Academic Strategies Committee
February 2, 2012
Oregon State Board of Higher Education

Academic Strategies Committee

Thursday, February 2, 2012
3:00-5:00 p.m.
ASRC 515, Portland State University

Agenda

Introduction of new Board Members

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6. Institutional Mission Statements

7. Campus Compacts

8. Capacity Planning

OTHER ITEMS

9. Other items put forward by the Committee

10. Adjournment
Academic Strategies Committee

New Academic Program Proposal
Oregon State University – Master of Business Administration and Accountancy

Oregon State University seeks Board approval to offer an instructional program leading to a Master of Business Administration and Accountancy.

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

The proposed Master of Business Administration and Accountancy (MBAA) graduate degree program has been designed to create a seamless and integrated program that will allow accounting students to receive an undergraduate degree and a master’s degree during their five years of university study required to become a Certified Public Accountant (CPA). To be licensed as a CPA in the State of Oregon, a student is required to complete a university degree and the equivalent of five years of higher education coursework (225 quarter credits). Given the minimum coursework requirement of five years to enter the public accounting profession, this proposed graduate degree program provides an opportunity to enhance the education of Oregon State University’s (OSU) students in a manner that will enrich all stages of their careers. The MBAA has also been designed to accommodate post-baccalaureate students wishing to prepare for accounting careers and to provide an opportunity for Master of Business Administration (MBA) students to specialize in accounting. As proposed, the MBAA will be unique among Oregon colleges and universities.

Consistent with the mission statements of OSU and the College of Business, the mission of the current and proposed Accountancy Program is “to educate accounting students for professional careers and to establish a foundation for life-long learning.” The goal of the Accounting Program is to provide a professionally-oriented program that prepares students for successful careers in four major fields of accounting: tax accounting, industry accounting, financial statement auditing, and information systems auditing. The Program currently awards B.S. (B.A.) degrees in Accountancy and a Post-Baccalaureate Certificate in Accountancy for post-bachelor degree students. The College of Business and the Accountancy Program falls within the OSU Strategic Plan focus area of: Promoting Economic Growth and Social Progress. As such, Accounting is considered to be an integral part of economic growth.

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

As stated earlier, to be licensed as a CPA in the State of Oregon, a university degree and the equivalent of five years of higher education coursework (225 quarter credits) is required. Approximately 73 percent of OSU students in the program who graduated in 2010 graduated with at least 225 credit hours from OSU in order to qualify to take the CPA exam.
Masters of Accountancy programs, with their emphasis on technical knowledge, appear to be beneficial during the early- and mid-stages of an accountants’ career. Masters of Business Administration programs, with their emphasis on strategic thinking, appear to be beneficial during the later stages of an accountants’ career. For these reasons, the proposed joint MBAA graduate degree program in accounting and business administration makes sense from a career perspective.

In summary, given the minimum requirement of five years of college-level coursework to enter the public accounting profession, the proposed graduate degree program will provide an opportunity to enhance the education of OSU students in a manner that will enrich all stages of their planned accounting careers.

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

No Oregon institution currently offers a combined MBA and Accountancy graduate degree program. The University of Oregon offers a Master of Accountancy (MAC) and Portland State University offers a Master of Science in Financial Analysis (MFA). Therefore, the MBAA will be differentiated from the University of Oregon and Portland State University programs by offering a graduate degree with a unique learning objective. The objectives of the OSU MBAA, the UO MAC, and the PSU MFA sufficiently differ so as to preclude potential collaborations. Further, all three programs are course-work intensive with students integrated into their respective campuses.

Portland State University, Oregon State University, and several Oregon private institutions offer post-baccalaureate programs in accounting. The post-baccalaureate programs allow students to take undergraduate accounting courses. There is no program in Oregon that combines a master level program in Business Administration (MBA) with a master level program in accounting.

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?

