Oregon State Board of Higher Education

Academic Strategies Committee
Thursday, February 6, 2014
1:00-3:00 p.m.
ASRC 515, Portland State University

AGENDA

ACTION ITEMS
1. Approval of January Minutes (5 minutes) ................................................................. 1

2. 2015-16 Undergraduate Admissions Policy (Holliday, 10 minutes) ......................... 5
   Every February, the Oregon State Board of Higher Education policy calls for approval of the
   following year’s undergraduate admission requirements for OUS institutions. This schedule is
   necessary for institutional planning, program implementation, publication production, and timely
   notice to prospective students.

DISCUSSION ITEM
3. SOU Retrenchment Preliminary Plan

OTHER ITEMS
4. Other items put forward by the Committee

5. Adjournment
Minutes

Committee members present: Acting Chair Jill Eiland, Brittany Kenison, Emily Plec, and David Yaden. Committee members absent: Jim Middleton and Jim Francesconi.

Chancellor’s staff present: Karen Marrongelle, Anna Teske, Joe Holliday, and Marcia Stuart.

Campus representatives present: Steve Adkison (EOU), Brad Burda (Oregon Tech), Rebecca Warner (OSU), Sona Andrews (PSU), Jim Klein (SOU), Scott Coltrane (UO), Steve Scheck (WOU), David Robinson (OHSU), and Maude Hines (IFS).

Others present: Ben Cannon (HECC).

ACTION ITEMS

1. Call to Order

Acting Chair Eiland called the meeting of the Academic Strategies Committee to order at 1:03 p.m.

2. Approval of November 7th Minutes

Dr. Karen Marrongelle, Interim Vice Chancellor for Academic Strategies, noted an amendment to the November minutes. The amendment modifies the existing language to the section on faculty sabbaticals to emphasize that Chancellor’s Office staff will work with the Interinstitutional Faculty Senate (IFS) to provide support for additional research and policy planning.

ACTION: Directors Emily Plec made the motion to approve the minutes as amended, and David Yaden seconded. Motion carried.

3. Academic Program Approval

a. OSU, M.S./Ph.D. in Comparative Health Sciences

Acting Chair Eiland called upon Rebecca Warner, Executive Vice Provost for Academic Affairs at Oregon State University, to provide an overview of the proposed academic program. The M.S./Ph.D. in Comparative Health Sciences is to provide students with an interdisciplinary graduate degree program administer by the Graduate School in partnership with the College of Veterinary Medicine, College of Public Health and Human Services, and the College of
Pharmacy. The program is designed to complement the existing M.S./Ph.D. in Molecular and Cellular Biology. In Oregon, no biomedical science programs overlaps with the program, and the interdisciplinary organization that ranges from animal to human health sciences is distinct.

**ACTION:** Directors David Yaden made the motion to approve the program, and Brittany Kenison seconded. Motion carried.

**DISCUSSION ITEMS**

4. **Review of HECC Transition**

Acting Chair Eiland called on Dr. Marrongelle to provide an update on the work of the Higher Education Coordinating Commission (HECC) Transition Planning Work Group. It was reported that the authority and process for approving program approvals will transition to the HECC in July 2014. OUS staff will continue to work with the HECC on the pragmatics of the transition, noting HECC Board Director Kirby Dyess has been appointed to lead a subcommittee for the purpose of reviewing and approving academic programs. In addition, the HECC Transition Work Group has laid out a timeline with key transition points for the remainder of the year, noting that over the next 12-18 months, the HECC will work on the principles that will guide program approvals.

**NEXT STEPS:** Staff will regularly update the Provosts’ Council and Academic Strategies Committee as planning continues.

5. **40-40-20 Strategy and Action Framework**

Acting Chair Eiland called on Director Yaden to provide an update on the HECC’s work on 40-40-20. It was noted that the work previously conducted by the Board and OUS staff on 40-40-20 has well positioned the HECC in moving the project forward. It was pointed out that work has been done to expose the mismatch of degrees produced with that of job opportunities, suggesting that HECC and OEIB leadership may opt to look at the performance of cohorts as opposed to the total population in 2025.

Following the discussion, it was agreed that the HECC may have influence in reaching agreement with stakeholders over the cost of attaining degrees within certain populations of students, as well as assisting the state in determining how many degrees they can fund based off of the investment in 40-40-20. The Committee cautioned that while coalescing support is needed, it should not be done at the expense of quality.

**INFORMATIONAL ITEMS**

6. **SOU Report on Campus Retrenchment**

Acting Chair Eiland called upon Provost Jim Klein, Southern Oregon University, to update the Committee on campus retrenchment. It was noted that “retrenchment” is a technical term that stems from the campus’ collective bargaining agreement with faculty. While campuses are
permitted to create as many programs as needed through the regular approval process, a separate process is needed to eliminate programs on campus: 1) a fiscal condition and 2) the retrenchment process. Provost Klein reviewed the timeline for SOU’s retrenchment and detailed points where faculty involvement intersected with this process. It was reported that SOU’s provisional plan is slated for release on January 17th. Once the plan is released, there is a 20-day comment period that allows the campus to reflect upon the plan. In addition, SOU is considering its financial goals, which will allow for a variety of levers and greater flexibility for contingencies in the decision-making process (i.e., student enrollment, collective bargaining, etc.). The final plan is slated to be released in late February or early March.

