

Executive Committee
Agenda

	<u>Page</u>
1. Call to Order/Roll/Declaration of a Quorum (3:15pm) <i>Chair Graham</i>	
2. Consent (3:20pm) <i>Chair Graham</i>	
2.1 Approve Minutes of July 9, 2015 Meeting	1
3. Action Items (3:25pm)	
3.1 Recommendation to the Board regarding a Policy on Recommending Candidates for At-Large Board Positions <i>Chair Graham</i>	3
4. Discussion Items (3:45pm)	
4.1 Marketing Report Update <i>AVP Saunders</i> (10 min)	
4.2 HECC University Evaluation Presentation <i>Provost Burda</i> (20 min)	6
4.3 Mission Alignment and Outcome Based Funding Update <i>Provost Burda</i> (15 min)	25
4.4 Oregon Tech Mission Presentation to HECC <i>President Maples</i> (20 min)	
4.5 Review October 9, 2015 Pending Board Action Items <i>Chair Graham</i> (10 min)	
5. Adjournment (5:00pm)	



**Meeting of the
Oregon Tech Board of Trustees
Executive Committee
Room 402, Wilsonville Campus
July 9, 2015
9am – 10:45am**

**Executive Committee
Draft Minutes**

Committee Trustees Present:

Lisa Graham, Chair
Jeremy Brown

Dan Peterson
Steve Sliwa

Paul Stewart
Fred Ziari

Other Board Members Present:

Dana Henry (10:30 arrival) Chris Maples, President

University Staff and Faculty Present:

Mateo Aboy, Assoc. Provost, VP for Research
Brad Burda, Provost, VP for Academic Affairs
Lita Colligan, Assoc. VP for Strategic Partnerships and Government Relations
Erin Foley, VP Dean of Students
Sandra Fox, Board Secretary
Michelle Meyer, Acting VP for Finance and Administration and Director of Business Affairs
Di Saunders, Assoc. VP for Communication and Public Affairs
Maureen Sevigny, Distance Education Program Manager

Others in Attendance:

Penny Burgess, CFA, Directory of Treasury Operations, USSE
Jenee Hilliard, Legal Counsel Miller Nash Graham and Dunn
Rafael Santiago, Oregon Tech Alumni Association President

1. Call to Order/Roll/Declaration of a Quorum

Chair Graham called the meeting to order at 9:10am. The secretary called roll and a quorum was declared.

2. Consent: Approve Minutes

Trustee Stewart moved to approve the minutes from the April 6, 2015 meeting. **Trustee Brown** seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3. Action Items: No items

4. Discussion Items

4.1 Marketing/Communications

AVP Saunders walked the committee through a handout (on record) and explained how Marketing and Communication strategies are supporting enrollment growth and retention.

An additional report on marketing results will be available in the fall. Discussion regarding the various types of advertising, budgets, markets, and foci; the need to focus on enrollment management, obtaining student commitments sooner, becoming a tuition driven institution, and keeping the campus involved in the process. **Consensus to bring a proposal to address enrollment management, at the board level, to the full board.**

4.2 University Evaluation Process

Provost Burda requested feedback from the Board on HECC's proposed evaluation process (handout on record) and explained the President's Council, Provost's Council and Board Secretaries are reviewing it, also. Discussion about what is valuable when measuring the university from HECC's perspective; reasoning behind the request for details (to address statute or better the university); the need to reduce redundancy but keep consistency; the need to acknowledge differences between universities and allow the evaluation process to address each individually; how the funding formula is addressed; and how the university becomes less dependent on state funding. **Consensus that the evaluation should be mission oriented, global in its view, and differentiate between universities.**

Provost Burda will report back to the Executive Committee on outcome based funding and the evaluation process in the fall.

4.3 Mission Alignment

Provost Burda explained this process is long in the making by the Chancellor's office and was meant to create a portfolio for each university looking at providing access to students, types of academic programs, and research/innovation. HECC is now revising the matrices; the Provost's Council will meet in August to discuss potential changes. Discussion regarding weighting, importance of graduating students who obtain jobs, the need to distinguish the university as the only and best polytechnic university in Oregon, and a proposal to challenge the definition of innovation. **Provost Burda will provide the original matrices and explanations related to each university's rankings.**

4.4 Review July 9, 2015 Pending Board Action Items

Chair Graham stated she will raise the proposal regarding enrollment management to the full board.

5. Other Items and Adjournment

Trustee Ziari stated that in eastern Oregon a \$27M bond was passed which focused on precision irrigation technology, and manufacturing and mega-tronics. He inquired if there is interest for Oregon Tech to become involved with the manufacturing component. **President Maples** will discuss this and other opportunities to partner, at the full Board meeting later today.

With no further business proposed, the meeting was adjourned at 10:55am.

Respectfully submitted,



Sandra Fox
Board Secretary

Action

Agenda Item No. 3.1

Recommendation to the Board Regarding the Adoption of a Policy on Recommending Candidates for At-Large Board Positions

Background

Oregon Revised Statute 352.076(2)(a) states that Oregon Tech Trustees are appointed by the Governor and confirmed by the state Senate. The Board of Trustees has the ability to recommend candidates for the Governor's consideration.

Staff proposes the Board adopt a Board policy for at-large member positions and allow the President to adopt a University policy for the faculty, staff, and student positions. The University policy is drafted to mirror the Board Policy with the addition of the President consulting with the Executive Staff team prior to making a recommendation to the Board Chair.

Both policies outline the desired make-up of the Board and characteristics of the members.

Committee Recommendation

Staff proposes the Executive Committee review the proposed Board Policy, suggest modifications, and make a recommendation to the Board to approve the Policy with amendments, if applicable.

Attachments

- Proposed Board Policy on Recommending Candidates for At-Large Board Positions

DRAFT
Board Policy on Recommending Candidates for At-Large Board Positions
Board of Trustees of Oregon Institute of Technology

1.0 Goal

Under ORS 352.076(2)(a), Oregon Tech Trustees are appointed by the Governor and confirmed by the Oregon Senate. It is a goal of the Board of Trustees to recommend, for the Governor's consideration, at-large candidates who meet the individual characteristics desired for the Board and complement the needs of the Board as a whole.

2.0 Purpose

The purpose of this policy is to guide the Board's efforts in identifying potential candidates to recommend to the Governor for at-large Board positions.

3.0 Board Composition

3.1 The Board should be composed of members who have:

- 3.1.1 A commitment to public higher education;
- 3.1.2 A record of interest or involvement in public or community service;
- 3.1.3 Knowledge of complex organizations or academic institutions;
- 3.1.4 Demonstrated collaborative leadership;
- 3.1.5 A willingness and availability for constructive engagement;
- 3.1.6 A commitment to open-minded, non-partisan decision making; and
- 3.1.7 A record of integrity, good judgment, and civic virtue.

3.2 There should be a balance of perspectives, backgrounds, experience and skills among the members of the Board. These could include, but are not limited to:

- 3.2.1 Gender, ethnicity, age, geographic location, and other expressions of diversity;
- 3.2.2 Experience that will benefit the Board and the university;
- 3.2.3 Personal and professional skills;
- 3.2.4 Unique skills and competencies;
- 3.2.5 Complementary skills and perspectives;
- 3.2.6 A broad range of professional fields; and
- 3.2.7 Alumni relation or institutional memory.

4.0 Process

The process for identifying, vetting, and recommending potential candidates will include the following:

4.1 Conduct Needs Assessment

When a vacancy on the Board is anticipated or occurs, the Board Secretary in consultation with the President and Board Chair, will conduct a needs assessment analyzing the present Board membership against the composition identified in Section 3 of this policy. In conducting the needs assessment, the Board Secretary, in consultation with the President and Board Chair, will consider the results of the most recent self-assessments conducted by the Board.

