair Francesconi noted that community colleges have engaged in this arena before the University System began their work.

Mr. Martinez called upon Director Miller-Jones. Miller-Jones cautioned the Committee from continuing discussions on the subject without any action and implementation of recommendations with accountability. Director Powers affirmed her support of the work of the team and asked that specific actions be submitted to the Committee to confirm and approve. Chair Francesconi noted that faculty hiring/retention and graduation rates be two areas of concern and concentration. He asked that a presentation (with a cross-section of the team) be given at the March Committee meeting.

4. Adjournment

Chair Francesconi adjourned the meeting at 5:12 p.m.