Discussion centered on the effect of retrenchment on SOU’s campus culture and faculty, noting that the campus previously initiated a capacity study for accreditation purposes, and engaged in a prioritization process that was intended to better align the work of the institution. In addition, SOU has experienced a contraction in enrollment numbers due to an uptake in the economic recovery, noting that enrollment can significantly impact predictability indicators for retention.

7. **IFS Update on Faculty Sabbatical OAR**

Acting Chair Eiland called on Maude Hines, IFS Representative, to brief the Committee on faculty discussions around possible modifications to the administrative rule on sabbaticals. It was noted that the sabbatical OAR was looked at in isolation and not matched up against other issues faced by campuses and the System. IFS will continue the Sabbatical OAR conversation at the January 31st meeting.

After a full and frank discussion, it was noted that statewide changes to higher education may serve as a vehicle to think creatively about modifications to the Sabbatical OAR, specifically in terms of the fiscal capacity of institutions to support sabbatical requests.

**NEXT STEPS:** Staff will conduct a preliminary literature review of national best practices and consider consulting the Educational Advisory Board for additional research. In addition, Director Plec will collect and review campus bargaining agreements in order to learn about current policy and practice on campuses.

**OTHER ITEMS**

8. **No other items were put forward by the committee**

9. **Adjournment**

With no further business, the meeting was adjourned at 2:34 p.m.
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.

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 beginning with the fall 2012 incoming freshman class, per Oregon State Board of Higher Education policy.

In addition to Automatic Admission and regular university-specific admission criteria detailed in this document, each OUS institution conducts a comprehensive review of applicants who do not meet 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 updated Undergraduate Admission Requirements for 2015-16 academic year, which includes sections on Regular Undergraduate Admission, Freshman 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 at least one OUS institution for the 2014-15 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.

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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, 2014, 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 2015-16. Subsequent sections of the report provide more detailed information.

<table>
<thead>
<tr>
<th>Undergraduate Freshman Admission Requirements for 2015-16</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 Scores</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>2.75</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</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 2.75; or fewer than 15 subject units; portfolio may be required</td>
<td>2.50 to 2.99</td>
<td>Applications are reviewed through a comprehensive review process; Below 3.00; or fewer than 15 subject units</td>
<td>Below 3.00; or fewer than 15 subject units</td>
<td>Below 3.00</td>
<td>Applications are reviewed through a comprehensive review process</td>
<td>Below 2.75; or fewer than 15 subject units</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 Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination.

2 OSU requires the Insight Resume.

All OUS institutions require two years of the same high school-level second language with a grade of C– or better, or two terms of a college-level second language with a grade of C– or 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 or earning their GED 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 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.

### Undergraduate Transfer Admission Requirements for 2015-16

<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>Minimum College Credits Required(^1)</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>2.25(^1)</td>
<td>2.25</td>
<td>2.25(^4)</td>
<td>2.25(^5)</td>
<td>2.25</td>
<td>2.25</td>
</tr>
<tr>
<td>GPA (Nonresidents)(^3)</td>
<td>2.25</td>
<td>2.25(^5)</td>
<td>2.25</td>
<td>2.25(^1)</td>
<td>2.25(^5)</td>
<td>2.50</td>
<td>2.25</td>
</tr>
<tr>
<td>All Applicant Must Meet Specified Course Requirements(^6)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes(^7)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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\(^1\) Students who have earned between 12 and 36 quarter credit hours of college-level work (OIT, OSU, SOU, UO, and WOU) or 30 (EOU and PSU) meet both freshman and transfer admission requirements. Students who have completed fewer than 12 transferable quarter credits (or 8 semester hours) must meet freshman admission requirements.

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

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

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

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

\(^6\) Courses Required:
- OSU, UO and WOU require Writing 121 or its equivalent with a grade of C– or better; and college algebra or higher with a grade of C– or better, or the equivalent of Math 105.
OSU requires Writing 121 or its equivalent with a grade of C– or better and college algebra or higher with a grade of C– or better. Exceptions are made on a case-by-case basis for students who have the equivalent of math 105 with a C– or better and who are pursuing majors where this is the minimum math requirement.

PSU requires Writing 121 or its equivalent with a grade of C– or 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 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 the same high school-level second language with a grade of C– or better, or two terms of a college-level second language with a grade of C– or 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 or earning their GED in 1997 and thereafter.

Academic performance is not the sole criterion for admission to an OUS university. A university may evaluate 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

Accredited High Schools: To be considered for admission to an OUS institution, public high school, private high school, and private program (i.e., home schooled) students must graduate from a standard or regionally accredited high school or program.

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.

Graduates of Nonstandard or Regionally Unaccredited High Schools, Unaccredited Home-Schooled Private 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.

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1 Students with any college credit note Transfer Admission 1.

2 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.

3 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.
Minimum ACT/SAT Requirements for Students Who Did Not Graduate from an Accredited School for 2015-16  
*(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.

