Academic Strategies Committee
February 24, 2011

Revised—February 18, 2011
Oregon State Board of Higher Education

Academic Strategies Committee

Thursday, February 24, 2011
1:30-4:00 p.m.
Boardroom, PSU ASRC 515
Portland State University

Agenda

ACTION ITEMS

1. Academic Program Approval (Andrews) (10 minutes)
   - SOU, M.A. French Language Teaching ................................................................. 1
     Southern Oregon University seeks Board approval to offer an instructional
     program leading to a M.A. degree in French Language Teaching.

   - WOU, B.A./B.S. Gerontology .................................................................................. 5
     Western Oregon University seeks Board approval to offer an instructional
     program leading to a B.A./B.S. in Gerontology.

   - WOU, M.A. Interpreting Studies ............................................................................ 7
     Western Oregon University seeks Board approval to offer an instructional
     program leading to a Master of Arts in Interpreting Studies.

   - PSM, Professional Science Masters ..................................................................... 9
     Professional Science Master's (PSM) programs provide core training in science,
     technology, engineering and mathematics (STEM) disciplines with research and
     internship experiences, as well as education in business management,
     communication, research ethics, and other professional skills.

2. Admission Policy for 2012-13 Academic Year (Neely/Andrews) (15 minutes) .......... 17
   Every February, the Oregon State Board of Higher Education policy calls for
   approval of the following year’s 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.

3. Central Oregon Higher Education Assessment Team (HEAT) Review of Long-Term
   Goals and Actions (Schueler/Saunders) (15 minutes) ............................................ 35

DISCUSSION ITEMS

4. Honorary Doctorates (Andrews) (5 minutes) ......................................................... 41
5. **OUS Action Plan for Diversity Initiatives/Middle School Access Consortium** (Andrews)  
   (50 minutes) ............................................................................................................................ 43
   
   In 2009-10, resource teams were formed to identify obstacles to college access for Latino students and students from several regions of concern: Portland, rural areas, and central Oregon. These teams were further asked to make recommendations for removing obstacles to college-going.

6. **Mission Alignment** (45 minutes)

OTHER ITEMS

7. Other items put forward by the Committee

8. Adjournment
New Academic Program Proposal

Southern Oregon University – M.A. in French Language Teaching

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The proposed graduate program offers a unique master’s degree that focuses on French language and culture, second language acquisition theory, and pedagogy. It is designed for middle school, high school, and community college French teachers and combines an intensive six week summer session with some on-line course work and in-class practical projects executed in the students’ own schools. The program is offered over the course of three summers at the Université Catholique de l’Ouest in Angers, France.

Southern Oregon University (SOU) French faculty; faculty at the Université Catholique de l’Ouest; and French language, culture, and pedagogy specialists from universities around the country will teach in the program. The program has a unique curriculum design which links theoretical courses directly with practical, hands-on pedagogy courses focusing on the same topic. The program has two primary goals: (a) help teachers improve their own language proficiency and cultural understanding through language, literature, and culture courses in an immersion setting and (b) provide advanced training in second language acquisition theory and pedagogy to help participants become better teachers. Completion of the degree requires an Action Research project and a total of 45 credits.

A comprehensive undergraduate, liberal arts institution with selected graduate programs, SOU provides quality instruction to both prepare future teachers and provide ongoing training to in-service teachers. The Master of Arts in French Language Teaching coincides with both the strong educational programs at SOU and the very successful Master of Arts in Spanish Language Teaching after which this program is modeled.

The proposed degree supports SOU’s commitment to partnerships and global citizenship, building on our current relationship with the Université Catholique de l’Ouest. It also supports the SOU Strategic Plan Goal of academic distinctiveness and quality. SOU has already gained national recognition for its very successful M.A. in Spanish Language Teaching/Spanish Summer Language Institute, arguably the best program of its kind in the country. The addition of the French Summer Language Institute/Master’s in French Language Teaching will further build SOU’s reputation as a leader in this area.
2. **What evidence of need does the institution have for the program?**

In an online survey conducted in preparation for this program, only 57 percent of respondents had a Master’s degree (M.A. or M.A.T.). In the same survey, 78 percent of respondents indicated interest in participating in SOU’s proposed program; 66 percent would seek a Master’s degree, the others were interested in additional advanced training.

Traditionally, French language teachers come through conventional undergraduate teacher education programs or M.A.T. programs. These programs contain a very limited focus on second language acquisition and pedagogy, concentrating much more on general requirements of teacher certification. In many universities, students take only one course on second language methodology in their teacher education program. In addition, many French teachers are native speakers who have certified as teachers through unconventional means with no formal training in second language acquisition. Some teachers are initially certified in other disciplines and have limited or no training in second language pedagogy. Finally, many teachers coming out of undergraduate language programs lack the language proficiency to teach higher level high school language courses.

3. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

No similar program exists in Oregon. The SOU Master of Arts in French Language Teaching is one of only a handful of graduate French programs in the country focusing on the needs of current teachers and offered during the summer. Indeed, its curriculum design is unique; no other program offers language and culture courses with companion pedagogy courses on the same topic like the SOU Summer Language Institute.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

No new resources are requested for this program. The program is taught entirely as a self-support program during the summers. The program, when fully developed, will generate revenue beyond the costs of the program.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.
RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Southern Oregon University to establish an instructional program leading to a Master of Arts degree in French Language Teaching, effective Summer 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
New Academic Program Proposal

Western Oregon University – B.A./B.S. in Gerontology

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

Providing students with the option for a gerontology major is in keeping with Western Oregon University’s (WOU) mission to “support advancement of knowledge for the public good and maximizes individual and professional development.” Many students wish to pursue careers in “caring” professions (e.g., nursing, social services). The need for care workers with formal exposure to gerontology will become increasingly important. Moreover, programming in gerontology will provide new opportunities for first generation and minority students to gain critical background in support of working in various public service and health care environments.

2. What evidence of need does the institution have for the program?

In Spring 2010, the Psychology Division at WOU surveyed graduating Psychology majors about their interest in courses related to older adults and employment opportunities associated with the field of gerontology and geropsychology. Despite very limited advertising for WOU’s new minor in Geropsychology (approved Summer 2010), 43 percent of graduating seniors indicated great or very great interest in taking Geropsychology courses, and 31 percent showed great or very great interest in minoring in Geropsychology. Additionally, seniors were interested in a variety of employment opportunities associated with gerontology. Providing expanded programming in Gerontology will better support students in preparation for entering careers that will serve a growing state need. People from a broad range of career fields who have received training in gerontology will be very marketable and provide important services for our community. Regional leaders in elder care have encouraged WOU to introduce this programming.

Oregon and the nation’s population are undergoing a dramatic increase in the percentage of older adults. According to data compiled by the Administration on Aging, by the year 2030 there will be approximately 70 million Americans age 65 and over, up from 40 million in 2010. The U.S. Census Bureau estimated that Oregon’s older adult population is increasing at a rate of 3.5 percent, as compared to the national median of 2.6 percent.
3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There are various gerontology minors, concentrations within majors, graduate programs, and certificates in Oregon. However, WOU is not aware of any Gerontology majors in Oregon. Oregon State University has graduate and an undergraduate certificate program in gerontology. Portland State University has a graduate certificate in gerontology and an Aging Services Concentration that undergraduate Health Studies majors can choose. Eastern Oregon University has a minor in gerontology, but it does not have any psychology options for that minor. Pacific University offers a Graduate Certificate in Gerontology. The existing gerontology programs generally do not have the same emphasis on psychology and the individual. Moreover, most gerontology programs do not have the breadth of options we have built into the proposed program (e.g., business and public policy).

