AGENDA

Call to Order

Roll Call

Approval of Minutes
  • Approval of June 21, 2002, Minutes 1

Action Items
  • OUS Interinstitutional Student Exchange Program 4

Consent Items
  • OSU, Cascades-Campus, B.S., Outdoor Recreation Leadership & Tourism 6
  • PSU Honorary Doctorate 8

Discussion Items
  • Strategic Planning Process

Report Items
  • Follow-up Reviews conducted in 2001-02 of Selected Programs 10
  • Western Undergraduate Exchange Annual Summary, 2001-02 17
  • Where Have Oregon’s Graduates Gone 19
  • Selective Undergraduate Admissions for 2003-04 at UO 22

Adjournment
The OUS Interinstitutional Student Exchange Program was approved by the Board on February 20, 1998, for a four-year pilot period. This program allows undergraduate students regularly enrolled in an Oregon University System institution to pursue up to one complete academic year of study at another OUS institution without requiring a formal transfer. To participate in the program a student must be admitted and enrolled full-time at any OUS institution, in good academic standing, and a sophomore or above.

The staff recommendation at the time of the program's approval called for a review during the 2001-02 academic year and a recommendation as to its future. Hence, during Winter and Spring terms 2002, OUS campuses were contacted and asked to supply basic information about (1) the level of student participation and (2) an assessment of the appropriateness of continuing this program. The Student Affairs Council, the Academic Council, the OUS Financial Aid Directors, and individual campus Exchange-Program Coordinators were consulted during the review process.

Review and Analysis

Information forwarded to the Chancellor's Office revealed a low level of student participation in this Exchange Program; only 13 students Systemwide took advantage of the opportunity during the four-year pilot. Coordinators indicated that the program had been little-publicized during its existence, which may have contributed to low participation rates. Some of the administrative aspects of the program have been challenging to resolve, such as the processes for billing as well as the awarding and dispersal of financial aid. When presented with the data regarding low student participation and certain administrative obstacles, the Academic and Student Affairs Councils concluded that continuing this program in its present form was not warranted.

Still, campuses expressed the desire to accommodate interinstitutional student flow for those students interested in temporarily "experimenting" with another OUS campus. One of the primary reasons for the pilot program was to provide a way for short-term enrollment at another OUS campus without paying the application fee ($50) as a transfer student. While there are hundreds of OUS interinstitutional transfer students each year (753 in 2000-01,
844 in 1999-00), it remains likely that a finite number would benefit from an experience such as provided by an exchange program rather than a full transfer-student pathway.

The Academic and Student Affairs Councils considered three alternatives for replacing the pilot program. One option was to operate a statewide program under the auspices of the National Student Exchange program. Another was to eliminate the application fee for all OUS interinstitutional transfer students. The option preferred by the Councils, and the one recommended here, is to:

Assess the application fee for OUS interinstitutional transfer students at the time of initial transfer (to the "host" campus) but eliminate the application fee for transfer back to the original ("home") campus, as long as the return occurs within a 12-month period, thus maintaining the spirit of exchange. This process would allow the host campus to recapture a portion of the costs associated with processing the student's application, but would not burden the student with further fees after that, even though there are costs associated with the student's return to the home campus.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Oregon University System Interinstitutional Student Exchange Program be discontinued in its pilot form. Staff further recommends that a streamlined alternative enabling interinstitutional exchange be implemented, namely the assessment of the application fee for initial transfer, but with a provision for waiver of the application fee back to the home campus if the return occurs within a 12-month period.

COMMITTEE ACTION:

BOARD ACTION:
Oregon State University proposes to offer the baccalaureate degree in Outdoor Recreation Leadership and Tourism on the Cascades Campus, effective fall 2002. The only other similar programs in the state are a bachelor's degree in Forest Recreation Resources (OSU) and a minor in Hotel, Restaurant, and Resort Management (SOU).

This interdisciplinary program is offered by the College of Forestry and the College of Health and Human Sciences and consists of four options:

- Outdoor and Experiential Education,
- Tourism and Commercial Recreation Management,
- Applications of Outdoor Recreation to Special Populations, and
- International Ecotourism.