4.2 Vet Potential Candidates

Based on the needs assessment, the President will identify potential candidates. To assist the President, the Board Secretary will maintain a list of individuals submitted by sources such as Trustees, the President, senior administrators, alumni, and others. The President will vet potential candidates in consultation with the Board Officers. Vetting may include a discussion with potential candidates about their interest, readiness for nomination, fit with the desired characteristics and the responsibilities of trusteeship which include but are not limited to:

- 4.2.1 Commitment of time and talent; attendance at and participation in board and committee meetings;
- 4.2.2 Ability to maintain a university-wide perspective on issues and concerns;
- 4.2.3 Promotion of the university mission through advocacy and oversight of policy;
- 4.2.4 Active involvement in the life of the university;
- 4.2.5 Service as an ambassador for the university; and
- 4.2.6 Use of personal and professional skills and contacts in attracting public support of the university in the form of funding as well as recognition of university achievements and contributions to the public good.

In addition, the impact of any conflicts of interest (or potential conflicts of interest) will be evaluated. Candidates who will be recommended to the Executive Committee will be asked to complete an application packet including the Governor's Executive Appointment Interest Form and Background Information Form, a short biography, a resume, and a statement of interest.

4.3 Present Recommendations

The President will present one complete application packet per vacant position, of a potential candidate who is willing to serve and who satisfies the needs identified by the needs assessment, to the Executive Committee. If the Executive Committee concurs with the President's recommendation(s), the Chair, through the Board Secretary, will submit the name(s) of potential candidates on behalf of the Board of Trustees to the Governor for consideration. If the Committee does not concur with the President's recommendation(s), it may direct the President to provide additional or alternative recommendations. The Board Secretary will notify the applicant that their information was forwarded to the Governor for appointment consideration.



Docket Item:

University Evaluation Process & Framework

Summary:

During the August 2015 Commission Meeting staff presented the recommendations received in relation to the university evaluation framework tool. During that time, staff indicated that matrices associated with economies of scale and financial metrics were under development via a collaborative effort between HECC University Finance & Budget staff and university Vice Presidents of Finance and Administration.

After review of the framework, the Commission provided feedback and shared concerns regarding faculty engagement particularly in the areas of academic quality and shared governance. As a result of that feedback staff proposes further discussion and information sharing with university faculty leadership, with particular focus on areas of Commission concern. This will likely take the form of a questionnaire, which faculty leadership will be requested to complete during the data collection phase as indicated below in the evaluation timeline.

Attached is a revised version of the evaluation framework which includes the economies of scale and financial metrics.

University Evaluation Timeline:

Date	Action
August 13, 2015	Commission update (framework & process)
September 10, 2015	Commission Adoption of Evaluation Framework
September 10 –25, 2015	Data collection –SCARF Data points completion
September 28, 2015	Framework due to the Institution
September 28 –October 16	Data collection –Institutional Data points completion
October –November 2015	Rollout and Implementation (initial phase PSU, OSU and UO)
October 1, 2015	PC update on report template
October 8, 2015	HECC update and template review
October 16, 2015	Institutional data due to HECC
November 1-6, 2015	Institutional review of draft report language
November 12, 2015	HECC 1 st Read
November 19, 2015	Institutional updates if requested by HECC
December 3, 2015	PC update
December 10, 2015	HECC report adoption
December 31, 2015	Report due to Legislature

Staff Recommendation:

Approve the proposed university evaluation timeline and framework as a tool to be used in the university evaluation process.

DRAFT University Evaluation Framework

Green boxes are the measure that map onto the HECC KPM

The University Evaluation Framework will be used annually for measuring institutional performance and success at Oregon’s public universities with governing boards. The framework will be used to collect quantitative and qualitative data and information which meet the criteria established in ORS 352.061(2) and to prepare an annual report to the legislature, the HECC (Commission), and the public. The report will first be issued in 2015.

University Profile Information academic year: 2014-15

Institution: _____

Total enrollment (See Definitions and Notes section for definitional information)		
DATA SOURCE: HECC (with exception of Veterans)		DATA SOURCE: INSTITUTIONS
Asian: Headcount: _____ & _____%	Pell Recipients: Headcount: _____ & _____%	Student FTE to Faculty FTE Ratio: _____
Pacific Islander: Headcount: _____ & _____%	Gender: Male: Headcount: _____ & _____%	Tenured/Tenure Track Faculty: Headcount: _____
Black or African American: Headcount: _____ & _____%	Gender: Female: Headcount: _____ & _____%	Non-tenured Track Faculty: Headcount: _____
American Indian/Alaska Native: Headcount: _____ & _____%	Gender: No response: Headcount: _____ & _____%	Full-time Faculty: Headcount: _____
Hispanic: Headcount: _____ & _____%	Veterans: Headcount: _____ & _____%	Less Than Full-time: Headcount: _____
White: Headcount: _____ & _____%		
Two or More Races, not Hispanic: Headcount: _____ & _____%		
Unknown: Headcount: _____ & _____%		

Updated: 8-31-15

Institutional Focus Area	Evaluation Component	Data Points	#	%	Data Source and Methodology Notes
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Access & Affordability ¹	Enrollment	Total Enrollment	All Students			SCARF (STUDENT p. 13)
			Full-Time			SCARF CREDIT_HRS p.7)
			Part-Time			SCARF (CREDIT_HRS p.7)
			Underrepresented Minorities			SCARF (RACE_ETHNIC - all but W, A, and T when W+A p.227) Also exclude foreign students from the URM category (codes of ZZ and FN).
			Pell Grant Recipients			SCARF (FAIDCAT Pell Grant code 1302 p. 139)
			Resident			SCARF (RESIDENCY p. 31)
			Nonresident			SCARF (RESIDENCY p. 31)
			Undergraduate			SCARF (S_LEVEL p. 29)
			Graduate (Masters)			SCARF S_TYPE in (H,J,P)
			Graduate (Doctorate and Professional)			SCARF S_LEVEL = FP + S_TYPE = I
		Total Student Credit Hours	All Students			SCARF (aggregated CREDIT_HRS? p. 7) or ? Note: zero-out credit from courses taken as part of the collaborative OHSU Nursing programs. These are identified when the first four digits of the CIP (p. 149) are '5116'
			Underrepresented Minorities			SCARF same as above for all except W, A, or T if W+A
			Pell Grant Recipients			SCARF same as above for all who have Pell

¹ ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards lead to great access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.

	Student Debt	Amount of Average Student Debt for those bachelor's recipients with debt (HECC KPM 24a) average amount of debt among Bachelor's with debt	Average student debt load	\$	SCARF FAIDCAT + Loans (5 types) p. 139 (Average debt load for the graduating class of 2014, for each institution) 2015 will not be ready yet
			Proportion of bachelor's d recipients with debt HECC KPM 24b = Percentage of students with debt	%	SCARF? (Percentage of bachelor's de with debt in the class of 2014
			Resident		SCARF (same as above with RESIDENCY)
			Nonresident		SCARF (same as above with RESIDENCY)
		Loan Default Rate (HECC KPM 25a) student loan default rates –Three-year official cohort student loan default rates: Public Universities	All Students (Only graduate students in the DOE database for 2009-2010-2011?)		DOE Reported Information 3-Year Official Cohort Default Rates (borrowers defaulted/total borrowers in repayment = cohort default rate)
		Retention & Completion ²	Degrees Granted	Degrees Granted: Undergraduate (HECC KPM 17)	All Students
Underrepresented Minorities					SCARF same as above for all except A, W, and T if A+W see above
Pell Grant Recipients					SCARF same as above who have Pell

² ORS 352.061 (2) stipulates that HECC's evaluation of universities include an assessment of the universities progress toward achieving of the mission of all education beyond high school as described in ORS 351.009 (40-40-20 goal).