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

The proposed major relies heavily upon existing course offerings, faculty, and library resources. The University anticipates needing one full-time tenure track faculty and up to two part-time faculty within the first year of starting the program. The part-time faculty will ideally be working in the industry and provide timely information and experiences to gerontology students. Growth in this program is in response increased enrollment in pre-health professions.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Western Oregon University to establish an instructional program leading to a B.A./B.S. in Gerontology, effective Fall 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
New Academic Program Proposal

Western Oregon University – M.A. in Interpreting Studies

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The preparation of professional educators has been central to WOU’s mission since its approval as a teacher training institution in 1861. Further, since the establishment of the Regional Resource Center on Deafness in 1972, WOU has come to be viewed as a major institution for the preparation of education, sign language interpretation, and vocational rehabilitation specialists focusing on individuals who are deaf or hard of hearing or who serve individuals who are deaf or hard of hearing. The establishment of the proposed program would be consistent with WOU’s institutional identity, strategic plan, and long-term mission.

2. What evidence of need does the institution have for the program?

In May 2008, a survey of WOU graduates and members of the Oregon Registry of Interpreters for the Deaf was conducted. Of the 100 respondents, 50 indicated that they would be inclined to attend an M.A. program in interpreting or teaching interpreting. Eighteen more said that they would if the program were offered on-line. Of the 100 respondents, 46 said that they would prefer a hybrid delivery format. A larger sample was gathered in August and September 2008. Through this second survey targeting a national audience, 263 of the 470 (66 percent) individuals responded that they would be interested in attending a graduate program in interpreting and/or teaching interpreting. About 48 percent, or 126, of the 263 interested in a Master’s degree would like a graduate program in both interpreting and teaching interpreting, while about 32 percent, or 85, would like a program in interpreting, and about 20 percent, or 52, would like a degree in teaching interpreting. Representatives from several K-12 programs in the state have shown interest in the program. For example, an Oregon Department of Education regional program representative stated that an M.A. program would provide leaders, mentors, and coordinators for interpreters working in the K-12 educational setting. There are simply not enough qualified interpreters to fill the demand nationwide.

3. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

There are no similar programs in the state of Oregon or the western three-quarters of the United States This Master’s program will complement the only Associate’s (Portland Community College) and the only Bachelor’s (WOU) degree programs in the state by
providing an advanced degree option in this field. The new M.A. program may provide student teachers who can “practice teach” with supervision in the undergraduate program at WOU. These student teachers can help teach some classes and labs and provide supervision for field study. Candidates may also complete practica and teaching assistantships in nearby community colleges, such as Portland Community College and Chemeketa Community College.

4. **What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?**

An existing tenure track faculty member will coordinate the program development activities during the 2010-11 year and once the program is launched, one of the two existing tenure line faculty in American Sign Language (ASL)/English Interpreting will coordinate the program. Due to the online nature of many of the courses, highly qualified interpreter education faculty will be sought nationwide to teach courses. Additional adjunct needs for the program are estimated for each subsequent two-year cycle.

Once the M.A. in Interpreting Studies graduate program is operational in 2011, existing faculty will be redistributing their teaching load between the Interpreting Studies graduate and the ASL/English Interpreting undergraduate programs. After the graduate program has reached a threshold set by the Provost and Dean to evaluate the viability of the new program, a new tenure line faculty member will be requested at the rank of Assistant Professor through the proposal process required at the University.

The launching of the Interpreting Studies graduate program will require additional staff support once the program is operational in 2011-12. During the year of program development, an additional student worker is budgeted for 2011-12. As in other online programs at WOU, technical support will be provided from the University computing services to enhance the course offerings using a hybrid delivery model. The Dean’s office will support data needs, field service support, and web page enhancements. The University’s Graduate Office will assist with marketing costs for the program.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**

The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Western Oregon University to establish an instructional program leading to a Master of Arts in Interpreting Studies, effective Summer 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

*(Committee action required.)*
New Academic Program Proposal
OUS Professional Science Master’s Program

BACKGROUND
Professional Science Master’s (PSM) programs provide core training in science, technology, engineering and mathematics (STEM) disciplines with research and internship experiences, as well as education in business management, communication, research ethics, and other professional skills. The majority of new jobs being created are in the non-academic sector and graduates are well prepared for science-based careers in business, industry, nonprofit organizations, and government agencies. Basic criteria for recognition as a PSM include: evidence of workforce needs that overlap with faculty research interests as well as student interests; total minimum number of credits required; defined science and/or mathematics curriculum; professional or “plus” course component; program approvals; employer advisory board; and plans to track graduate student enrollment and placement. PSM degrees should represent high quality educational programs approved by the Council of Graduate Schools (CGS) and reviewed and approved based on existing Oregon University System (OUS) degree approval processes. In some cases, an abbreviated approval process may be allowed for conversion of existing graduate degrees to PSM degrees, whereby the OUS Provosts’ Council may approve a waiver of external review.

At its meeting on July 8, 2010, the OUS Provosts’ Council reviewed and approved the document PSM Guidelines for Oregon. At its meeting on October 28, 2010, the Council approved the PSM Flowchart on Academic Program Approval Process and reconfirmed its approval of the PSM Guidelines, as shown in the following attachments:

- Attachment A – PSM Flowchart on Academic Program Approval Process
- Attachment B – PSM Guidelines for Oregon, November 2010
- Attachment C – CGS Guidelines for PSM

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee approve the OUS Professional Science Master’s Flowchart on Academic Program Approval Process and the Professional Science Master’s Program: Guidelines for Oregon, effective immediately.

(Committee action required.)
ATTACHMENT A

Academic Program Approval Process:
New Graduate Programs – Professional Science Master’s

Institution program proposal is developed using campus processes
(Review by department/division, university curriculum committee, faculty senate, dean, provost)

Proposal is submitted electronically to the Provost’s Council, via the Chancellor’s Office, for inter-institutional review and comment; may be submitted to Council of Graduate Schools (for PSM approval) at this point*

Discussed with Provosts’ Council at monthly meeting; consensus achieved on moving to next step

Discussed with Provosts’ Council at monthly meeting; no consensus to move forward; returned to campus for additional information

Still no consensus; proposal referred to appropriate Vice Chancellor for review, along with additional information to address disputed issues. Vice Chancellor discusses program with Provosts’ Council at the following meeting; prepares his/her recommendation

Positive recommendation

Negative recommendation

Proposal sent to external reviewers and/or Council of Graduate Schools (for PSM approval)*; results discussed at next Provosts’ Council meeting. Barring major issues, proposal moves forward

Rescind proposal

Normally 1 to 3 months

One week after Provosts’ Council meeting & 15 days prior to Board’s ASC approval

Campus prepares program abstract; transmits to Chancellor’s Office for electronic notification to other postsecondary sectors in Oregon to identify adverse impacts, per Office of Degree Authorization (ODA) requirements. Any adverse impact claims are resolved

2 weeks prior to Board’s ASC meeting

Program proposal abstract submitted to the Board’s Academic Strategies Committee (ASC) docket for consideration at their monthly meeting

Board’s ASC approves program; program ready for implementation

In a normal process that achieves Provosts’ Council consensus in the first round, positive external review, no adverse impact claim, and is readily approved by the Board’s ASC, the time from program submission to the Provosts’ Council to program approval by ASC is approximately 16 weeks for graduate programs.