The options will not be offered simultaneously, but rather will be phased in to allow a critical mass of students to develop.

Students in the Outdoor and Experiential Education option will learn how educational theory, techniques, and practice can be applied to education about the outdoors and the environment. Students graduating from this program would be well-suited for employment in environmental interpretation, elder hostels, outdoor schools, community outdoor recreation programs, and nature study leadership programs.

Those students in the Tourism and Commercial Recreation Management focus will understand how to develop and manage a business related to outdoor recreation or tourism (e.g., resorts, hotels, tours, outfitting businesses). Graduates will have learned accounting, finance, human resource management, and marketing basics, and be prepared for entry-level management positions in the tourism/recreation field.

The Applications of Outdoor Recreation to Special Populations option is designed for those students who want to use the outdoors for therapeutic activities for older people, people with disabilities, or at-risk youth (e.g., elder hostels, wilderness programs).

Finally, for students who would like to manage domestic recreation resources for international visitors, work as international tour guides, or help shape tourism policy, the International Ecotourism option is
available. Students will study the socioeconomic impacts of international visitors on indigenous cultures, develop policies and plans to manage those impacts, develop language skills, and have an international internship experience.

Students in the major will complete 78 lower-division credits in Recreation Leadership from Central Oregon Community College (COCC). At the upper-division level, students will complete 52 core credits, 10 skills credits (e.g., hospitality, backcountry, event planning, rock climbing), 12-13 elective credits, and 27-28 credits in their chosen option.

The need for this program is demonstrated by a number of demographics. Participation in outdoor recreation activities in Central Oregon has grown rapidly in recent years. From 1983 to 1995, participation in hiking increased 93%, backpacking 72%, camping 58%, and alpine skiing 59%. A number of factors are believed to drive these numbers. One is the population of maturing baby boomers, who have more time and money to engage in recreation. Another is the expanding population base of Central Oregon, including the growing number of retirees. Yet another is the impact of Title IX on the athletic participation of women, as well as the creation of new sports (e.g., snowboarding), advances in apparel and equipment, and a growing number of sports for individuals with disabilities. All these factors have contributed to the thriving outdoor recreation industry in the country, and in Central Oregon in particular. There are also increased opportunities for using outdoor recreation resources for business and social development (e.g., team building, at-risk youth). Finally, COCC graduates approximately 20 students per year from its recreation program. OSU's proposed program builds directly on this COCC foundation.

Resources are currently sufficient to offer this program. A Title VI grant ($183,000) is in hand to initiate the International Ecotourism option this fall. Local industries have been discussing providing approximately $300,000 in grant funds to help with startup costs, as well. Faculty hires would increase each year, starting with one FTE and growing to five FTE by 2005-06, if full student enrollment projections are realized (50 to 60 students). The library and support staff are sufficient for the program.

Specialized equipment, a climbing wall, and a challenge (or ropes) course needed for the program are available either through COCC's
recreation program or through rental at community facilities. At some point, OSU may find it is more cost-effective to build a climbing wall and challenge course on campus rather than pay to use private facilities.

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

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board authorize Oregon State University to establish a program leading to the Outdoor Recreation Leadership and Tourism on the Cascades Campus, effective fall 2002. The OUS Office of Academic Affairs would conduct a follow-up review in the 2007-08 academic year.

COMMITTEE ACTION:

BOARD ACTION:

summary

The Board of Higher Education permits institutions, with the concurrence of their faculty, to award honorary degrees. Each institution wishing to award honorary degrees must adopt and receive the Chancellor's approval of criteria and procedures for selection that ensure the award honors distinguished achievement and outstanding contributions to the institution, state, or society. Recommendations for honorary degrees must be forwarded for the Board's approval 90 days before the date for awarding the degrees. (Internal Management Directive 2.021)

Portland State University

Portland State University requests authorization to award an honorary doctorate to Mr. Norman Daniels at an appreciation event in Portland on October 4, 2002.