		Degrees Granted: Graduate (Masters) (HECC KPM 18)	All Students		SCARF count of MPIDM, ACAT = 42		
			Underrepresented Minorities		SCARF URM same as for enrollment, and above		
		Degrees Granted: Graduate (Doctorate and Professional) (HECC KPM 18)	All Students		SCARF count of MPIDM, ACAT = 44,31		
			Underrepresented Minorities		SCARF URM same as for enrollment, and above		
	Graduation Rates	Graduation Rates (for first time/full-time freshman) Cohort Beginning Date: <u>2008</u>	Total in cohort		#	%	Data calculated from many SCARF fields
			4 Yr: All Students				SCARF (how many students who began in fall 2008 graduated by spring 2012?)
			4 Yr: Underrepresented Minorities				SCARF (The URM measure was required only in 2010 but the calculation will be possible with the inclusion of multi-ethnic in URM)
			4 Yr: Pell Grant Recipients				SCARF (students who began in 2008 and graduated by 2012 and received a Pell grant in any year)
			Still retained at 4 years				SCARF (students who began in 2008 and were still enrolled in fall 2012)
			5 Yr: All Students				SCARF (how many students who began in fall 2008 graduated by spring 2013?)
			5 Yr: Underrepresented Minorities				SCARF same as above in 4-yr rates
			5 Yr: Pell Grant Recipients				SCARF (Students who began in 2008 and graduated by spring

					2013 and received Pell grant in any year)
		Still retained at 5 years			SCARF (students who began in 2008 and were still enrolled in fall 2013)
		6 Yr: All Students (HECC KMP 16)			SCARF (how many students who began in fall 2008 graduated by spring 2014?)
		6 Yr: Underrepresented Minorities			SCARF same as above in 4-yr rates
		6 Yr: Pell Grant Recipients			SCARF (students who began in 2008 and graduated by spring 2014 and received Pell in any year)
		Still retained at 6 years			SCARF (students who began in 2008 and were still enrolled in fall 2014)
	Transfer Student Graduation Rates within six years	All Students			SCARF Admitted AT,AU, AS in fall 2008 and graduated by spring 2014 / Count of ADMIT_DECISION =AT, AU, AS in fall 2008
		Underrepresented Minorities			SCARF (The URM measure was required only in 2010 but the calculation will be possible with the inclusion of multi-ethnic in URM)
		Pell Grant Recipients			SCARF Admitted AT,AU, AS in fall 2008, received a Pell grant any year 2008-2014 and graduated by spring 2014 / Count of ADMIT_DECISION =AT, AU, AS in fall 2008 and received Pell grants 08-14

	Retention	First Year Retention Rates (HECC KPM 15) "First-yearretention rate % of Oregon public university students starting in a fall term and returning to an Oregon public university the following	All Students in Freshman Cohort fall 2013	%	SCARF Students who first enrolled (new student or transfer) in the institution fall 2013, and also enrolled in fall 2014 in any Oregon Public Institution (includes interinstitutional transfer)
			Underrepresented Minorities		SCARF same as above for all URM as defined above
			Pell Grant Recipients		SCARF same as above with Pell grants
Economic Impact ³	Entrepreneurial Activities	royalty revenue	All faculty, staff and students	\$	Institution
		number of startups enabled by university research	All faculty, staff and students		Institution
	Employment (HECC KPM21b)	% of resident graduates who are employed in Oregon	All Students		HECC
			Underrepresented Minorities		HECC
			Pell Grant Recipients		HECC
		% of nonresident graduates who are employed in Oregon	All Students		HECC
			Underrepresented Minorities		HECC
			Pell Grant Recipients		HECC

³ ORS 352.061 (2)(c) requires HECC to assess governing boards against the findings set forth in ORS 352.025 including that Governing Boards act in the best interest of both the university and the State of Oregon as a whole.

		Cohort Beginning Date: <u>2008</u> 5 years from graduation date.			
	Research Expenditures	Total Research Expenditures	All faculty, staff and students	\$	Institution

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Governing Board Focus Area	Evaluation Question	Supporting Narrative (documentation may include links to materials on board website)	Data Source
Transparency (ORS 352.025(1)(a))	Board meets at least quarterly. ORS 352.076(6).		Board of Trustees
	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).		Board of Trustees
	The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).		Board of Trustees
	The Board has adopted bylaws. ORS 352.076(5).		Board of Trustees
Accountability (ORS 352.025(1)(a))	The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.	(Please describe efforts to receive and understand important financial information regarding the institution, to ensure fiscal responsibility and stability, to safeguard institutional resources, to assess its own operations and effectiveness, and to otherwise operate in a manner that is consistent with governance best practices.)	Board of Trustees
	The Board has established a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2)		Board of Trustees
	Board selects and regularly assess the university president. ORS 352.096.		Board of Trustees

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Engagement in t Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).		Board of Trustees
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forward mission statement to the HECC. ORS 352.089(1).		Board of Trustees
	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).		Board of Trustees
Real Property Holdings (ORS 352.025 (2)(c))	Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.		Board of Trustees or Finance VPs?

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Shared Services and University Collaborative Efforts

Service Participation:

Please indicate "P" for Participation and N/P for Non-Participation. See Notes section for additional information regarding these terms.

Provider Specific Services	University Response
University Shared Services Enterprise (USSE, hosted by OSU)	
Financial Reporting	
Capital Asset Accounting (currently only OIT)	
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement*)	
Collective Bargaining *	
Information Technology/5th Site ¹	
Treasury Management Services:	
Legacy Debt Services-Post Issuance Tax Compliance	
Legacy Debt Services-Debt Accounting	
Non-Legacy Debt Services	
Bank Reconciliations (and other ancillary banking services) ²	
Endowment Services	
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	
Legislative Fiscal Impact Statement Support	
Risk Management Analyst (TRUs only)	
Oregon State University (statutorily designated provider³)	
Public University Fund Administration	
Retirement Plans *	
Legacy 401(a) Plan	
Legacy 403(b) Plan	
Optional Retirement Plan (ORP)	
Tax-Deferred Investment (TDI) Plan	
SRP Plan	
Risk Management	

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Notes:

**All public universities are required to participate in group health insurance, a select set of group retirement plans, and collective bargaining through July 1, 2019 per ORS 352.129*

Other University Collaborations

Highlight areas of collaboration between the university and other universities and describe how collaborative efforts advancing the mission of the institution and the State’s higher education goals. Examples include the multiple university council’s such as Presidents Council, Provosts Council, and the VPFA group, joint programs or degrees, non-USSE “back office” services, RAIN, or other research endeavors which span university boundaries.

Please indicate “P” for Participation and N/P for Non-Participation. See Notes section for additional information regarding these terms.

Other University Collaborations	University Response
Public University Councils:	
Presidents Council	
Provosts Council	
Vice Presidents for Finance and Administration (VPFAs)	
General Counsels (GCs)	
Public Information Officers (PIOs)	
Legislative Advisory Council (LAC)	
Cooperative Contracting	
Capital Construction Services	
OWAN	
NERO Network	
RAIN	
Orbis Cascade Alliance	
ONAMI	
Other	

Please provide narrative describing your institution’s work in collaborative activities with other postsecondary institutions in Oregon. Examples may include but are not limited to Dual Enrollment Partnerships and facility sharing agreements. *(Please limit narrative to three examples with a 600 word limit)*

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Institutional Boards: Financial Metrics

Institutional financial metrics, when viewed together and over time, provide information regarding the overall financial health of the university. The metrics outlined below are industry standard and provide an overview of the strength of the institution’s balance sheet, operating results, and the capacity of an institution to service its debt. All data utilized will be available from the audited financial statements of an institution and its component units or from one of three principal US bond rating agencies and will include four years of information to allow for trend analysis. Institutions will be required to submit their audited financial statements and bond ratings, if they so desire, and to calculate the metrics during the evaluation process. The definitions and notes section of this document provides information related to purpose and metric calculations.