*See Professional Science Master’s Program Guidelines for Oregon for information on timing of CGS approval and whether external review is necessary.

Revised 2/11
ATTACHMENT B

Professional Science Master’s Program: Guidelines for Oregon
November 2010

INTRODUCTION
Professional Science Master’s (PSM) programs provide core training in science, technology, engineering and mathematics (STEM) disciplines with research and internship experiences, as well as education in business management, communication, research ethics, and other professional skills. The majority of new jobs being created are in the non-academic sector, and graduates are well prepared for science-based careers in business, industry, nonprofit organizations, and government agencies. Basic criteria for recognition as a PSM include: evidence of workforce needs that overlap with faculty research interests as well as student interests; total minimum number of credits required; defined science and/or mathematics curriculum; professional or ‘plus’ course component; program approvals; employer advisory board; and plans to track graduate student enrollment and placement. PSM degrees should represent high quality educational programs approved by the Council of Graduate Schools (CGS) and reviewed and approved based on existing Oregon University System (OUS) degree approval processes. In some cases an abbreviated approval process may be allowed for conversion of existing graduate degrees to PSM degrees, whereby the OUS Provosts’ Council may approve a waiver of external review.

PSM PROGRAM DEVELOPMENT
There are two ways to create new PSM programs: (1) develop new programs de novo; or (2) transform existing MS programs into PSM degree options. PSM program development should be based on regional workforce needs and engage representatives from appropriate industry, government and/or non-profit sectors in curricular needs assessments as well as internship and employment opportunities. Institutional PSM advisory boards guide development of new programs and keep existing PSMs responsive to changing workforce needs. Involving employer groups is a critical requirement of PSM program development. The CGS provides guidelines for development of PSM programs based on three stages included in descriptions listed below:


Pre-Planning:
- Determine identifiable niche that will generate interest from faculty and students with strong support from business, government, and/or nonprofit sectors.
- Learn about jobs and labor markets for graduates to provide evidence of clear understanding of unique needs of industry, government or the non-profit sector and involve representatives from appropriate employment sectors in design of the PSM program and courses.
- Define a focus area, which could be interdisciplinary or be a non-traditional focus where there is existing faculty expertise and interest.
• Form advisory board of industry and other likely employers.
• Define scholarly rationale for the proposed degree program and its content and meet employer needs for relevant technical and professional skills.
• Specify faculty members and other participants with primary responsibility for core scientific and professional training, and highlight any distance learning components of the program.
• Win high-level institutional commitment to master's level education, including central coordination of all PSM programs at level of dean or above.
• Clarify the unifying aspects of the program – how STEM workforce-oriented educational, research and professional activities are tied together; describe what is new and innovative.
• Identify typical student pathways through the program and the expected time to degree.
• Prepare business plan projecting both expenses and revenues, and showing how and when each degree program can become self-sustaining based on tuition revenues, corporate support, and university support.
• Highlight broader impacts of the proposed activity including potential impact for other PSM programs in Oregon.

Curriculum Development:
• Design a curriculum with a majority of coursework in graduate level science and/or mathematics in one or more disciplines in which knowledge is commonly advanced by an active research community engaged in peer-reviewed exploratory research. An interdisciplinary curriculum is highly desirable.
• Include a professional skills component (often call the ‘plus’ component of a ‘science-plus degree’) that consists of a variety of relevant courses and activities developed in consultation with prospective employers in collaboration with appropriate academic units outside the sciences or taught by adjunct faculty from the targeted employment sector. Examples of plus-components include communication and teamwork, ethics, project management, legal and regulatory issues, finance and marketing.
• Include a total number of credits at least equivalent to a standard master’s degree (approximately two years, full-time equivalent, including projects and internships). Typically, PSM programs at OSU are a minimum of 54 credits compared to 45 for the traditional MS reflecting the true ‘plus’ component of professional training. This maintains rigorous standards of training in science, and students still finish their degrees in two years or less.
• Develop intense identity-building or "branding" experience for PSMs, including team project for entering students.
• Design exposure to cutting-edge research issues and equipment, for example, by lab rotations when appropriate.
• Describe specific metrics for assessing programs especially to ensure quality for professional components.
• Commit to conducting seminars/colloquia jointly for all PSM students.
• Incorporate or adapt a reasonable number of existing courses into the program for efficiency.
• Require a final project, usually a business/industry internship experience, which is summarized as a final report and presented as part of the oral examination similar to a thesis MS defense. List criteria used to evaluate the merit of internship and/or research experiences.
• Apply to the CGS for recognition as a PSM program.

Program Management:
• Appoint personnel or hire staff coordinator to handle liaison to business and industry; publicity; recruitment; student services; placement.
• Outline plans for recruitment, mentoring, and retention of graduate students, including specific provisions aimed at members of groups underrepresented in STEM fields.
• Set up systems to keep track of graduate student enrollment and post-graduate placement.
• Assess quality metrics established during planning and curriculum development process.

The CGS guidelines state that PSM designation is intended to provide a mechanism for recognition of this new type of degree by offering assurance that the program conforms to nationally recognized standards. Ordinarily, MS degree programs with existing accrediting bodies or those that have been traditionally offered as training toward professional licensure or certification (such as public health, most genetic counseling, some engineering degrees) are not appropriate for PSM designation. Programs aimed at training educators are not eligible for PSM designation.

PSM PROGRAM APPROVAL
For PSM programs developed in new interdisciplinary fields or in departments not currently offering similar non-thesis MS degree options, proposals should be drafted and submitted through the appropriate OUS approval process. For example, a PSM in Renewable Energy is currently being developed as an entirely new program and must be subject to the entire approval process. This level of review will allow for complete assessment of workforce needs, curriculum design, budgets and resources, as well as other factors involved in establishment of a new degree option. An abbreviated approval process will be considered for new PSM programs that:
• represent modifications of existing MS programs;
• are being developed in departments that currently offer non-thesis MS degrees;
• and
• conform to these guidelines.

Source: http://www.ous.edu/state_board/meeting/dockets/ddoc081107-Acad.pdf

An abbreviated approval process will allow institutions to become more responsive to emerging workforce needs and will encourage efficient use of resources (e.g., courses already in
existence). In particular, the Provosts’ Council will consider providing a waiver of external review in these cases.

An example of a PSM program at Oregon State University created through modification of an existing non-thesis MS program in Applied Physics.