Mr. Norman Daniels, President and Chief Operating Officer of G.I. Joe's Sports and Auto, is a strong leader and supporter of community activities throughout the state of Oregon. He is actively involved in the
Portland Rose Festival and served as the organization's president in 1988. He has given his support in large and small ways through his time and financial contributions to the Susan G. Komen Breast Cancer Foundation, the American Red Cross, the Salvation Army, The Boys and Girls Club, Americares, Amvets, the Portland Police Bureau, and the March of Dimes, serving as president of the local chapter.

Mr. Daniels is a lifelong Portlander. Since purchasing G.I. Joe's four years ago, it has been his goal to keep his company based in Oregon, where it provides nearly 2,000 jobs as well as charitable support to a wide variety of nonprofit organizations. Mr. Daniels and G.I. Joe's, Inc., support youth teams, outdoor clubs, and other community programs.

At Portland State University, Norm Daniels has made important contributions to the School of Business Administration (serving on the Business Advisory Council), the Portland State University Foundation (serving on the Foundation Board), and, most particularly, to the Department of Athletics, where he has made significant contributions to scholarship support and sponsorship of events and programs. Mr. Daniels has supported PSU Athletics for 25 years. He is an active partner in fundraising efforts. He has chaired the Campaign for PSU Athletics, participated on the Viking Backer Advisory Council and the Ultimate Tailgate Auction Committee, and served as presiding chair of the PSU Green and White Auction.

A lifelong resident of Portland, Norm Daniels was recently quoted as saying that Portland State University is one of his favorite community involvements.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends the Board authorize Portland State University to award an honorary doctorate to Mr. Norman Daniels at a special event on October 4, 2002.

COMMITTEE ACTION:

BOARD ACTION:
In November 1990, the Board approved a policy directing the OUS Office of Academic Affairs to conduct a follow-up review of each degree program or significant new option within an existing degree program approved by the Board since January 1, 1983. The purpose of the follow-up review is to describe the status of the programs five years after their full implementation. For each program major, institutions have reported briefly on major modifications in the program, enrollment, degree production, accreditation (when applicable), resources, and student outcomes. Certificate and subdegree programs, such as teacher licensure endorsement programs, provide abbreviated information.

During the 2001-02 academic year, the following programs were reviewed:

Eastern Oregon University
- Philosophy, Politics, and Economics, B.A., B.S.

Oregon Health and Science University
- Emergency Medical Technology, A.A.S.; Emergency Medical Services, B.S.
- Medical Informatics, M.S.

Oregon State University
- History of Science, M.A., M.S., PH.D.

Joint Program
- Master of International Management (Portland State University; Oregon Joint Professional Schools of Business)

Due to impending reorganization, review of OSU’s B.S. in Bioengineering will be deferred for one year.

Summaries of the six program reviews follow.

EOU, PHILOSOPHY, POLITICS, AND ECONOMICS, B.A., B.S.

In February 1996, the Board authorized Eastern Oregon University to offer an instructional program leading to the baccalaureate degree in Philosophy, Economics, and Political Science. (The name was changed to Philosophy, Politics, and Economics in July 2001.) The
program provides an interdisciplinary approach to crucial questions that students will face as citizens and future policy makers, examining them as economists (efficiency), political scientists (political efficacy), and philosophers (moral/ethical soundness). Students complete 45 credits of core coursework (15 of which are upper division), 25 upper-division credits of interdisciplinary work, and 5 capstone credits. Minor curricular changes have been made in the electives; no major changes have been made or are planned for the near future.

One new development is that students in the program now have the opportunity to complete a concentration in Public Policy and Administration. This allows them to focus their elective work on the operations and processes of the public sector. For this concentration, students complete 25 upper-division credits in the following courses: state and local government, public administration, public finance, American labor and unions, and ethics and public affairs.

When first implemented, a major portion of the program was deliverable off campus to nontraditional and placebound students. It was anticipated that the entire program would be accessible to all students via distance delivery within the first two years. That goal has been realized. Currently, approximately 20 to 30 students major in the program on campus and about 50 students major through the Division of Distance Education.

An average of five degrees per year have been awarded, which is lower than the expected 10 to 20. However, the program faculty continue to be pleased with the direction in which the program is headed. Seven or eight students are expected to graduate this year.