A business plan for the proposed MBAA graduate degree program has been developed by the College of Business. Sufficient existing faculty will be available Fall Term 2012 to staff existing and new MBAA accounting courses. Existing staff devoted to the MBA program will assume administrative duties relative to the MBAA. Graduate assistantships will be needed to support accounting faculty who will have an additional workload due to increased enrollment in the accounting electives of ACTG 517, ACTG 520, ACTG 522, and ACTG 525. In addition to the Education and General funds, the MBAA will also be funded through additional tuition revenues. The accounting faculty expects that the College of Business will
use the additional tuition revenue from MBAA students to fully support the proposed MBAA degree 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 Oregon State University to establish an instructional program leading to a Master of Business Administration and Accountancy (MBAA), effective Fall 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2017-18.

*(Committee action required.)*
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 3), 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 5) 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, an Automatic Admission pathway for high achieving freshman applicants, who are graduates from Oregon high schools and surpass high school graduation requirements, was approved for the fall 2012 incoming freshman class, per Oregon State Board of Higher Education policy.

In addition to the Automatic Admission policy and regular 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 2013-14 academic year, which includes the following sections: Automatic Admission; Regular Undergraduate Admission, and Transfer Admission.

(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 2013-14 academic year.

1. Graduation from a regionally accredited high school in Oregon.

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.

* 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, 2013, 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 admissions requirements for 2013-14. Subsequent sections of the report provide more detailed information.

### Undergraduate Freshman Admission Requirements for 2013-14
(Residents and Nonresidents)

<table>
<thead>
<tr>
<th></th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject Requirements – 15 Units (4-English, 3-Math, 3-Science, 3-Social Studies, 2-Second Language)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SAT Reasoning/ACT Scores¹</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.00² 2.75</td>
<td>3.00</td>
<td>3.00³</td>
<td>3.00</td>
<td>2.75</td>
<td>3.00</td>
<td>2.75</td>
</tr>
<tr>
<td>Additional Campus Review Required (evidence of proficiency, if available, will be considered here)</td>
<td>Below 3.00 2.75 portfolio may be required</td>
<td>2.50 to 2.99</td>
<td>Below 3.00; or fewer than 15 subject units</td>
<td>Below 3.00; or fewer than 15 subject units</td>
<td>Below 2.75</td>
<td>Applications are reviewed through a comprehensive review process</td>
<td>Below 2.75</td>
</tr>
</tbody>
</table>

¹ Minimum test scores are not set, but test results may be used during additional campus review processes. OUS schools may require a standardized writing exam. Students submitting the 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 Resume. 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 better, or two terms of a college-level second language with a grade of C- or above better, 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 applicants’ behavior and background to determine his/her 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 2013-14</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum College Credits Required²</td>
<td>30</td>
<td>36</td>
<td>36</td>
<td>30</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>GPA (Residents)²</td>
<td>2.25</td>
<td>2.25³</td>
<td>2.25</td>
<td>2.25⁴</td>
<td>2.25⁵</td>
<td>2.25</td>
<td>2.25</td>
</tr>
<tr>
<td>GPA (Nonresidents)³</td>
<td>2.25</td>
<td>2.25³</td>
<td>2.25</td>
<td>2.25⁴</td>
<td>2.25⁵</td>
<td>2.50</td>
<td>2.25</td>
</tr>
<tr>
<td>All Applicant Must Meet Specified Course Requirements⁶</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes⁷</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

4 PSU: Applicants who hold a transferable Associate’s degree will be admitted with a 2.00 GPA.
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 or its equivalent with a grade of C- or above better; and college algebra or above higher with a grade of C- or above better, or the equivalent of Math 105.

PSU requires Writing 121 or its equivalent with a grade of C- or above better.

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 better. 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 Resume.

- All OUS institutions require two years of same high school-level second language with a grade of C- or above better, or two terms of a college-level second language with a grade of C- or above better, 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 applicants’ 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.

   **Minimum General Educational Development (GED) Admissions Requirement for 2013-14**

<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>SOU</td>
<td>410</td>
<td>550</td>
</tr>
<tr>
<td>UO</td>
<td>410</td>
<td>580</td>
</tr>
<tr>
<td>WOU</td>
<td>410</td>
<td>550</td>
</tr>
</tbody>
</table>

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

** OIT: Applicants with GED composite scores between 550 and 570 (55 and 57)

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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.
and a minimum of 410 (40 41) 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 41) 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 Resume.