Ratio Type	HECC Metrics	FY 2012	FY 2013	FY 2014	FY 2015	Comments
Balance Sheet	Viability Ratio	N/A	N/A			
Operating Ratios	Primary Reserve Ratio	N/A	N/A			
	Net Operating Revenues Ratio	N/A	N/A			
	Return on Net Assets Ratio	N/A	N/A			
Debt Level	Bond Rating ¹ or Debt Burden Ratio	N/A	N/A			

Notes:

¹ An institution may submit its most recent bond rating in lieu of calculating the Debt Burden Ratio if the rating is issued during the same fiscal year as that being examined. The rating must be issued by one of three primary U.S. bond-rating agencies, Moody’s, Standard and Poor’s or Fitch

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Academic Quality

Focus Area	Indicator	Data Point	Data Source
External Measures	Accreditation	Institution provides a copy of NWCCU Commendation & Recommendations and where the institution is in the accreditation process (eg Yr. 1, Yr. 3, Yr. 7) Ask institution to provide bulleted list of specialized accredited programs.	Institution
	Academic Program Review and Approval Processes	Institution provides assurance that processes/policies exist and provide a link to the policies.	Institution
Internal Measures	The institution evaluates faculty using an identified faculty evaluation process.	Institution provides a link to the documents supporting and related to the process.	Institution
	Institution supports Faculty Professional Development	Short narrative describing some activities that support Faculty Professional Development <i>(Please limit narrative to three examples with a 600 word limit)</i>	Institution

Institution to attach copy of latest NWCCU self-study (1, 3 or 7 year depending on where they are in the cycle)

Definitions and Notes

University Profile Information:

Total Enrollment: Race –Ethnicity, %

- H Hispanic
- A Asian
- P Pacific Islander
- B Black or African American
- I American Indian –Alaska Native
- W White
- O None of the Above
- D Declined to Respond
- T Two or More Races, not Hispanic
- ZZ Non-Resident Alien
- FN Foreign National
- U Unknown/Unidentified

Notes: ‘None of the Above’ and ‘Declined to Respond’ are reported as ‘Unknown’, and ‘Foreign National’ is reported as ‘Non-resident Alien’

Veteran: Student who receives a Veterans Administration Grant because they are a veteran

Notes: As well as having VA grants identified in SCARF, we also identify certain fee remissions that are given to veterans (Voyager Fee remission, Nonresident Veteran Fee Remission, Yellow Ribbon Program Fee Remission). We also track the newly created special program for Resident Tuition Equity for Veterans.

Or S_VET The student’s veteran status reported in FAFSA.

Pell Recipients:

FAIDCAT: Financial Aid Category

Categories of aid include loans, grants, scholarships, work-study, and fee remissions. In general, awards within each category are identified according to the source of aid (e.g., federal subsidized loan, Oregon Opportunity Grant).

8-28-15

Note that need alone is not always sufficient to distinguish grants from scholarships. Grants are need based; scholarships require that recipients possess specific attributes, including, often, merit, but scholarships may also impose a requirement of need.

Pell: question about summer Pell awards. Pell Grant = Grant 1302

Faculty Status: for IPEDS it depends on the institution

Tenured/Tenure Track Faculty

Non-Tenured Faculty

Full-Time Instructional Staff

Less than Full time Instructional Staff

"Instructional Staff", as defined by IPEDS, is comprised of staff who are either: 1) Primarily Instruction (PI); or 2) "Instruction combined with Research and/or Public Service" (IRPS). The intent of the "Instructional Staff" category is to include all individuals whose primary occupation includes instruction at the institution "Primarily Instruction" are those individuals whose primary responsibility can be defined as teaching (e.g. the majority of their total time). "Instruction combined with Research and/or Public Service" (IRPS) are those individuals who have instruction as part of their job, but it cannot readily be differentiated from the research or public service functions of their jobs (e.g. they teach, but a percentage of time spent teaching is not discernible since their teaching responsibilities are not clearly differentiated from their other responsibilities). Instructional staff could include postdoctoral students, if they meet the criteria for one of the above two categories. Adjunct Instructional Staff would also typically meet the criteria.

Shared Services and University Collaborative Efforts

Participation:

- No information required. It is presumed that if an institution is participating in a non-mandatory shared service that it is either cost-competitive in the marketplace or the institution does not have the capacity to insource the service at competitive prices or to manage the outsourcing of the service to a non-shared vendor.
- If an institution wishes to provide information relating to the cost, service or dynamics associated with services which they have elected to, or are required to, participate in they may do so here.

8-28-15

Non-Participation:

- Data Section: highlighting the fiscal impact of choosing to not elect to participate in an offered shared service and the cost associated with insourcing or outsourcing the service indicating cost savings or additional expense associated with the option selected by the institution. Where possible the impact of the individual institutions choice on the total cost of services for all institutions will be evaluated.
- Written Section: provides an opportunity for the university to highlight the decision making framework which precipitates their choice of service provider/framework. This section will include expected or realized benefits associated with the service delivery model.

Notes regarding service participation:

¹ IT Fifth Site was a service shared only by the TRUs prior to dissolution of the university system; it is continued as a shared service for the TRUs through USSE. UO participates in database management related to their management of retirement plans.

² PSU performed it's own bank reconciliations even while part of the Oregon University System.

³ During the 2014 Legislative Session, HB 4018 established the Public University Fund (PUF) for the purposes of pooling cash balances of the public universities.

Under the provisions of HB 4018, public universities that desired to participate in the PUD selected OSU as the "Designated University" under the statute and OSU agreed to serve in that capacity.

Financial Metrics

Definitions	
Ratio	Purpose and Calculation
Viability Ratio	<p>Purpose: The Viability Ratio measures one of the most basic determinants of clear financial health the availability of expendable net assets to cover debt should the University need to settle its obligations as of the balance sheet date.</p> <p>Calculation: For public institutions, the numerator includes all unrestricted net assets and all expendable restricted net assets, excluding those to be invested in plant, on a GASB basis plus unrestricted and temporarily restricted net assets on a FASB basis for its FASB component units, excluding net investment in plant and those temporarily restricted net assets that will be invested in plant. The denominator is defined as all amounts borrowed for long-term purposes from third parties and includes all notes, bonds and capital leases payable that impact the institution's credit, whether or not the institution directly owes the obligation. Long-term debt includes both the current and long-term portions. This would include debt of the institution's affiliated foundations, partnerships and other special-purpose entities. It would also include amounts owed to a system or state-financing agency as it represents debt issues on the institution's behalf.</p> <p>[[Expendable Net Assets + FASB C.U. Expendable Net Assets) / (Long-Term Debt (total project-related debt) plus FASB C.U. long-term debt (total project-related debt)]]</p>