**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 2014-15**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Minimum Overall</th>
<th>Minimum Score on Each Exam*</th>
<th>Average Score for Five Subtests*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>510</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>OIT</td>
<td>580**</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>OSU</td>
<td>580***</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>PSU</td>
<td>580</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>SOU</td>
<td>550</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>UO</td>
<td>580</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>WOU</td>
<td>550</td>
<td>410</td>
<td></td>
</tr>
</tbody>
</table>
### Minimum General Educational Development (GED) Admission Requirements for 2015-16

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>410</td>
<td>150</td>
<td>510</td>
<td>To be determined by each university in 2014-15</td>
</tr>
<tr>
<td>OIT</td>
<td>410</td>
<td>150</td>
<td>580**</td>
<td></td>
</tr>
<tr>
<td>OSU</td>
<td>410</td>
<td>150</td>
<td>580***</td>
<td></td>
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<tr>
<td>PSU</td>
<td>410</td>
<td>150</td>
<td>580</td>
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<td>SOU</td>
<td>410</td>
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<tr>
<td>UO</td>
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<td>150</td>
<td>580</td>
<td></td>
</tr>
<tr>
<td>WOU</td>
<td>410</td>
<td>150</td>
<td>550</td>
<td></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) and a minimum of 410 (41) on each subtest (2002 version of GED only) must have minimum SAT 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 (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.

### 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. Applicants should check with individual campuses regarding the need for writing portions of the SAT and ACT.

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 better) complete at least 15 units\(^4\) (one year equal to one unit) of college preparatory work in the following areas.

**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. English as a Second Language (ESL)/English Language Learners (ELL) may be used to satisfy up to the first two units.

**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 two years be taken as a laboratory science.

**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 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 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 or earning their GED in 1997 or later. If admitted as an exception, students failing to meet this requirement must complete it with a grade of C– or better or with two terms of the same college-level second language before earning a degree.

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\(^4\) Minimum requirements for admission to the UO include these 15 units. Students with one additional approved unit will receive strongest consideration at the UO.
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 2.75 high school GPA
- 2.75 high school GPA in courses that satisfy the OUS Subject Requirements
- Subject Requirement: 15 units
  - Alternative to Subject Requirement:
    - Students who have below a 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 higher and SAT Reasoning Math and Critical Reading combined score of 800 or 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 500 or higher and SAT math and verbal combined score of 1000 or 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, through the entire high school program, especially coursework completed beyond the minimum courses required (see high school course requirement 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
  ➢ 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). 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.
    o Alternatives should be completed by high school graduation.

Portland State University

• High School Graduate
• Admission Test (ACT or SAT Reasoning)
• 3.00 cumulative high school 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:
    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). 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)
• 3.00 high school cumulative GPA
  ➢ Alternative to GPA Requirement:
    o 1010 SAT Critical Reading (formerly Verbal) and Math or 21 ACT
• 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). 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.
    o If admitted by exception to the second language requirement, the admission deficiency must be made up through two terms of a college-level second language.

University of Oregon

• High School Graduate
• ACT or SAT Reasoning Test
• Applicants with at least a 3.00 GPA are considered for admission through a comprehensive review process, which includes:
  o Rigor of courses taken in high school;
  o Grade trends throughout high school;
  o Number of senior year academic courses;
  o Quality of admission essay;
  o SAT Reasoning or ACT scores; and
  o Other factors provided by the applicant.
• Subject Requirement: 15 units (16 for strongest consideration)
  ➢ Subject requirements can also be met alternatively by:
    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). 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 Reasoning)
• 2.75 high school GPA
  ➢ Alternative to GPA Requirement:
    o Applicants are eligible for automatic admission within an acceptable 2.50 to 2.74 GPA range if they have a combined score of 1000 on the Critical Reasoning and Mathematics sections of the SAT Reasoning Exam or a composite score of
21 on the ACT. Students below the acceptable GPA range may 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, the 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 better, or two years of the same high school-level second language with grades of C– or 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 or earning their GED 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 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 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.

- Oregon Tech 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 better.

**Oregon State University**

- A minimum GPA of 2.25 or higher in 36 or more quarter credit hours of acceptable college-level work.
- Writing 121 or its equivalent with a grade of C– or better.
- College algebra or higher with a grade of C– or better, or the equivalent of Math 105. **Exceptions are made on a case-by-case basis for students who have the equivalent of Math 105 with a C– or better and who are pursuing majors where this is the minimum math requirement.**
- Insight Resume (written experiential assessment).

**Portland State University**

- A minimum GPA of 2.25 or 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.
- Writing 121 or its equivalent with a grade of C– or better.

**Southern Oregon University**

- A minimum GPA of 2.25 or 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 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.
- Writing 121 or its equivalent with a grade of C– or higher.
- College algebra or higher with a grade of C– or better, or the equivalent of Math 105.
Western Oregon University

- A minimum GPA of 2.25 or higher in 36 or more quarter credit hours of acceptable college-level work.
- Writing 121 or its equivalent with a grade of C– or better.
- College algebra or higher with a grade of C– or 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.