**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 students 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 2013-14 (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 Resume.
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 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 better) complete at least 15 units (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 9th 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 better 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 better, 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 better or with two terms of the same college-level second language before earning a degree.

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 2.75 high school GPA
- 3.00 2.75 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 2.75 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 higher and SAT Reasoning Math and Critical Reading combined
• score of 800 or above higher 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 higher and SAT math and verbal combined score of 1000 or above higher or ACT math of at least 21 and composite of at least 21.

• 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). 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 Resume (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.
• Subject Requirement: 15 Units
  ➢ Alternatives 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. 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)
  ➢ 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 better, or two years of the same high school-level second language with an average grades of C- or above better, 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 higher 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 higher 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 higher in 36 or more quarter credit hours of acceptable college-level work.

• One writing course beginning with Writing 121 or its equivalent with a grade of C- or above better.

• College algebra or above higher with a grade of C- or above better, or the equivalent of Math 105.

• Insight Resume (written experiential assessment).

Portland State University

• A minimum GPA of 2.25 or above higher 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 or its equivalent with a grade of C- or above better.

Southern Oregon University

• A minimum GPA of 2.25 or above higher 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 higher 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 or its equivalent with a grade of C- or above higher.
• College algebra or above higher with a grade of C- or above better, or the equivalent of Math 105.

**Western Oregon University**

• A minimum GPA of 2.25 or above higher in 36 or more quarter credit hours of acceptable college-level work.
• One writing course beginning with Writing 121 or its equivalent with a grade of C- or above better.
• College algebra or above higher with a grade of C- or above better, 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.
Minutes

Committee members present included: Chair James Francesconi, and Directors Jill Eiland, Hannah Fisher, Rosemary Powers. Director Preston Pulliams was absent due to prior commitment.

Chancellor’s staff present included: Vice Chancellor Sona Andrews, Anna Teske, Charles Triplett.

Board members included: Lynda Ciuffetti.

Campus representatives include: Dan Dorsa (OHSU), Kimberly Espy (UO), Jon Fink (PSU), Ruth Keele (UO), Grant Kirby (IFS), Kent Neely (WOU), David Robinson (OHSU), and Rick Spinrad (OSU).

**ACTION ITEMS**

1. **Call to Order**

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 1:36 p.m.

2. **Approval of October 2011 Minutes**

   **Action:** Directors Jill Eiland made the motion to approve the minutes, and Rosemary Powers seconded. Motion carried; Director Pulliams was absent during the vote.

3. **ASC Mission Alignment Metrics**

Chair Francesconi called upon Sona Andrews to provide an update on the Mission Alignment Metrics and the work of the Provost Council. Following the discussion, Chair Francesconi called for a motion to approve advancing the Mission Alignment Metrics to the Full Board for the January 6th, 2012 meeting.

   **Action:** Directors Rosemary Powers made the motion to advance the Mission Alignment Metrics to the Full Board, and Jill Eiland seconded. Motion carried; Director Pulliams was absent during the vote.
**OUS Next Steps:** To link the work of capital planning and capacity decisions to institutions via the achievement compacts, and metrics from mission alignment document.

**DISCUSSION ITEMS**

4. Research Vice Presidents’ Update

Chair Francesconi directed the Vice Presidents of Research to provide the Committee with an update on priority setting, an evaluation of successful out-of-state models, and establishing a greater connection between research and Oregon’s 40-40-20 goals. The Vice Presidents of Research spoke to the types of activities that would support state goals, while advancing research in Oregon.

- Develop initiatives to leverage relationships between institutions and collaborative initiatives (utilizing successful models in Oregon, capitalizing on signature resource centers, concentrating on specific research and development areas and collaborate with private sector partners).
- Systematic investment and capacity building for future opportunities, and collaborative capital ventures, i.e., equipment and technology.
- Defining the role of research in 40-40-20 and highlighting demonstrated success and its connection to higher education (using research to enhance articulation, expanded free choice learning, and content improvement at K-12 level).