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<p>Primary Reserve Ratio</p>	<p>Purpose: The Primary Reserve Ratio measures the financial strength of the institution by comparing expendable net assets to total expenses. Expendable net assets represent those assets that the institution can access relatively quickly and spend to satisfy its debt obligations. This ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations. Trend analysis indicates whether an institution has increased its net worth in proportion to the rate of growth in its operating size.</p> <p>Calculation: For public institutions, the numerator includes all unrestricted net assets and all expendable restricted net assets, excluding those to be invested in plant, on a GASB basis plus unrestricted and temporarily restricted net assets on a FASB basis for its FASB component units, excluding net investment in plant and those temporarily restricted net assets that will be invested in plant. The denominator comprises all expenses on a GASB basis in the statement of revenues, expense and changes in net position, including operating expenses and nonoperating expenses such as interest expense, plus FASB component unit total expenses in the statement of activities. Again, investment losses should be excluded from expenses for both the institution and its component units.</p> <p>$\frac{[(\text{Expendable Net Assets} + \text{FASB C.U. Expendable Net Assets}) / (\text{Total Expenses} + \text{FASB C.U. Expendable Net Assets})]}$</p>
<p>Net Operating Revenues Ratio</p>	<p>Purpose: This ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios. A large surplus or deficit directly impacts the amount of funds an institution adds to or subtracts from net assets, thereby affecting the Primary Reserve Ratio, the Return on Net Assets Ratio and the Viability Ratio.</p> <p>Calculation: For public institutions, the numerator is available from the GASB statement of revenues, expenses and changes in net position and the FASB component unit statement of activities. The numerator includes nonoperating revenues and expenses, including governmental appropriations, investment income and operating gifts since these items support operating activities of the institution. Nonoperating expenses, such as interest on plant debt, are also related to operating activities. Plant and endowment gifts and capital appropriations are excluded since these are not for operating activities. For FASB component units, the numerator includes the total change in unrestricted assets from the statement of activities. The denominator is equal to GASB total operating revenues plus total net nonoperating revenues, excluding capital appropriations and gifts and additions to permanent endowments, plus FASB component units total unrestricted revenues, gains and other support, including net assets released from restrictions. If unrestricted investment losses are reported with expenses for the component unit, this amount is included as a reduction to total unrestricted revenue.</p> <p>$\frac{[(\text{Operating Income (loss)} + \text{Net Non-Operating Revenues} + \text{C.U. Change in Unrestricted Net Assets})^* / (\text{Operating Revenues} + \text{Non-Operating Revenues} + \text{C.U. Total Unrestricted Revenues})^*]}$</p> <p>* eliminate any inter-entity amounts</p>

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<p>Return on Net Assets Ratio</p>	<p>Purpose: This ratio determines whether the institution is financially better off than in previous years by measuring total economic return. This ratio furnishes a broad measure of the change in and change in total net assets, regardless of asset classification. Thus, the ratio provides the most comprehensive measure of the growth or decline in total wealth of an institution over a specific period of time.</p> <p>Calculation: For public institutions, the numerator is the change in GASB total net assets plus the change in FASB component unit total net assets regardless of whether they are expendable on nonexpendable, restricted or unrestricted. This information can be found in the GASB statement of revenues, expenses and changes in net position and the FASB component unit statement of activities. The denominator is the beginning of the year total net assets that can also be found in the GASB statement of revenues, expenses and changes in net position and the FASB component unit statement of activities.</p> <p>$\frac{[(\text{Change in Net Assets} + \text{Change in C.U. Net Assets}) * / (\text{Total Net Assets}^{\wedge} + \text{C.U. Total Net Assets})]}{\text{beginning of year Net Assets}}$</p> <p>* eliminate any inter-entity amounts ^ beginning of year Net Assets</p>
<p>Debt Burden Ratio</p>	<p>Purpose: The Debt Burden Ratio is a key tool in measuring debt affordability and should be considered as a key financial indicator for any institution using debt. This ratio examines the institution's dependence on borrowed funds as a source of financing its mission and the relative cost of borrowing to overall expenditures. It compares the level of current debt service with the institution's total expenditures. Debt service includes both interest and principal payments.</p> <p>Calculation: For public institutions, the numerator of this ratio includes interest on all indebtedness, which is approximated by interest paid, plus the current year's principal payments; both generally are available from GASB and FASB component unit statements of cash flows.</p> <p>However, if an institution or affiliate has refinanced debt, the statement of cash flows would reflect a large principal repayment amount, and the contractual principal amount would be more appropriate to use, which can usually be found in the notes to the financial statements. The denominator is total GASB operating expenses plus nonoperating expenses less depreciation expense plus debt service principal payments, plus FASB component unit total expenses less depreciation expense plus debt service principal payments. Even if the component units are fundraising entities, inclusion of their expenses in the denominator is appropriate. Including the component unit portion in the numerator calculation would not be appropriate unless the component units were operating entities.</p> <p>$\frac{[(\text{Principal Payments} + \text{Interest Expense} + \text{C.U. Principal Payments} + \text{C.U. Interest Expense}) / (\text{Total Operating Expenses} + \text{Total non-Operating Expenses} - \text{Depreciation} + \text{Principal Payments} + \text{C.U. Total Expenses} - \text{C.U. Depreciation} + \text{C.U. Principal Payments})]}$</p>

Note: All definitions and calculations from "[Strategic Financial Analysis for Higher Education.](#)" Prager, Sealy & CO., LLC 6th ed. 2005.

8/19/15**MISSION ALIGNMENT REPORT****Provosts Council Statement of Principles**

1. The primary **collective mission** of Oregon's public universities is to serve the citizenry of Oregon, providing educational **access** and preparing students to succeed in Oregon, the nation and the global economy.
2. Because all students must be broadly educated, each of the universities **offers a broad portfolio of general education** programs.
3. The **similarities in university missions** reflect their history, accrediting bodies, and state directives and mandates throughout their history.
4. The universities serve students from throughout the state, and are **differentiated by their statewide program missions and geographic service regions**.
5. The universities need to be **responsive** to economic, cultural, and societal needs of the state by developing **innovative** educational, research, and community engagement programs that take advantage of emerging opportunities.
6. All of the universities value **collaboration** if and when it serves students' needs, takes advantage of shared expertise, and enhances effective use of resources and promotes academic quality.
7. All of the universities are governed by independent governing boards, which are responsible for ensuring the viability of their institutions. Board directives may or **may not align** with the interests of other universities.

Recommendation

Oregon's public universities recommend the Higher Education Coordinating Commission (HECC) use these principles, along with the mission statements, Northwest Commission on Colleges and Universities (NWCCU) core themes, and academic program and degree distribution matrices to understand the program array and mission of each university and to guide evidence-based decisions about program approval and mission alignment.

Institutional Mission Statements, Core Themes, and Strategic Priorities**EASTERN OREGON UNIVERSITY*****Mission***

Eastern Oregon University guides student inquiry through integrated, high-quality liberal arts, and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational cultural and scholarly center, Eastern Oregon University connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies, and communities to add to the educational possibilities of our region and state.

Core Themes

1. EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.
2. EOU is a regional University with a deep sense of commitment to students where they are.
3. EOU is the educational, cultural, and economic engine of eastern Oregon.

OREGON STATE UNIVERSITY

Mission

As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress.

Core Themes

1. Undergraduate Education
 - Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.
 - Provide rigorous and effective undergraduate degree programs.
 - Provide a supportive and healthy learning environment beyond the classroom for student success and development at all levels.
2. Graduate Education and Research
 - Attract and support high achieving and diverse graduate students.
 - Provide high quality education to prepare graduate students for employment in rewarding professional careers.
 - Foster a research and scholarship environment that is diverse and has a high impact.
3. Outreach and Engagement
 - Attract off-campus learners to educational opportunities using a variety of face-to-face, distance and technology-based programs.
 - Build and sustain engagement with communities of interest and communities of place across the institution to exchange knowledge and resources in a context of partnership, reciprocity and mutual benefit.