Faculty resources have remained fairly constant. Currently, 4.5 FTE faculty are committed to the program. Library and other resources continue to be adequate, although additional journal subscriptions and updated computers are needed.

OHSU, EMERGENCY MEDICAL TECHNOLOGY, A.A.S.; EMERGENCY MEDICAL SERVICES, B.S.

In May 1996, the Board authorized Oregon Health and Science University to offer, in collaboration with seven potential community colleges, instructional programs leading to an Associate of Applied Science (A.A.S.) degree in Emergency Medical Technology and a B.S. in Emergency Medical Services. Emergency medicine is a
specialized field involving the initial recognition, evaluation, care, and disposition of patients in response to acute illness and injury. The objectives of the programs are to educate competent, compassionate, and customer-oriented health care providers and to enhance the delivery of health care outside clinical settings.

The A.A.S. program operates as a 1+1 program. Students who do not already hold at least an associate degree complete the general education requirements at an EMT consortium member community college (i.e., a community college that has agreed to the concept of a standardized EMT-Paramedic degree program such as Chemeketa or Portland Community College). The sophomore year is completed at OHSU, at which point students qualify to sit for the National Registry Examination of EMT-Paramedics (the basis for Oregon certification). The students also receive a joint A.A.S. from the consortium member community college. The B.S. degree is a 2+2 program. Paramedics with A.A.S. degrees complete their junior and senior years at OHSU, with coursework in business and management taken at PSU or elsewhere.

The EMT program requires students to rotate through 12 clinical departments during a 16-week clinical experience at OHSU and in Portland-area hospitals. After completing the didactic and clinical phases of the program, students participate in a ten-week internship, working on an advanced life-support ambulance under the direct supervision of a paramedic field-training officer. Such internship sites are located throughout the country. Subsequently, students complete a comprehensive written final examination and an oral examination conducted by an emergency physician. Completion of a national written and practical examination provides students with Oregon and national certifications required to practice as paramedics. Ninety-two to 100% of OHSU’s graduates attempting the national exam pass each year.

During the senior year, students in the B.S. program work with an emergency medical services agency or educational institute to gain practical experience.

Currently, 23 students are enrolled in the A.A.S. in Emergency Medical Technology program and 2 students are enrolled in the B.S. in Emergency Medical Services program. An average of 21 students per year graduate with the A.A.S. degree.
Graduates with the A.A.S. degree are competitive paramedic applicants. Approximately 75% are working in Oregon in the profession.

A significant change in program administration has occurred since implementation. This change, effective fall 2001, is the transfer of program responsibility to the Oregon Institute of Technology, in a continuing partnership whereby OHSU provides clinical sites and the medical advisor, and OIT provides overall management of the program. Students graduating from the program will receive a joint OHSU/OIT degree. The physical location of the program has moved primarily to the new Tualatin Valley Fire and Rescue’s Regional Training Center in Sherwood, Oregon. In addition, the paramedic curriculum has been updated to align with new national standards.

A minor modification is that the paramedic program will offer the A.A.S. on a part-time basis beginning January 2003. This will allow firefighters and EMTs to attend classes while continuing their full-time employment.

All faculty, staff, facilities, and other requisite resources are sufficient for the program at present.

OHSU, MEDICAL INFORMATICS, M.S.

In February 1996, the Board authorized Oregon Health and Science University to offer an instructional program leading to the M.S. in Medical Informatics. The program focuses on all areas of medical informatics, including electronic medical records, information retrieval, medical decision making, telemedicine, clinician information needs, artificial intelligence, and outcomes research. The program is designed to meet the educational needs of two types of students: (1) the health care professional seeking additional training in information management and technology, and (2) the non-health care professional seeking training in health information and technology. Students complete 60 graduate credits: 48 coursework, 3 colloquia, and 9 master’s thesis. Practicum opportunities are available but not required.

No major modifications have been made to the program or are planned in the future. However, the success of the program has led to the addition of the Master of Medical Informatics, approved by the Board in February 2002, that requires a capstone project rather than
a thesis. That program is more professionally oriented and is available entirely online. Most of those students are medical professionals, although some are in computer science and information technology.