After the update, the discussion centered on the ability of research to capitalize on combined strengths, infrastructure, and collaboration to serve common needs among institutions. Attention was drawn to the need to include information on the role of Graduate Education in research as part of the state’s 40-40-20 goals, as well as the role that research plays in economic development.

Board members reiterated the importance of establishing a connection between research and the achievement compacts, highlighting its connection state investment. It was agreed that Kimberly Espy, Vice Presidents of Research for Research & Innovation at the University of Oregon, will facilitate working with the other Vice Presidents to develop recommended priorities for the achievement compact and statewide goals.

**OUS Next Steps:** Sona Andrews and Director Jill Eiland are available to work with Vice Presidents of Research on their presentation for January 6th Board meeting if they so desire. Kimberly Espy to share Achievement Compact priorities/deliverables with Sona by December 9th.
5. Diversity Discussion—Regularly Scheduled Item

Chair Francesconi called upon Sona Andrews to provide an overview of institutional work on diversity. It was reported that campus Chief Diversity Officers will attend the January 5th ASC meeting, and present on their work. Committee members generated suggestions for directing the January conversation, agreeing that Chief Diversity Officers should report on outcomes as they relate to overall importance, performance, challenges, and role in presidential evaluations. In addition, the Committee requested information on accountability measures, results and strategies for faculty recruitment and retention, and institutional efforts to integrate diversity into the curriculum.

6. Work of our Colleges of Education

Chair Francesconi directed Sona Andrews to lead the discussion on the work of the OUS Colleges of Education. Sona Andrews noted that the Education Deans have been working on a case statement title “Oregon Alliance for Teacher Preparation and Partnerships.” The case statement reflects the work being done to develop collaborations and strategies, and well as delineate areas that require additional efforts, and areas where progress has been made.

OUS Next Steps: To assist the Education Deans in preparation for the January ASC meeting.

OTHER ITEMS
7. Other items put forward by the Committee

Chair Francesconi opened the floor for members to discuss other items. Conversation centered on how the work of the Education Deans may provide an opportunity to focus on the question of investment in college readiness and creating smoother transitions from high school to college. The Education Deans will be present at the January 5, 2012 Academic Strategies committee meeting. In addition, committee members inquired into the STEM Coalition, and OUS’ role in operations.

8. Adjournment

With no further business, the meeting was adjourned at 3:32 p.m.
Minutes

Committee members present: Chair James Francesconi, and Director Jill Eiland. Director Preston Pulliams was absent due to prior commitment.

Chancellor’s staff present: Vice Chancellor Sona Andrews, Anna Teske, Charles Triplett, Karen Marrongelle, and Di Saunders.

Board members: Directors Brianna Coulombe, and Emily Plec.


ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 3:08 p.m.

2. ASC Recommendations for Board Approval

   Action: Chair Francesconi opened discussion on the new programs proposed, however, because there was not a quorum the program approvals will go to the full board.  
   *Note: Directors Coulombe and Plec have not formally been appointed to the Academic Strategies Committee, and a quorum is not present for action items.
   - OSU, Digital Communication Arts
   - OSU, Women’s Studies
   - SOU, PSM in Applied Mathematics
3. Approval of November 2011 Minutes

Action: Approval has been carried over to the February 2012 agenda.

DISCUSSION ITEMS

4. ASC Work Plan Update

Chair Francesconi called upon Sona Andrews to update members on the progress of annual committee priorities, and provide context for new board members. Priorities include: educator preparation, diversity, mission alignment/campus compact/achievement compact, and faculty satisfaction, career flexibility, and recruitment and retention. It was agreed that the committee would also like to focus on economic development.