Source: [http://psm.science.oregonstate.edu](http://psm.science.oregonstate.edu)

<table>
<thead>
<tr>
<th>MS in Applied Physics</th>
<th>PSM in Applied Physics</th>
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<tbody>
<tr>
<td>Core courses (12 credits)</td>
<td>Core courses (12 credits)</td>
</tr>
<tr>
<td>General practical training (9 credits)</td>
<td>General practical training (18 credits)</td>
</tr>
<tr>
<td>Electives (15 credits)</td>
<td>Electives (3 credits)</td>
</tr>
<tr>
<td>Thesis or Project option (6-12 credits)</td>
<td>Internships (6-12 credits)</td>
</tr>
<tr>
<td><strong>Total: minimum 42 credits</strong></td>
<td><strong>Total: minimum 57 credits</strong></td>
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</table>

All PSM programs at OSU include a minimum of 54 credit hours comprised of 30 credits of science and 18 credits of professional or ‘plus’ coursework as well as a minimum of 6 internship credits equivalent to three months full-time work experience. Professional courses have been packaged as a Graduate Certificate Program in Management for Scientists available online fall 2010:

- Accounting & Finance for Scientists (PSM 565; 3 credits; fall term)
- Project Management & Marketing Scientific Technologies (PSM 566; 3 credits; winter term)
- Innovation Management (PSM 567; 3 credits; spring term)
- Communication & the Practice of Science (COMM 550; 3 credits; fall term)
- Research Ethics (PHL 547; 3 credits; winter term)
- Professional Skills (PSM 513; 3 credits; spring term)

Regardless of how PSM program development proceeds, it should be based on perceived regional workforce needs and engage representatives from appropriate industry, government, and/or non-profit sectors in assessments of curricular needs as well as internship and employment opportunities. Program development guidelines described above should be addressed in proposals submitted for approval by the OUS and State Board of Higher Education, and, as “science plus” degrees, should exceed minimum credit requirements for traditional MS degrees. Professional coursework should follow CGS guidelines described above and include requirements for courses in communication, project management, basic business principles, ethics, and other educational content designed to meet employer needs.

In order to use the official PSM designation, a program must first be granted recognition by CGS as a PSM affiliate. Prospective Oregon programs should address the key criteria listed above and at as part of the standard OUS Proposal for a New Academic Program materials. For example, PSM guidelines require an employer advisory board, so the proposal should include information about such a board in the Program Description section of the proposal; under the
Accreditation section, the CGS/PSM approval process should be referenced (and, if approval has been obtained, that information should of course be included); and the PSM required annual reporting can be included under the Outcomes and Quality Assessment section. Generally, the proposal should clarify how the program has been designed to meet all PSM standards.


For submission to CGS/PSM, a document that specifically addresses the seven bulleted criteria listed in “Guidelines for CGS Recognition as a Professional Science Master’s Program” (see attached) should be created; the OUS proposal does not have to be included, but may be, as supplementary information. Materials should be submitted to profmasters@cgs.nche.edu. If no questions arise, submissions are generally approved within four weeks; the web page above details the CGS/PSM review process if programs are not immediately approved. Submission can be made at any point in the OUS approval process; if CGS/PSM review necessitates changes to the planned program, those can then be incorporated before final Board approval is sought. Similarly, if changes are made during the OUS approval process after CGS approval is granted, revised documents must be sent to CGS, and they will be quickly reviewed for compliance.
COUNCIL OF GRADUATE SCHOOLS
Guidelines for CGS Recognition as a Professional Science Master’s Program

The Professional Science Master’s (PSM) degree is a unique professional degree grounded in natural science and/or mathematics and designed to prepare students for a variety of career options in industry, business, government, or non-profit organizations. The degree combines advanced coursework in science and/or math with an appropriate array of professional skill-development activities to produce graduates highly valued by employers and fully prepared to progress toward leadership roles. The PSM is designed to be self-contained and prepares students for direct entry into the workforce; it is not a traditional master's degree or a degree earned automatically en route to or from a PhD degree.

The following criteria are deemed important for a master's program to qualify for PSM status and are intended to provide guidance to faculty and administrators planning new PSM programs, to assist leaders of existing professional science programs who feel their programs meet the criteria to be recognized as a PSM and to provide guidance to faculty and institutions that wish to modify their programs and be recognized as a PSM.

- The total number of credits should be at least equivalent to a standard master's degree (approximately 2 years, full-time equivalent, including projects and internships).
- A natural science and/or mathematics core should constitute the majority of the course content and should come from fields in which knowledge is commonly advanced by an active research community engaged in peer-reviewed exploratory research. This core may be “interdisciplinary,” i.e., may be based in several different disciplinary areas as traditionally defined or described by existing institutional organizational structures. An interdisciplinary curriculum is highly desirable.
- The program should include a professional skills component (often called the “plus” component of a “science-plus degree”) that may consist of a variety of relevant courses and activities. This component should be developed in consultation with prospective employers. Examples of plus-components include business basics, legal and regulatory issues, finance and marketing, organizational behavior, ethics, communication and teamwork. They are often developed in collaboration with appropriate academic units outside the sciences or taught by adjunct faculty from the target employment sector.
- Program quality assurance should be provided using the faculty-based mechanisms normally used by the institution for graduate programs in order to ensure institutional integration and sustainability. It is understood that the professional nature of the program may lead to substantial participation by non-academic practicing professionals, for example as adjunct faculty, course instructors or student internship mentors.
- A Professional Science Master’s Program requires an active and engaged employer advisory board. Examples of board and/or individual-member functions include providing advice on the program curriculum, assisting with internships and placement, assisting with project identification, and/or interacting individually with students.
- PSM status includes a commitment to report enrollment and degrees annually and attempt to track employment history of every graduate in order to help assess program outcomes and success.
- PSM programs agree to use the name “Professional Science Master’s” and the PSM logo on Websites and advertising brochures. In turn the program will be listed on CGS national PSM websites and data bases, and will be included in CGS PSM promotional activities.

PSM designation is intended to provide a mechanism for recognition of this new type of degree by offering assurance that the program conforms to nationally recognized standards. Ordinarily, master’s degree programs with existing accrediting bodies or those that have been traditionally offered as training toward professional licensure or certification (such as public health, most genetic counseling, some engineering degrees) are not appropriate for PSM designation. Programs aimed at training educators are not eligible for PSM designation.

In order to use the trade-marked title and logo “PSM,” institutions must apply to the Council of Graduate Schools for recognition as a Professional Science Master’s program by addressing each of the above stated criteria and by submitting an application to profmasters@cgs.nche.edu. If you have any questions, please contact 202-223-3791 or profmasters@cgs.nche.edu.
BACKGROUND
Every February, the Oregon State Board of Higher Education policy calls for approval of the following year’s 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.

The Joint Boards of Education was tasked by former Governor Ted Kulongoski with creating a Unified Education Enterprise, that would build 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, is included in this document (page 19), per the instructions of the Oregon State Board of Higher Education. High school graduates who do not qualify for Automatic Admission can use the Regular Admission process (page 21) to apply to OUS institutions.

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.