In the 2001-02 academic year, 33 students majored in the M.S. in Medical Informatics and, to date, 27 students have graduated with this degree. These numbers are in line with the program proposal’s original estimates.

Following are examples of the professional occupations of graduates of the program:

- software engineer, Welch Allyn Protocol, Inc.
- technical specialist, Net dialog
- online informatics course instructor, Vancouver, BC
- systems engineer/database administrator, Intel Corp.
- bioinformatic specialist, Microarray Core Facility, OHSU
- research associate, Medical Informatics, OHSU
- family physician
- manager, Medical Services Analysis
- assistant professor, University of Virginia
- director of nursing informatics, Providence St. Vincent Medical Center
- residency, PHPM
- bioinformatics associate, OHSU Cancer Institute

All faculty, library, equipment, and other resources are sufficient to support the program.

OSU, HISTORY OF SCIENCE, M.A., M.S., PH.D.

In May 1996, the Board authorized Oregon State University to offer an instructional program leading to master’s degrees and the Ph.D. in History of Science. The history of science focuses on the study of the development of scientific thought, studies the relationship of science to its cultural context, and analyzes the place of scientific endeavor in society. This interdisciplinary field bridges the humanities, social sciences, and natural sciences. Students in the master’s program complete 45 credits of coursework, including a thesis. Those in the doctoral program complete the equivalent of three years of graduate work beyond the baccalaureate, including a thesis. The mastery of two foreign languages is also required. No modifications have been made to the program or are anticipated in the future.
Currently, there are four students in the master’s program and three in the doctoral program. Two students have graduated with the M.A., two with the M.S., and two have earned the Ph.D. in History of Science since the program’s implementation. Those numbers are slightly lower than originally anticipated.

Following are the professional/academic activities of the graduates:
- teaching at Chemeketa Community College
- teaching at Rabat American School in Morocco
- Ph.D. candidate in the Department of History, University of Washington
- historian at History Associates, Inc., Rockville, MD
- Ph.D. candidates in OSU’s History of Science program

This program, unique in the state, is of nationally recognized educational and professional quality. Its current Ph.D. students are applying for, or have received, national research funding, and they are presenting results from their research at both national and international meetings.

The program is strengthened by the presence of high-quality faculty. Faculty members in the program teach an array of undergraduate courses that fulfill undergraduate core requirements in all colleges. The Thomas Hart and Mary Jones Horning endowment has funded two chaired professors of international renown in this field – Mary Jo and Robert Nye. Another core faculty member, Department Chair Paul Farber, has received the title “distinguished professor” – an honor bestowed upon “active OSU faculty members who have achieved national and/or international stature as a result of their contributions to scholarship, research, and education, and whose work has been notably influential in their fields of specialization.... [and] who are also expected to continue their extraordinary work.” The fourth core faculty member, Ronald Doel (Princeton, 1990), came to the program in 1997 bringing with him multiple grants.

Over $2 million in grants (in addition to Doel’s) has been generated through this program. Library resources in history of science have been collected for over 30 years and are of good quality, including the Linus and Ava Helen Papers and the Atomic Energy Collection. Internet and interlibrary loan resources supplement in-house library offerings. All staff, facility, and other resources are sufficient for the program. Faculty identify the goal of additional support for graduate students.
PSU, MASTER OF INTERNATIONAL MANAGEMENT

In February 1996, the Board authorized Portland State University and the Oregon Joint Professional Schools of Business (OJPSB) to jointly offer an instructional program at the CAPITAL Center leading to the Master of International Management. The goal of the program is to prepare business managers for work in internationally oriented organizations in Asia and the Pacific Rim. Students enroll in cohorts of 30 to 40 and complete two-month modularized courses in international/global business fields, Chinese or Japanese language, and tutorials and seminars. The program includes a three-week study trip to China or Japan. Completion of the program takes one year of full-time study or two years if attending part time. The program is accredited through the Association to Advance Collegiate Schools of Business (AACSB).