OREGON TECH

Mission

Oregon Tech, a member of the Oregon University System, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens and provides information and technical expertise to state, national and international constituents.

Core Themes

1. Applied Degree Programs
2. Student and Graduate Success
3. Statewide Educational Opportunities
4. Public Service

PORTLAND STATE UNIVERSITY

Mission Statement¹

Portland State University's mission is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Core Themes

1. Community Engagement and Civic Leadership
2. Student Success
3. Innovation, Research, and Scholarship
4. Educational Opportunity

SOUTHERN OREGON UNIVERSITY

Mission

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship. Southern Oregon University is committed to (1) a challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement; (2) academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and (3) outstanding programs that draw on and enrich our unique arts community and bioregion.

Core Themes

1. Student Success: SOU students will be prepared for personally rewarding vocations and satisfying lives by developing intellectual and practical skills.
2. Intellectual Growth: SOU students will acquire and expand upon both broad-based general and specialized knowledge in one or more specific discipline(s).
3. Responsible Citizenship: SOU students will be prepared to serve in personally and socially responsible roles, both locally and globally.

¹ Note: Portland State University engaged in a campus-wide strategic planning process. The process includes revision of the University's mission statement. A revised mission statement, once recommended by the university and approved by the PSU Board of Trustees, will be forwarded to the HECC.

UNIVERSITY OF OREGON

Mission

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose: We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

Vision: We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

Values: We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here. We value academic freedom, creative expression, and intellectual discourse. We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community. We value the unique geography, history and culture of Oregon that shapes our identity and spirit. We value our shared charge to steward resources sustainably and responsibly.

Core Themes

1. Providing the teaching and mentoring and supporting the learning and intellectual growth that are the heart of outstanding undergraduate education.
2. Preparing future leaders, scholars, and teachers through graduate and professional education.
3. Shaping the future through research and artistic creation.
4. Providing service to society and humankind.

WESTERN OREGON UNIVERSITY

Mission

Western Oregon University is a comprehensive public university, operating for the public good, which provides effective learning opportunities that prepare students for a fulfilling life in a global society; supports an accessible and diverse campus community; and improves continuously our educational, financial, and environmental sustainability.

Core Themes

1. Effective Learning
2. Supports Diversity
3. Sustainable Institution

ALIGNMENT DIMENSION #1 – OREGONIANS SERVED²

	EOU	OSU	Oregon Tech	PSU	SOU	UO*	WOU
Portland	# & %	# & %	# & %	# & %	# & %	# & %	# & %
Eastern	# & %	# & %	# & %	# & %	# & %	# & %	# & %
Southern	# & %	# & %	# & %	# & %	# & %	# & %	# & %
Central	# & %	# & %	# & %	# & %	# & %	# & %	# & %
Coastal	# & %	# & %	# & %	# & %	# & %	# & %	# & %
Willamette	# & %	# & %	# & %	# & %	# & %	# & %	# & %

² Table to be completed by the HECC using SCARF data to reflect number and percentage of where enrolled students come from.

**Alignment Dimension #2 –Table 1. UNDERGRADUATE ACADEMIC PROGRAM MISSION INTENSITY
Number of degrees³ awarded by discipline and university⁴**

Bachelor's Degrees	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	TOTAL Awarded by All Univ.	Percent TOTAL of All Univ.
ARCHITECTURE CIP 04				50		87		137	1%
ARTS CIP 50	20		100	233	56	387	55	851	5%
BUSINESS CIP 52	231	42	510	725	140	659	154	2461	15%
COMMUNICATION AND JOURNALISM CIP 09	9	16	65	112	46	462	56	766	5%
EDUCATION CIP 13	69		71	1	75	94	100	410	3%
ENGINEERING AND TECHNOLOGY CIP 11, 14, 15	6	243	687	244	30	49	27	1286	8%
HEALTH CIP 19, 31, 51	26	243	887	367	50	37	97	1707	11%
HUMANITIES CIP 05, 16, 23, 24, 38, 54	170		352	774	79	602	119	2096	13%
LAW CIP 22								0	0%
MATHEMATICS AND SCIENCE CIP 26, 27, 40	45	20	343	264	45	484	57	1258	8%
NATURAL RESOURCES CIP 01 and 03		4	568	69	15	102		758	5%
OTHER CIP 30			168	133	17	178	111	607	4%
SOCIAL SCIENCES CIP 42, 43, 44, 45	97	29	406	1349	220	1481	260	3842	24%
TOTAL	673	597	4157	4321	773	4622	1036	16179	

IPEDS 2012-13 Completions by First Major and 2 Digit CIP

³ All degrees-resident and non-resident

⁴ 2012-13 IPEDS degree data. This is the latest year that was publically available in IPEDS. HECC has 2013-14 data available in SCARF and can assemble 2013-14 numbers, if they so wish. The latest degree data is not available until October. For example, 2014-15 degree information will be available this October.

Table. 1a. Percentage of Total Oregon Undergraduate Degrees Awarded by Discipline and University

Bachelor's Degrees	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
ARCHITECTURE CIP 04				36%		64%	
ARTS CIP 50	2%		12%	27%	7%	45%	6%
BUSINESS CIP 52	9%	2%	21%	29%	6%	27%	6%
COMMUNICATION AND JOURNALISM CIP 09	1%	2%	8%	15%	6%	60%	7%
EDUCATION CIP 13	17%		17%	0%	18%	23%	24%
ENGINEERING AND TECHNOLOGY CIP 11, 14, 15	0%	19%	53%	19%	2%	4%	2%
HEALTH CIP 19, 31, 51	2%	14%	52%	21%	3%	2%	6%
HUMANITIES CIP 05, 16, 23, 24, 38, 54	8%		17%	37%	4%	29%	6%
LAW CIP 22							
MATHEMATICS AND SCIENCE CIP 26, 27, 40	4%	2%	27%	21%	4%	38%	5%
NATURAL RESOURCES CIP 01 and 03		1%	75%	9%	2%	13%	
OTHER CIP 30			28%	22%	3%	29%	18%
SOCIAL SCIENCES CIP 42, 43, 44, 45	3%	1%	11%	35%	6%	39%	7%
TOTAL	4%	4%	26%	27%	5%	29%	6%

Table 1b. Percentage of Undergraduate Degrees Awarded within University, by Discipline

Bachelor's Degrees	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
ARCHITECTURE CIP 04				1%		2%	
ARTS CIP 50	3%		2%	5%	7%	8%	5%
BUSINESS CIP 52	34%	7%	12%	17%	18%	14%	15%
COMMUNICATION AND JOURNALISM CIP 09	1%	3%	2%	3%	6%	10%	5%
EDUCATION CIP 13	10%		2%	0%	10%	2%	10%
ENGINEERING AND TECHNOLOGY CIP 11, 14, 15	1%	41%	17%	6%	4%	1%	3%
HEALTH CIP 19, 31, 51	4%	41%	21%	8%	6%	1%	9%
HUMANITIES CIP 05, 16, 23, 24, 38, 54	25%		8%	18%	10%	13%	11%
LAW CIP 22							
MATHEMATICS AND SCIENCE CIP 26, 27, 40	7%	3%	8%	6%	6%	10%	6%
NATURAL RESOURCES CIP 01 and 03		1%	14%	2%	2%	2%	
OTHER CIP 30			4%	3%	2%	4%	11%
SOCIAL SCIENCES CIP 42, 43, 44, 45	14%	5%	10%	31%	28%	32%	25%

**Alignment Dimension #2 – Table 2. GRADUATE ACADEMIC PROGRAM MISSION INTENSITY
Number of degrees awarded by discipline and university⁵**