In addition to the Automatic Admission policy and university-specific admission criteria detailed in this document, each OUS institution conducts a comprehensive review of applicants who do not meet either set of criteria, including a close look at non-cognitive factors and other predictors of university success. The comprehensive review is consistent with the Board’s desire to increase college access for currently underrepresented students. 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 (Articulation Transfer Linked Audit System), provides students with centralized public access to individual course and program articulation among all OUS institutions in Oregon.
RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee approve the Undergraduate Admission Requirements as updated for 2012-13 academic year, which includes the following sections: Automatic Admission (pp.19-20); Regular Undergraduate Admission (pp. 21-30), and Transfer Admission (pp. 31-34).

(Committee Action required.)
AUTOMATIC ADMISSION REQUIREMENTS

Recognizing that effective education is a continuous process that does not happen in isolation, the Oregon University System collaboration with K-12 continues by incorporating, to the greatest extent possible, the new high school graduation requirements into the requirements for admission to OUS institutions. The State Board of Education’s high expectations for K-12 student achievement are strongly communicated by their decision to require mastery of Essential Skills in Reading, Writing, Applied Mathematics, and Speaking for high school graduation. OUS strongly endorses this entirely new and qualitative change in Oregon high school graduation requirements and has decided to reinforce these high expectations by developing and adopting a new OUS admission and financial assistance policy. OUS encourages students to use comparable assessments, such as OAKS, SAT, or ACT to demonstrate their Essential Skills mastery. OUS does so by offering, in addition to Regular Admission to OUS institutions, Automatic Admission to an OUS institution to students that demonstrate a high level of mastery by the scores they achieve on OAKS, SAT, or ACT tests of reading, writing, and mathematics. OUS views this as the most effective way to support K-12 teachers as they introduce students to academic challenge and to reward solid, sustained student effort in response. Students who meet all five of the criteria listed below will qualify for Automatic Admission to an OUS institution for the 2012-13 academic year.

1. Graduation from a regionally accredited high school.

2. Completion of all courses required for both the Oregon high school diploma and the OUS subject requirements, including two years of a single second language.*

3. A minimum grade point average of 3.40 for all high school coursework and satisfactory completion of a student’s senior-year courses.

4. Satisfactory performance on assessments of four Essential Skills: Reading, Writing, Applied Mathematics, and Speaking. Proficiency in each of the individual Essential Skills may be demonstrated by:

   **Speaking**

   • Any of the assessments approved by the Oregon Department of Education, with scores at the “Proficient” level or above.

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*The second language requirement is based on the 1992 judgment of the Joint Boards of Education that “the College Second Language Admissions Requirement is part of something larger – the State’s international competence.” After further consultation with the Oregon Department of Education, the requirement of two years of a second language for admission to OUS institutions was adopted by the Oregon State Board of Higher Education on February 26, 1993. Exceptions to this requirement were to be granted only to students graduating from high schools unable to offer two years of any second language.
Reading (one of the following three)
- OAKS Reading, with a score of 252 or better
- SAT Critical Reading, with a score of 550 or better
- ACT Reading, with a score of 25 or better

Writing (one of the following three)
- OAKS Writing, with a score of 40 or better
- SAT Writing, with a score of 550 or better
- ACT Writing Subscore of 7 or better

Applied Mathematics (one of the following three)
- OAKS Mathematics, with a score of 250 or better
- SAT Mathematics, with a score of 550 or better
- ACT Mathematics, with a score of 25 or better

5. Satisfactory fulfillment by February 1, 2012, of all the requirements for admission to the specific institution of interest, such as narrative resumes, and SAT or ACT exam scores.
REGULAR UNDERGRADUATE ADMISSION REQUIREMENTS

The following two charts summarize freshman and transfer admission requirements for 2012-13. Subsequent sections of the report provide more detailed information.

| Undergraduate Freshman Admission Requirements for 2012-13 (Residents and Nonresidents) |
|---------------------------------|---|---|---|---|---|---|---|
|                                | EOU | OIT | OSU | PSU | SOU | UO | WOU |
| High School Graduation         | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Subject Requirements – 15 Units (4-English, 3-Math, 3-Science, 3-Social Studies, 2-Second Language) | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| SAT Reasoning/ACT Scores¹      | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| High School GPA                | 3.00² | 3.00 | 3.00³ | 3.00 | 2.75 | 3.00 | 2.75 |
| Additional Campus Review       | Below 3.00 portfolio may be required | 2.50 to 2.99 | Below 3.00; or fewer than 15 subject units | Below 3.00; or fewer than 15 subject units | Below 2.75 | Applications are reviewed through a comprehensive review process | Below 2.75 |

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 SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination.

² An unweighted cumulative high school grade point average of 3.00 is required for admission. Students will be considered for admission to EOU with a cumulative 2.75-2.99 with a 1470 SAT Reasoning or 21 ACT.

³ OSU requires the Insight Résumé. Completion of math through the level of Algebra II is highly recommended.
• 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. Meeting minimum qualifications for admission does not guarantee admission.

<table>
<thead>
<tr>
<th>Undergraduate Transfer Admission Requirements for 2012-13</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Minimum College Credits Required¹</td>
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<tr>
<td></td>
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<tr>
<td>EOU</td>
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<tr>
<td>30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA (Residents)²</th>
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</thead>
<tbody>
<tr>
<td>EOU</td>
</tr>
<tr>
<td>2.25</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA (Nonresidents)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
</tr>
<tr>
<td>2.25</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>All Applicant Must Meet Specified Course Requirements⁶</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
</tr>
<tr>
<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.
PSU: Applicants who hold a transferable Associate’s degree will be admitted with a 2.00 GPA.

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

Courses Required:

OSU, UO, and WOU 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 121 or its equivalent 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.

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. Meeting minimum qualifications for admission does not guarantee admission.
FRESHMAN 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.

   **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>Institution</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>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>PSU</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, Unaccredited Home-schooled Programs, or Schools with Descriptive, Qualitative Grading Policies

Applicants who will graduate from a school within this category must qualify for admission by meeting institutional SAT Reasoning Exam/ACT requirements and have 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, in a subject other than math).

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 2012-13 (includes Math, Critical Reading, and Writing beginning March 2005)

<table>
<thead>
<tr>
<th>Institution</th>
<th>ACT* or SAT Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>21 or 1000 on SAT Math and Critical Reading</td>
</tr>
<tr>
<td>OIT</td>
<td>21 or 1000 on SAT Math and Critical Reading</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 1000 on SAT Math and Critical Reading</td>
</tr>
<tr>
<td>UO</td>
<td>22 or 1540</td>
</tr>
<tr>
<td>WOU</td>
<td>21 or 1000 on SAT Math and Critical Reading</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 15 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 (3 units).** Shall include at least one 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.

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\(^4\) Minimum requirements for admission to UO include these 15 units. **Students with one additional approved unit will receive strongest consideration at UO.**
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 US 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)
- An unweighted 3.00 high school GPA
- 3.00 high school GPA in courses that satisfy the OUS Subject Requirements
  - Alternative to GPA Requirement:
    - Cumulative high school GPA between 2.75 and 2.99 with a 1470 SAT Reasoning or 21 ACT.
- Subject Requirement: 15 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: **15 units**
  ➢ Alternative to Subject Requirement:
    o Score 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, **in a subject other than math**). 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, 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 **15** 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 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, **in a subject other than math**). 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: 15 units
  - Alternative to Subject Requirement:
    - Score 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, in a subject other than math). 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: 15 units
  - Alternative to Subject Requirement:
    - Score 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, in a subject other than math). 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:
  - Rigor of courses taken in high school;
  - Grade trends throughout high school;
• Number of senior year academic courses;
• Quality of admission essay;
• SAT Reasoning or ACT scores; and
• Other factors provided by the applicant.