Students are required to complete a capstone project in which groups of three students consult with a business to solve a real international issue it is facing. The group produces a written report (generally 60 to 100 pages) detailing the research, analysis, and recommendations. Often the group makes a presentation to the company, as well. Some examples of capstone projects include working with:

- Nike on potential entry into the Thai market
- Tektronix on organizational barriers to increasing the sales of a particular product line in Latin America
- State Street on expanding into the Thai pension market
- GW on competing in the Chinese chemical distribution market
- Matsushita on a plan location decision

The Oregon Legislature allocated Lottery Funds to assist in start-up of the program. The University of Oregon, Oregon State University, and Portland State University each provided faculty to teach courses. Due in large part to downturns in Asian economies and locally, anticipated enrollments did not keep pace with program costs. Hence, it was necessary to rescale the program and place it entirely under the domain of PSU as a self-support program, with other OUS faculty teaching on an out-of-load basis. The budget for 2001-02 is $622,000 and the program is in the black.

The program is currently under further revision, with modifications scheduled for implementation in fall 2004. In-depth interviews have been conducted with many top executives of internationally focused Northwest companies (e.g., general managers or vice presidents of...
companies such as Nike, Boeing) to ascertain program modifications that would better meet their emerging needs.

Faculty from the three OUS institutions continue to participate, as well as faculty from various independent institutions and knowledgeable professionals in the international business arena. Currently, 38 students are enrolled in the program – approximately 40% U.S. students and 60% international students. Student composition varies from a 50/50 split to a 40/60 split, as represented by the current enrollment. To date, 145 students have graduated from the program.

The employment activities of graduates vary tremendously by the nationality of the student and the work experience upon entry into the program. International students often return to their home countries to seek employment or, in some cases, to run a family business. Others have found employment in such companies as Citibank (Saudi Arabia) and Procter and Gamble (Yemen).

Part-time U.S. students often continue with their own companies but have found that the degree boosts their careers. For instance, a graduate employed by Intel lost her job due to downsizing, but found that the MIM degree gave her a distinct advantage in her job search. Another U.S. student was able to use the degree to move up within Nike to a position that involves considerable international travel and contact.

(No Board action required)
nonresident students can be attracted to those programs by offering a tuition discount.

The Board guidelines for OUS participation in WUE provide that:

- A WUE program must be able to accommodate a limited number of additional students without requiring additional resources;
- WUE admissions must be on a space-available basis and limited to the programs approved for WUE participation by the OUS Office of Academic Affairs;
- Nonresident students previously or currently enrolled at OUS institutions will not be allowed to convert to WUE status;
- WUE students who change majors to a non-WUE program will lose their WUE status;
- WUE students enrolled in accordance with the aforementioned guidelines shall continue to be eligible for the WUE tuition rate for the duration of their undergraduate academic program, even if that program is removed from the approved list; and
- Institutions participating in WUE are required to provide an annual report to the OUS Office of Academic Affairs reflecting the number of WUE students enrolled by program, together with the students’ states of origin.

It is WICHE policy that nonresident WUE students pay 150 percent of resident tuition if they apply and are admitted to one of the designated WUE programs. WUE tuition is substantially less than nonresident tuition at institutions in all participating states.

Since its inception, total WUE enrollment in all participating states has grown to nearly 13,000 students. Last year (2001-02), 1,139 Oregon residents participated in the WUE program, and Oregon institutions received 1,339 WUE students. This is the third consecutive year that Oregon experienced a net gain (i.e., more WUE students coming to Oregon than leaving the state). However, OUS institutions have exercised restraint on increasing WUE students, since limited state
funds are reserved for per WUE student FTE support. It is interesting to note that 83 of Oregon’s outgoing students attended two-year institutions.

Each state determines its level of participation and sets limits, if any, on numbers of students received. Each state also determines which programs are available and any conditions.

Idaho and Nevada continue to receive the most students (239 and 260 respectively in 2001-02) from Oregon. Other states receiving significant numbers of Oregon residents are Hawaii (116), Montana (108), Washington (90), and Colorado (89). Overall, Nevada receives the most WUE students (2,333) from all participating states; California receives the least (21) and permits only one of its institutions, the California Maritime Academy, to receive WUE students.