Graduate/First Professional Degrees	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University	TOTAL Awarded by All Univ.	Percent TOTAL of All Univ.
ARCHITECTURE CIP 04				47		144		191	4%
ARTS CIP 50				30	20	82	4	136	3%
BUSINESS CIP 52	41		71	175	37	133	15	472	10%
COMMUNICATION AND JOURNALISM CIP 09				11		28		39	1%
EDUCATION CIP 13	50		175	523	117	201	160	1226	26%
ENGINEERING AND TECHNOLOGY CIP 11, 14, 15		9	233	239		18		499	11%
HEALTH CIP 19, 31, 51			257	92	17	55	8	429	9%
HUMANITIES CIP 05, 16, 23, 24, 38, 54			30	126	7	115	6	284	6%
LAW CIP 22						161		161	3%
MATHEMATICS AND SCIENCE CIP 26, 27, 40			148	71		136	1	356	8%
NATURAL RESOURCES CIP 01 and 03			110	19	12	12		153	3%
OTHER CIP 30			18	48	5	52	3	126	3%
SOCIAL SCIENCES CIP 42, 43, 44, 45			57	372		130	23	582	13%
TOTAL	91	9	1099	1753	215	1267	220	4654	

IPEDS 2012-13 Completions by First Major and 2 Digit CIP

⁵ 2012-13 IPEDS degree data. This is the latest year that was publically available in IPEDS. HECC has 2013-14 data available in SCARF and can assemble 2013-14 numbers, if they so wish. The latest degree data is not available until October. For example, 2014-15 degree information will be available this October.

Table 2a. Percentage of Total Oregon Graduate Degrees Awarded by Discipline and University

Graduate/First Professional Degrees	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
ARCHITECTURE CIP 04				25%		75%	
ARTS CIP 50				22%	15%	60%	3%
BUSINESS CIP 52	9%		15%	37%	8%	28%	3%
COMMUNICATION AND JOURNALISM CIP 09				28%		72%	
EDUCATION CIP 13	4%		14%	43%	10%	16%	13%
ENGINEERING AND TECHNOLOGY CIP 11, 14, 15		2%	47%	48%		4%	
HEALTH CIP 19, 31, 51			60%	21%	4%	13%	2%
HUMANITIES CIP 05, 16, 23, 24, 38, 54			11%	44%	2%	40%	2%
LAW CIP 22						100%	
MATHEMATICS AND SCIENCE CIP 26, 27, 40			42%	20%		38%	0%
NATURAL RESOURCES CIP 01 and 03			72%	12%	8%	8%	
OTHER CIP 30			14%	38%	4%	41%	2%
SOCIAL SCIENCES CIP 42, 43, 44, 45			10%	64%		22%	4%
TOTAL	2%	0%	24%	38%	5%	27%	5%

Table 2b. Percentage of Graduate Degrees Awarded within University, by Discipline

Graduate/First Professional Degrees	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
ARCHITECTURE CIP 04				3%		11%	
ARTS CIP 50				2%	9%	6%	2%
BUSINESS CIP 52	45%		6%	10%	17%	10%	7%
COMMUNICATION AND JOURNALISM CIP 09				1%		2%	
EDUCATION CIP 13	55%		16%	30%	54%	16%	73%
ENGINEERING AND TECHNOLOGY CIP 11, 14, 15		100%	21%	14%		1%	
HEALTH CIP 19, 31, 51			23%	5%	8%	4%	4%
HUMANITIES CIP 05, 16, 23, 24, 38, 54			3%	7%	3%	9%	3%
LAW CIP 22						13%	
MATHEMATICS AND SCIENCE CIP 26, 27, 40			13%	4%		11%	0%
NATURAL RESOURCES CIP 01 and 03			10%	1%	6%	1%	
OTHER CIP 30			2%	3%	2%	4%	1%
SOCIAL SCIENCES CIP 42, 43, 44, 45			5%	21%		10%	10%

Draft 5/28/15

Table 3. Academic Programs in the Oregon Public Universities

Legend: B = Bachelor M = Master D = Doctorate D* = Professional Doctorate

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
NATURAL RESOURCES									
01 Agriculture, Agriculture Operations and Related Sciences									
Agricultural Business Management		B							
Agricultural Sciences		B							
Animal Science		M D							
Animal Sciences		B							
Crop and Soil Science		B							
Crop Science		M D							
Environmental Economics & Policy		B							
Food Science & Technology		B M D							
Horticulture		B M D							
Master of Agriculture		M							
Rangeland Ecology & Management		M D							
Rangeland Sciences		B							
Soil Science		M D							
03 Natural Resources and Conservation									
Environmental Education						M			
Environmental Sciences		B M D		B	B M		B		
Environmental Studies					B M D	B	B M		
Environmental Science & Engineering									M D
Environmental Sciences, Studies & Policy							D		
Fisheries & Wildlife Administration		M							
Fisheries & Wildlife Sciences		B							
Fisheries Science		M D							
Forest Ecosystems & Society		M D							

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Marine Resource Management		M							
Natural Resources		B M	B						
Natural Resources Management & Policy									
Renewable Materials		B							
Sustainability		B	B						
Sustainable Forest Management		M D							
Water Resources Policy & Management		M							
Wildlife Science		M D							
Wood Science		M D							
ARCHITECTURE									
04 Architecture and Related Services									
Architecture					B M		B M D		
Community & Relational Planning							M		
Historic Preservation							M		
Interior Architecture							B M		
Landscape Architecture							B M D		
Urban Studies & Planning					M D				
HUMANITIES									
05 Ethnic, Cultural, and Gender Studies									
African-American / Black Studies					B				
American Studies			B						
Asian Studies							B M		
Contemporary Hispanic Studies		M							
Ethnic Studies		B			B		B		
Folklore							B M		
Latin American Studies							B		
Medieval Studies							B		
Russian, East European & Eurasian Studies							B M		
Women, Gender & Sexuality Studies		B M			B		B		
16 Foreign Languages, Literatures, and Linguistics									

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
American Sign Language					B			B	
American Sign Language / English Interpreting								B M	
Applied Linguistics					B				
Arabic					B				
Chinese					B		B		
Classics							B M		
Comparative Literature							B M D		
East Asian Languages & Literatures							M D		
French		B			B M	M	B M		
German		B			B M		B M D	B	
Italian							B M		
Japanese					B M		B		
Language & Culture						B			
Linguistics							B M D		
Romance Languages							B M D		
Russian					B				
Spanish		B			B M	M	B M	B	
World Languages & Literatures					M				
23 English Language and Literature / Letters									
Creative Writing	M	M	M		M		M		
English	B	B M			B M	B	B M D		
English / Literature								B	
English / Linguistics								B	
English / Writing								B	
Writing					M				
24 Liberal Arts and Sciences, General Studies and Humanities									
Arts & Letters					B M				
Humanities							B	B	
Liberal Studies		B	B		B				
Integrative Studies	B								

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
38 Philosophy and Religious Studies									
Applied Ethics		M							
Judaic Studies					B		B		
Philosophy		B			B		B M D	B	
Religious Studies		B					B		
54 History									
History	B	B			B M	B	B M D	B M	
History of Science		M D							
COMMUNICATION AND JOURNALISM									
09 Communication, Journalism, and Related Programs									
Communication, General						B			
Communication Studies <i>(pending approval for EOU)</i>	B			B	B M			B	
Digital Communication Arts		B							
Journalism							B M		
Journalism: Advertising							B M		
Journalism: Media Studies							B M D		
Journalism: Public Relations							B M		
Multimedia Journalism							M		
Speech Communication		B							
Strategic Communication							M		
EDUCATION									
13 Education									
Adult Education		M							
Agriculture Education		M							
College Student Services Administration		M							
Community Health					D				
Counseling		M D	B		M				
Critical & Sociocultural Studies in Education							D		