- Subject Requirement: **15 units (16 for strongest consideration)**
- Students with a 3.40 GPA and 16 academic units qualify for automatic admission.
  - Subject requirements can also be met alternatively by:
    - Score 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, **in a subject other than math**). 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:
    - 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.
    - 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: **15 units**
    - Alternative to Subject Requirement:
      - Score 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 **in a subject other than math**). Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.

**Special Admission**

Institutions are authorized to admit freshmen as exceptions to the stated admission requirements on a case-by-case basis.
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.
TRANSFER ADMISSION REQUIREMENTS

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, Western Oregon University) and 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.

- 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.
- **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.**

**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.

**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.
At the July 2010 meeting of the State Board of Higher Education, the Central Oregon Higher Education Assessment Team (HEAT) presented a long-term vision for higher education in Central Oregon and its short-, mid-, and long-term goals and actions for increasing postsecondary access and attainment in the region. After some discussion, the Board accepted most of HEAT’s recommendations except for its long-term vision to create a stand-alone comprehensive university in Central Oregon in 20-30 years; and the research focus of Objective #5, “Strengthen regional economic vitality by aligning current and anticipated workforce and community needs with postsecondary education programs in Central Oregon.” The Board felt that it didn’t have enough data and supporting information to approve such a far off goal of a stand-alone university; and the research focus of Objective #5 was not defined specifically enough for Board approval.

With the Board’s feedback taken into consideration, HEAT has re-visited these two items for the Academic Strategy Committee’s and the full Board’s review.

**LONG-TERM VISION**

The Vision for higher education in Central Oregon as originally presented in the HEAT report is as follows:

“HEAT’s long-term vision (by 2030+) is to create a stand-alone comprehensive university in Central Oregon which offers bachelor’s and graduate degrees and is engaged in research, while continuing to maintain a strong, separate Central Oregon Community College.”

HEAT does not propose to modify the above Vision statement as they feel that it accurately reflects the aspirations and outcomes that the citizens of Central Oregon desire. Section IV of the HEAT Report included proposed Short-, Mid-, and Long-Term Work Plans. HEAT has re-visited the long-term goals and actions in that section related to the achievement of the Vision Statement, and proposes to modify them as shown below with additions underlined and deletions struck-out.

**LONG-TERM GOALS AND ACTIONS**

**Aspiring to and Creating Excellence and Innovation**

1. Building on the foundation of the mid-range plan, establish a staged plan and approach to establish a stand-alone university in Central Oregon in the next 20-30 years, dependent upon meeting a number of linked factors. While this is the ultimate long-term goal for the region, it is understood that development of a stand-alone institution would
be dependent on several viable only if a number of interconnected factors and milestones were reached, including critical-mass enrollment levels, regional population growth, program demand, statewide enrollment demand and capacity, and adequate state and other funding and support. The ultimate goal is to ensure that there is regional access to higher education.

a. **Stage 1: Strengthen COCC and OSU-Cascades collaborative approach to a “4-year Experience” delivery mechanism for undergraduate students through:**

   i. Common administrative systems and collaborative academic programming which help students with streamlined registration, financial aid, advising, program alignment, and other student support factors which lead to degree completion.

   ii. Collaboration between the two institutions to financially and otherwise support a residential experience for students, including campus-supported housing, student life programs, and other components offered by 4-year universities which improve the educational experience and promote retention for students.

   iii. Meeting space/facility needs created by enrollment demand by building or acquiring a new OSU-Cascades facility to house the 4-year Experience student cohorts, new academic programs, and address staff and faculty space needs.

   iv. Undertake a strategic marketing and branding effort that will expand Oregonians knowledge of the OSU-Cascades option, thereby helping to meet statewide enrollment demand, giving Central Oregon students a high-quality regional option, and attracting nonresident students who can add diversity to the campus and whose additional tuition revenues can help fund campus expansion and student support programs.

   v. Develop indicators of success and campus targets for the 4-Year Experience program as well as the administrative efficiencies efforts with COCC, and report on successes and areas for improvement to the Board of Higher Education on a regular basis.

b. **Stage 2: Undertake a major review of the current administrative, academic and delivery systems in place at OSU-Cascades, as well as current student success indicators such as enrollment, retention, and degree completion and changes over time; status of the COCC and OSU-Cascades collaboration; status of campus recognition and reputational capital; and other factors in order to determine:**

   i. To what extent the COCC and OSU-Cascades collaborative model is working and effectively meeting the higher education needs of Central Oregon and the state;

   ii. Whether to continue with the collaborative approach model, and if so, what improvements could be made to further improve educational delivery to students; and if not, what would be an effective alternative for delivery based
on current underlying factors in the campus environments and in population, demographic, economic and other factors at play in Central Oregon.

c. **Stage 3:** Begin to implement continued improvements to the COCC and OSU-Cascades collaborative model; or begin a major study on the steps needed to be taken and the factors involved with changing the model to either a stand-alone institution or some other delivery approach most suitable to attaining the higher education goals of the region and Oregon.

d. **Stage 4:** If a stand-alone university is determined to be the most effective way to meet regional and statewide higher education attainment goals, begin development of a stand-alone model, making a number of determinations related to accreditation, location, feasibility studies, program portfolio, etc.

**Objective #5:**
HEAT has also re-visited the language originally presented in Objective #5. The issue raised during the presentation to the Board in July was whether it was appropriate to have an objective that seemed to establish a goal of creating a “research institution” in Central Oregon. HEAT has re-crafted the language of Objective #5 to better reflect the intent of the objective and to acknowledge the desirability of having research activity on the campus that is linked to the local economic drivers of the region. This objective does not necessitate creation of a “research institution” to be realized. The objective is restated below with marked changes to be considered by the ASC and the Board.

**Strengthen regional economic vitality by aligning current and anticipated workforce and community needs with postsecondary education programs in Central Oregon:**
- Provide current and further develop new bachelor’s degrees/graduate programs linked to regional needs and economic development initiatives, and in applied career fields – particularly programs which serve and attract students who have completed one or two-year certificate programs and degrees locally or elsewhere in the Northwest;
- Offer undergraduate and graduate research opportunities and partnerships for students that are tied to education and career goals and to local business and community needs, and leverage opportunities by working closely with OSU’s Corvallis campus;
- Develop selected graduate and research programs that are aligned with regional industry needs, in collaboration with OSU Corvallis, other OUS institutions, and with industry; and, as warranted, in some type of a “research park,” or incubator research facility;
- Provide education degree programs that are closely linked with regional K-12 needs and opportunities;
- Offer non-credit opportunities to Central Oregon residents for skill upgrading, health and wellness, cultural and vocational interests and to strength the region’s quality of life;
- Nurture mutually beneficial partnerships with local business and industry which leverage financial support, internships, and faculty/employee exchanges; and
Facilitate collaborative quality, applied research between faculty and the business community, and increase OSU-Cascades’ capacity to attract grant, donor, and industry support, as well as offer internship and externship opportunities for postsecondary students in Central Oregon businesses.