(No Board action required)

WHERE HAVE OREGON’S GRADUATES GONE?

Executive Summary

Background

In a continuing effort to understand the behavior and choices of Oregon’s high school graduates, the Oregon University System conducted a telephone survey of a random sample of the Oregon high school graduating class of 2001. This biennial study, the fifth in a series begun with the class of 1993, seeks to identify the proportion of the graduating class that attended a postsecondary institution, the type of college they chose, and the reasons for that choice. The survey also attempts to discern graduates’ reasons for not attending college. The recent surveys have included additional questions to clarify how potential students collect and assess college-choice information and how various factors related to academic background influence their decisions.

Enrollment

College enrollment rates for the Oregon class of 2001 show a continuing rise over previous classes surveyed and exceed those for the United States as a whole.
Percent of High School Graduates Enrolled Fall Term Following Graduation

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon – 2001</td>
<td>64.4</td>
<td>73.1</td>
<td>68.7</td>
</tr>
<tr>
<td>Oregon – 1999</td>
<td>63.8</td>
<td>69.8</td>
<td>66.9</td>
</tr>
<tr>
<td>Oregon – 1997</td>
<td>60.1</td>
<td>67.8</td>
<td>63.9</td>
</tr>
<tr>
<td>Oregon – 1995</td>
<td>54.8</td>
<td>65.7</td>
<td>63.4</td>
</tr>
<tr>
<td>Oregon – 1993</td>
<td>57.6</td>
<td>67.0</td>
<td>62.5</td>
</tr>
<tr>
<td>U.S. – 2000*</td>
<td>59.9</td>
<td>66.2</td>
<td>63.3</td>
</tr>
</tbody>
</table>


Over 68% of survey respondents were enrolled in a postsecondary institution during the fall of 2001, with an additional 6.3% enrolling winter term. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 2001 at the end of eighteen months following graduation could reach over 90%, based on the findings of this survey.

College Choices

Among all of the high school graduates surveyed, 42.2% are attending a four-year university or college after winter term and 32.4% have chosen a two-year college. As in previous years, the largest percentage of college-bound respondents selected an Oregon community college (29.8%), followed by OUS institutions, which enrolled 24.0% of respondents. Survey results show 11.4% of respondents leaving the state for a four-year college, a decline from the class of 1999 results in which 13.3% attended out of state. While a significant percentage of respondents with a high school grade point average of 3.75 or better continue to choose an out-of-state four-year institution (31.3%), that rate has been declining since the class of 1995 survey. The distribution for class of 2001 graduates is shown in the graph at the end of this summary.

Reasons For Choice of College

As in earlier studies, the major reasons for choosing a college are related to academic reputation, availability of a desired major, costs
to students, and proximity to (or distance from) home. While academic reputation is most often considered important by students attending four-year colleges, financial issues are most likely to play a very important role in college-choice decisions.

Among graduates attending other colleges, almost 14% indicated that an OUS institution was their second choice, with an additional 13% having applied to and strongly considered an Oregon public university. Concerns about potential cuts to OUS academic programs, though somewhat abated since the class of 1999, continue to be an issue in college-choice decisions, particularly among graduates choosing to remain in Oregon. Over 36% of students attending Oregon community colleges have definite plans to transfer to an OUS institution and another 32% consider it likely they will transfer.

Financial Aid

Half of all college-going respondents report that they were awarded a scholarship from their school and over one-third obtained student loans. Approximately one-fifth were granted work-study, and 35% received scholarships from an outside source. Among students attending four-year universities, more of those at Oregon independent colleges were awarded financial aid of all types. Students at OUS institutions were as likely as those attending out of state to receive loans or work-study, but were least likely among four-year students to be awarded scholarships.

For students attending OUS institutions, scholarships and financial aid remain generally as important for the class of 2001 as they were for the class of 1999. For graduates choosing other four-year institutions, they are even more important: 73.8% of students attending an Oregon independent university and 58.6% of those attending out-of-state cited receipt of a scholarship as a very important reason for their choice.