5. Mission Alignment/ Achievement Compact

Chair Francesconi called upon Sona Andrews to report on mission alignment and achievement compacts. She indicated that the mission alignment document was developed around the Boards four goals, noting that system-wide and institution specific metrics have been developed to ensure institutions are aligning with mission statements and meeting performance objectives. Each campus compact will include the developed system-wide metrics, in addition to selected institution specific metrics. In addition, the achievement compact has been organized in a way that reflects OEIB criteria, however, numbers and capacity has yet to be determined.

Discussion focused on the lessons learned by campuses, which included increased prioritization and organization, introspection, and institutional capacity.

NEXT STEPS: Mission Alignment scheduled to go before the Board for approval in January.

6. Education Deans- Case Statement Presentation

Chair Francesconi directed Sona Andrews to lead the discussion on the work of the OUS Colleges of Education. Sona Andrews noted that the Education Deans have been working on a case statement title “Oregon Alliance for Teacher Preparation and Partnerships.” The case statement articulates the direction for the Colleges of Education, which is achievable with the proper allocation of resources. Randy Hitz spoke on behalf of the Education Deans, offering several points of consideration to the committee:
• Oregon will not realize 40-40-20 without quality education, which extends to quality programs for teachers and school leaders.
• Quality investments in professional development.
• Need for stronger, more intense student teaching experience.
• Oregon is not unique. We should learn from others models for partnership.
• A transformation of the system is needed to create a seamless infrastructure.

Dan Mielke proceeded by posing several questions for the committee centering on how the goals of the Education Deans connect to 40-40-20, and STEM. It was agreed that focusing on the “20” or PK-12 will impact students at the pre-college level and by concentrating on teacher education as a critical degree, increase the quality of teaching, as well as cultivate leadership skills. Attention was drawn to the need to focus on student access, as well as diversity, noting that strategies for addressing these issues will contribute to achieving 40-40-20. In addition, the committee noted that the Education Deans should highlight for the State Board of Higher Education those areas where they have performed well, and outline those areas where additional support is needed in terms of deliverables and funding. It was agreed that a coordinated effort is needed between K-12 and higher education in order to meet state goals.

NEXT STEPS: Deans of Education will provide an update to ASC at the February meeting, and consider future steps.

7. Diversity Presentation

Chair Francesconi facilitated the Diversity Presentation by providing a brief history of work previously done in this area, noting that diversity has not been a previously organized group, that ASC has taken a position on diversity that requires campuses to develop a diversity action plan, and that the board expects regular feedback from campuses on diversity.

Angelo Gomez, Chief Diversity Officer at Oregon State University led the campus presentations by prioritizing the questions the committee members are interested in.

OUTCOMES: Attention was drawn to institutional design, and enhancing the culture of institutions to the end that they support three core themes: equity, inclusion and diversity. Through introspective analysis campuses may reflect on access, success, institutional climate, curriculum, scholarship and mission, and incorporate into strategic thinking.

CHALLENGES: Concern was expressed that campuses possess an embedded institutional opposition to diversity efforts, citing the need to invest in peer groups, and exercise greater outreach in diversity education. Another challenge to diversity efforts is the lack of internal consensus surrounding change, available resources, and prioritization.
ACCOUNTABILITY: It was agreed that university presidents must be held accountable for the success of diversity efforts. In doing so, a model has been established, linking the practices of executive leadership to the campus as a whole. It was noted that diversity initiatives should be linked to performance evaluations, which in turn are connected to salary.

In addition, each campus reported on their institutional diversity efforts, highlighting areas of advancement as well as challenges and barriers to achievement. It was agreed that while financial resources are helpful in achieving diversity goals, that alone will not lead to achievement. Rather, financial resources should be coupled with other support systems to achieve successful diversity efforts.

Following the discussion, it was suggested that the Board and campuses need to view models that are working elsewhere, so as to frame a successful result as something that is achievable, as opposed to viewing diversity efforts as obstacles and barriers.

**NEXT STEPS:** Committee will reflect the report from Chief Diversity Officers, and provide them with feedback.

**OTHER ITEMS**

8. **Adjournment**

With no further business, the meeting was adjourned at 5:22 p.m.