DISCUSSION QUESTIONS FOR ASC AND THE BOARD
Q: Under what conditions would the Board approve an eight university? What are the factors that would need to be in place for this to be a consideration?
Q: To meet the state’s higher education attainment goals, OUS will have to dramatically increase enrollment and capacity in order to serve these students. Would OSU-Cascades be considered as a campus that could be used to help meet such increased capacity needs?
Q: What is the enrollment capacity at other OUS campuses and what strategy should be used to plan for and accommodate growth in the System necessary to meet Oregon’s educational attainment, workforce, and economic needs?

BACKGROUND DATA FOR DISCUSSION CONTEXT INCLUDED IN APPENDIX
1. Central Oregon Population Information
2. Enrollment forecasts for OSU-Cascades and COCC
3. Economic Forecasts

RECOMMENDATION TO THE COMMITTEE
The HEAT committee recommends that the ASC accept the proposed changes to the July 2010 HEAT Report, and pass these changes on to the Oregon State Board of Higher Education for their consideration with the ASC’s recommendation for acceptance.

(Committee action required.)
APPENDIX
Background Data Related to Central Oregon Higher Education Plan

I. Population Growth 2000 to 2009, and Forecasts to 2040 for Central Oregon Counties and to 2025 for Cities/Towns and in Comparison to State and to Other Selected Counties (PSU/OEA analysis)

<table>
<thead>
<tr>
<th>Location</th>
<th>2000 population</th>
<th>2009 population</th>
<th>% increase 2000-09</th>
<th>2015 forecast</th>
<th>2020 forecast</th>
<th>2025 forecast</th>
<th>% increase 2000-25</th>
<th>2040 forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Oregon Counties and Total Combined</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deschutes County</td>
<td>116,600</td>
<td>170,705</td>
<td>46.4%</td>
<td>178,418</td>
<td>197,150</td>
<td>214,479</td>
<td>83.9%</td>
<td>257,088</td>
</tr>
<tr>
<td>Jefferson County</td>
<td>19,150</td>
<td>22,715</td>
<td>18.6%</td>
<td>24,079</td>
<td>26,065</td>
<td>28,298</td>
<td>47.7%</td>
<td>36,094</td>
</tr>
<tr>
<td>Crook County</td>
<td>19,300</td>
<td>27,185</td>
<td>40.9%</td>
<td>25,249*</td>
<td>27,590</td>
<td>30,125</td>
<td>56.0%</td>
<td>38,553</td>
</tr>
<tr>
<td><strong>Central OR Totals</strong></td>
<td><strong>155,050</strong></td>
<td><strong>220,605</strong></td>
<td><strong>42.3%</strong></td>
<td><strong>227,746</strong></td>
<td><strong>250,805</strong></td>
<td><strong>272,902</strong></td>
<td><strong>76.0%</strong></td>
<td><strong>331,735</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>2000 population</th>
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<th>% increase 2000-25</th>
<th>2040 forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bend</td>
<td>52,800</td>
<td>82,280</td>
<td>55.8%</td>
<td>91,158</td>
<td>100,646</td>
<td>109,389</td>
<td>107.1%</td>
<td>No data</td>
</tr>
<tr>
<td>Redmond</td>
<td>13,770</td>
<td>25,800</td>
<td>87.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sisters</td>
<td>975</td>
<td>1,925</td>
<td>97.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culver</td>
<td>805</td>
<td>1,335</td>
<td>65.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madras</td>
<td>5,130</td>
<td>6,650</td>
<td>29.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metolius</td>
<td>640</td>
<td>895</td>
<td>39.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prineville</td>
<td>7,410</td>
<td>10,370</td>
<td>39.9%</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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<th>% increase 2000-25</th>
<th>2040 forecast</th>
</tr>
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<tbody>
<tr>
<td><strong>Central Oregon Cities and Towns</strong></td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Oregon Overall and Other County Comparisons**

<table>
<thead>
<tr>
<th>Location</th>
<th>2000 population</th>
<th>2009 population</th>
<th>% increase 2000-09</th>
<th>2015 forecast</th>
<th>2020 forecast</th>
<th>2025 forecast</th>
<th>% increase 2000-25</th>
<th>2040 forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Total</td>
<td>3,436,750</td>
<td>3,823,465</td>
<td>11.3%</td>
<td>4,095,708</td>
<td>4,359,258</td>
<td>4,626,015</td>
<td>34.6%</td>
<td>5,425,408</td>
</tr>
<tr>
<td>Multnomah</td>
<td>662,400</td>
<td>724,680</td>
<td>9.7%</td>
<td>735,445</td>
<td>756,390</td>
<td>778,028</td>
<td>17.5%</td>
<td>842,009</td>
</tr>
<tr>
<td>Lane</td>
<td>323,950</td>
<td>347,690</td>
<td>7.7%</td>
<td>365,639</td>
<td>387,574</td>
<td>409,159</td>
<td>26.3%</td>
<td>471,511</td>
</tr>
<tr>
<td>Benton</td>
<td>78,300</td>
<td>86,725</td>
<td>10.8%</td>
<td>88,995</td>
<td>91,982</td>
<td>94,549</td>
<td>20.8%</td>
<td>99,886</td>
</tr>
<tr>
<td>Jackson</td>
<td>182,200</td>
<td>207,010</td>
<td>13.6%</td>
<td>223,464</td>
<td>238,865</td>
<td>253,881</td>
<td>39.3%</td>
<td>297,496</td>
</tr>
<tr>
<td>Marion</td>
<td>286,300</td>
<td>318,170</td>
<td>11.1%</td>
<td>344,443</td>
<td>367,018</td>
<td>388,898</td>
<td>35.8%</td>
<td>448,671</td>
</tr>
<tr>
<td>Washington</td>
<td>449,250</td>
<td>527,140</td>
<td>17.3%</td>
<td>599,377</td>
<td>660,367</td>
<td>723,669</td>
<td>61.0%</td>
<td>920,852</td>
</tr>
</tbody>
</table>


*This 2015 forecast estimate is lower than the current population for 2009; forecasts were released in 2004.

II. Population Forecasts for Central Oregon
Another forecast for Deschutes County was produced in August 2004 through a cooperative project of Deschutes County, City of Bend, City of Redmond, City of Sisters, and the Oregon Department of Land Conservation and Development. These figures differ in some degree from the PSU analysis of OEA data.
Population Growth Forecasts 2015 to 2025 for Deschutes County (County analysis)

<table>
<thead>
<tr>
<th>City/Town</th>
<th>2015 Forecast</th>
<th>2020 Forecast</th>
<th>2025 Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bend</td>
<td>91,158</td>
<td>100,646</td>
<td>109,389</td>
</tr>
<tr>
<td>Redmond</td>
<td>29,667</td>
<td>36,831</td>
<td>45,724</td>
</tr>
<tr>
<td>Sisters</td>
<td>2,694</td>
<td>3,166</td>
<td>3,747</td>
</tr>
<tr>
<td>Total County (includes unincorporated)</td>
<td>189,443</td>
<td>214,145</td>
<td>240,811</td>
</tr>
</tbody>
</table>

The County forecast for 2025 for Deschutes County is 26,332 more than the PSU/OEA forecast due to a different forecasting method utilized by each group.