Fields of Study

Just under one-quarter of college-bound respondents in the class of 2001 report their major as "undeclared." Among identified majors, the most popular fields for students enrolled at four-year colleges are Business (15.4%), Natural Sciences (10.7%), Education (8.9%), Social Sciences (8.6%), and Engineering (8.4%). Students attending two-year institutions most often cited Health Professions (12.5%), Education (11.3%), and Business (9.1%).
Goals for College

In response to an open-ended question asking students what they hope to gain from their college education, 46.8% of those responding mentioned preparation for a career or getting a good job. Gaining knowledge or a well-rounded education is a goal for 28%, and 25.5% are interested in obtaining a degree, diploma, or certificate.

Students Not Attending College

Up to two-third of students not enrolled in college are still considering applying, with 33.5% definitely planning to enroll during the next twelve months. For those not attending college, inability to afford the cost, desire for a break from school, and a work schedule that precludes college remain the reasons most frequently cited.

(No Board action required)

<table>
<thead>
<tr>
<th>SELECTIVE UNDERGRADUATE ADMISSIONS FOR 2003-04 AT UO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Report to the Committee</td>
</tr>
</tbody>
</table>

Background

Since 1989, Board policy has permitted System institutions, with the concurrence of the Chancellor’s Office, to selectively admit undergraduate freshmen and transfer students. A selective admission policy means that simply qualifying for admission, in accordance with annually-approved Board policies, does not guarantee admission to a student. Institutions may “selectively admit” a limited number of students from a total pool of qualified applicants. In anticipation of reaching maximum enrollment capacity, the University of Oregon (UO) plans to implement a selective admission strategy for 2003-04. This plan was favorably reviewed by the OUS Academic Council in June 2002.

Rationale, Standards and Procedures

The University of Oregon (UO) expects a record enrollment of 20,300 students fall 2002, an increase of 1200 students over the previous record enrollment of 19,091 in fall 2001. In four years, enrollment at the UO has increased 22% (3600 students). This rapid growth has brought the UO to near maximum enrollment, which means fewer new students can be admitted. Therefore, more stringent undergraduate admission requirements will be used for the 2003-04 academic year.
The UO will guarantee admission for fall 2003 to freshman who have completed 16 college preparatory courses, and have earned a cumulative GPA of 3.25. Students who meet or exceed these requirements will be notified of their admission on a rolling basis beginning in September 2002. Applications from students who fall below this achievement level will be reviewed individually, and students will be notified of their admission status before April 1.

In order to provide more time for the additional file review, the application deadline for freshmen will be moved forward two weeks to January 15, 2003.

The UO has already taken steps to accommodate the record number of students expected this fall by increasing the number of courses offered, offering courses in the late afternoon and early evening hours, and implementing an innovative tuition discounting option for these afternoon courses. However, for reasons of both funding and of classroom capacity, UO will be unable to accommodate continued growth of this magnitude.

The admission process for freshman will be modified to allow for immediate admission of approximately 70% of the resident applicants. The remainder of students will be reviewed in March and will be notified of their admission on the first of April.

Applicants who have met all the minimum admission requirements, who have completed at least 16 college preparatory courses, and have earned a 3.25 GPA will be admitted for fall 2003 on a rolling basis beginning in September 2002.

Applicants who have less than 3.25 GPA or fewer than 16 college preparatory academic units in high school will receive a comprehensive review by the University of Oregon Admission Committee in March. Committee member will consider the following when evaluating candidates for admission.

- Rigor of courses taken in high school
- Grade trends throughout high school
  - Preference will be given to those with increasing grade trends.
- Quality of the essay
  - The committee will look for a coherent message delivered with clarity, using correct grammar and spelling.
- Rank-in-Class
Transfer students will be expected to meet all minimum requirements for admission including the required GPA, one course college writing and one course college math with a C- or better.

As another enrollment control, effective spring 2003, the UO will stop admitting new undergraduates for spring term. Students may either start during winter term, or delay the start of their education until summer term.

(No Board action required)