III. Central Oregon Economic Forecast 2010 to 2012 (Deschutes, Crook, and Jefferson Counties) and Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>+1.0% (750 new jobs)</td>
<td>+2.9% (2,146 new jobs)</td>
<td>+1.6% (1,219 new jobs)</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>12.3%</td>
<td>9.5%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Population</td>
<td>+1.3% (2,868 new res.)</td>
<td>+1.9% (4,245 new res.)</td>
<td>+1.1% (2,504 new res.)</td>
</tr>
<tr>
<td>Housing Prices</td>
<td>-10.0%</td>
<td>+7.0%</td>
<td>+4.0%</td>
</tr>
<tr>
<td>K-12 Enrollment</td>
<td>-1.0% (-309 students)</td>
<td>+0.5% (+153 students)</td>
<td>+0.7% (+223 students)</td>
</tr>
<tr>
<td>COCC Enrollment</td>
<td>+10-12%</td>
<td>+3-7%</td>
<td>+3-7%</td>
</tr>
<tr>
<td>OSU-Cascades Enrollment*</td>
<td>+ 11%</td>
<td>+ 12%</td>
<td>+ 10%</td>
</tr>
</tbody>
</table>

Data from Economic Development of Central Oregon (EDCO) and Oregon Office of Economic Analysis, except for COCC and OSU-Cascades enrollment figures.

*Growth rates assume that some of these increases will be due to new programs.

IV. Central Oregon Business Development: Current Pending Projects (Sept. 2010)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Recruitment</th>
<th>Retention &amp; Expansion</th>
<th>Start-up &amp; Early Stage</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies</td>
<td>33</td>
<td>26</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>Expected Job Creation</td>
<td>588</td>
<td>295</td>
<td>265</td>
<td>1,148</td>
</tr>
<tr>
<td>Expected Capital Investment</td>
<td>$911 million</td>
<td>$21 million</td>
<td>$107 million</td>
<td>$1.04 billion</td>
</tr>
</tbody>
</table>

Data from Economic Development of Central Oregon (EDCO)
HONORARY DEGREES
(Adopted by the Oregon State Board of Higher Education, Meeting #109, January 28, 1941, p. 8; amended Meeting #520, January 18, 1985, pp. 7-8.)

1. Each institution, with concurrence of its faculty, may decide to award honorary degrees.
2. An institution wishing to award honorary degrees shall adopt criteria and procedures for selection that will assure that the award will honor outstanding contribution to the institution, state, or society or distinguished achievement.
3. Criteria and procedures for selection shall be forwarded to the Chancellor for approval and, when approved, filed with the Secretary of the Board.
4. An institution shall forward its recommendations for honorary degrees to the Board for the Board's approval 90 days before the date for awarding the degrees.
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## OUS Action Plan for Diversity Initiatives

As of February 4, 2011; based on discussion at Presidents’ Cabinet meeting

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Responsible Person/Unit</th>
<th>Detail</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Summit              | • OUS Academic Strategies Division | Follow up to the 2009 Summit with the purpose of exchanging best practice ideas/examples and to look to see what parameters of accountability might be appropriate to track progress for faculty, staff, and student diversity and inclusion. | 1. Event to take place in Nov 2011  
2. Charles will send Sona list of those who volunteered to be involved from last summit  
3. Sona will form a work group and in consultation with the provosts, develop a set of proposed parameters of accountability for discussion at the summit  
4. Joe Holiday will work with registrars, enrollment managers, and other groups on the same |
<p>| Faculty diversity   | • OUS Academic Strategies Division | Develop a set of best practices for the recruitment and retention of faculty of color (just a note on this: on an annual basis, Sona serves as a faculty member for the ACE chairs’ workshops—the session she conducts is on this topic). Possible ideas are to have a session for OUS department chairs or provide some organized materials of best practices on this topic. | Spring 2011 or Fall 2011 (prior to the start of the faculty recruitment season) |</p>
<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Responsible Person/Unit</th>
<th>Detail</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add diversity as an item that is visited with some frequency on the agendas</td>
<td>• Chancellor&lt;br&gt;• OUS Academic Strategies Division&lt;br&gt;• Chair Francesconi</td>
<td></td>
<td>Immediately</td>
</tr>
<tr>
<td>of Presidents’ Council, Provosts’ Council, ICAR, ASC, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a resource list of individuals at our institutions that can serve</td>
<td>• OUS Academic Strategies Division</td>
<td></td>
<td>February 2011</td>
</tr>
<tr>
<td>as resources / speakers at other campuses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritize System-level initiatives.</td>
<td>• OUS Academic Strategies Division</td>
<td>Select the 2-3 initiatives on which we wish to make progress and put a focus on those.</td>
<td>April 2011</td>
</tr>
<tr>
<td>Continue with making progress on campus diversity initiatives.</td>
<td>• Presidents</td>
<td></td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
**Middle School Outreach**

**INITIAL PARTICIPANTS**
Oregon University System Chancellor’s Office, OUS Student Affairs Council, Oregon State University, Portland State University, University of Oregon, and Oregon Health & Science University.

**BACKGROUND**
As part of its commitment to ensuring access to postsecondary education for all qualified Oregonians, the Oregon State Board of Higher Education has consistently made access for historically underrepresented students a high priority. Most recently, in 2009-10, resource teams were formed to identify obstacles to college access for Latino students and students from several regions of concern: Portland, rural areas, and central Oregon. These teams were further asked to make recommendations for removing obstacles to college-going. One overarching theme in the work of the resource teams was the need to conduct more cohesive, systematic outreach to middle school students and families, to further instill a college-going culture.

The commitment has led to a pilot project called the Middle School Outreach Consortium. This pilot project is a collaborative effort of the OUS Chancellor’s Office, Oregon State University, Portland State University, University of Oregon, and Oregon Health & Science University. Participation by other higher education partners is anticipated and will be welcomed.

**A. Goals of the Consortium**
1. Create a pilot project with Oregon institutions of higher education to enhance the pipeline for historically underrepresented students in Oregon to attend college;
2. The institutions will examine long term, ongoing, collaborative, holistic approaches for parent and middle school involvement; and
3. Organize three to four forums in the near term to introduce underrepresented middle school students and their families to the possibilities of college and to enhance a college-going culture.

**B. Timeframe and Budget**
1. Winter Quarter 2011
   a. Create a plan
      i. Hire an event planner
      ii. Recruit potential partners
      iii. Secure support from higher education presidents and OUS Chancellor’s Office
      iv. Identify location of events (Portland, Willamette Valley, rural locations)
      v. Schedule forums

2. Spring Quarter 2011
   a. Conduct forums (April-May)
b. Meet with Consortium to plan future strategy (May-July)

3. Estimated Budget (February-June, 2011): **$35,000**

   4 X $5,000 ($20,000) – Forums
   1 X $10,000 ($10,000) – Event Planner
   1 X $5,000 ($5,000) – Miscellaneous