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Curriculum & Instruction					M				
Curriculum & Teacher Education							M		
Deaf & Hard of Hearing Education <i>(pending approval for WOU)</i>								M	
Early Childhood Development						B			
Early Childhood Education	B				M				
Early Childhood Studies								B	
Education	M	B M D			M D	M		B M	
Education: Information Technology								M	
Educational Leadership & Administration					M D				
Educational Studies							B		
Educational Methodology, Policy & Leadership							M D		
Elementary Education					M	B			
Health Education					D				
Master of Arts in Teaching	M					M		M	
Mathematics Education		M D			D				
Media / Librarianship					M				
Multidisciplinary Studies	B								
Multidisciplinary Studies & Elementary Education (CUESTE)	B								
Science Education		M D							
Secondary Education					M				
Special Education					M	M	M D	M	
Teaching								M	
Teaching: Advanced Mathematics Education			M						
Teaching: Agricultural Education		M							
Teaching: Biology Education		M			M			B	
Teaching: Chemistry Education		M			M				
Teaching: Elementary Education			M					B	
Teaching: Family & Consumer Sciences Education		M							
Teaching: General Science					M				
Teaching: Geology					M				
Teaching: German								B	
Teaching: Health								B	
Teaching: Integrated Science Education			M					B	

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Teaching: Language Arts Education			M					B	
Teaching: Mathematics								B	
Teaching: Music Education		M							
Teaching: Physical Education								B	
Teaching: Physics Education		M			M				
Teaching: Social Science			M					B	
Teaching: Spanish								B	
Teaching: Spanish Education		M							
Teaching English as a Second Language					M				
ENGINEERING AND TECHNOLOGY									
11 Computer and Information Sciences and Support Services									
Applied Information Management							M		
Computer Science	B	B M D	B		B M D	B M	B M D	B	
Information Systems								B	
Information Technology				B					
Software Engineering							M		
14 Engineering									
Bioengineering		B							
Biological & Ecological Engineering		M D							
Biomedical Engineering									D
Chemical Engineering		B M D							
Civil Engineering		B M D		B M	B M D				
Civil Engineering & Environmental Sciences				B					
Computer Engineering					B				
Computer Science & Engineering									M D
Construction Engineering Management		B							
Ecological Engineering		B							
Electrical & Computer Engineering		B M D			B M D				
Electrical Engineering				B					M D
Electrical Engineering & Renewable Energy Engineering				B					

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Energy Systems Engineering		B							
Engineering & Technology Management					M				
Environmental Engineering		B M D			B				
Forest Engineering		B							
Forest Engineering: Civil Engineering		B							
Forestry		B							
Industrial Engineering		B M D							
Manufacturing Engineering		B			M				
Materials Science					M				
Mechanical Engineering		B M D		B	B M D				
Mechanical Engineering & Manufacturing Engineering Technology				B					
Nuclear Engineering		B M D							
Optical Engineering				B					
Renewable Energy Engineering				B M					
Renewable Energy Engineering & Electrical Engineering				B					
Renewable Energy Engineering & Environmental Sciences				B					
Robotics		M D							
Systems Engineering					M				
Systems Engineering & Technical Management				B					
Water Resources Engineering		M D							
15 Engineering Management									
Computer Engineering Technology				B					
Computer & Software Engineering Technology				B					
Electronics Engineering Technology				B					
Embedded Systems Engineering Technology				B					
Embedded & Software Engineering Technology				B					
Geomatics (options in GIS Surveying)				B					
Manufacturing Engineering Technology				B M					
Manufacturing Engineering Technology & Mechanical Engineering Technology				B					
Mechanical Engineering Technology				B					

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Mechanical Engineering Technology & Manufacturing Engineering Technology				B					
Project Management					M				
Software Engineering Technology				B					
Software Engineering & Applied Mathematics				B					
Technology Management					M D				
MATHEMATICS AND SCIENCE									
26 Biological and Biomedical Sciences									
Applied Biotechnology		M							
Applied Systematics in Biology		M							
Behavioral Neuroscience									D
Biochemistry & Biophysics		B M D			B		B		
Biochemistry & Molecular Biology									M D
Biomedical Informatics									M D
Biology	B	B	B		B M D	B	B M D	B	
Biology: Health Sciences				B					
Biomedical Informatics					B				
Bioresource Research		B							
Biostatistics									M
Botany		B			B				
Botany & Plant Pathology		M D							
Cancer Biology									D
Cell & Developmental Biology									D
Entomology		M D							
General Science							B		
Human Physiology							B M D		
Marine Biology							B		
Microbiology		B M D							D
Micro / Molecular Biology					B				
Molecular & Cellular Biology		M D							
Molecular & Medical Genetics									D

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Neuroscience									D
Organismal Biology					B				
Physiology & Pharmacology									D
Science / General Science					B M				
Systems Science					M D				
Toxicology		M D							
Zoology		B M D							
27 Mathematics and Statistics									
Applied Mathematics				B		M			
Financial Mathematics						B			
Mathematics	B	B M D			B M D	B	B M D	B	
Mathematics & Computer Science						B	B	B	
Statistics		M D			M				
40 Physical Sciences									
Applied Physics		M			D		M		
Chemistry		B M D			B M D	B	B M D	B	
Chemistry / Biochemistry	B								
Earth Sciences		B			B		B M D	B	
Geology		M D			B M				
Geology: Geohydrology					M				
Materials Science		M D							
Ocean, Earth & Atmospheric Sciences		M D							
Physics		B M D			B M		B M D		
Physics: Biomedical					B				
Physics: Environmental					B				
Water Resources Science		M D							
HEALTH									
19 Family and Consumer Sciences / Human Sciences									
Apparel Design		B							
Child & Family Studies					B				

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Design & Human Environment		M D							
Gerontology								B	
Human Development & Family Sciences		B	B						
Human Development & Family Studies		M D							
31 Parks, Recreation, Leisure, and Fitness Studies									
Exercise & Sport Science		B M D	B						
Exercise Science								B	
Health & Physical Education						B			
Physical Activity & Health	B								
Recreation Resource Management		B							
Tourism & Outdoor Leadership			B			B			
51 Health Professions and Related Clinical Sciences									
Aging Services					B				
Athletic Training		B							
BioHealth Sciences		B							
Clinical Dietetics									M
Clinical Laboratory Science				B					B
Clinical Nutrition									M
Communication Disorders & Sciences							B M D		
Community Health Education								B	
Comparative Health Sciences		M D							
Counseling, Family & Human Services							M		
Counseling Psychology							D		
Couples & Family Therapy							M		
Dental Hygiene				B					
Dentistry									D*
Diagnostic Medical Sonography				B					
Echocardiography				B					
Emergency Medical Services Administration	B			B					B
Endodontics									M
Environmental Systems & Human Health									M

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Epidemiology									M D
Health Care Management				B	M				M
Health Informatics				B					
Health Management & Policy					M				M
Health Promotion					M				M
Health Studies					B M				
Health Systems & Policy					D				
Human Investigations									M
Medical Physics		M D							M D
Medicine									D*
Mental Health Counseling, Clinical						M			
Nuclear Medicine Technology				B					
Nursing				B					B D
Nursing: Adult Gerontology Acute Care Nurse Practitioner									M
Nursing: Family Nurse Practitioner									M
Nursing: Health Systems & Organizational Leadership									M
Nursing: Nurse Anesthesia									M
Nursing: Nurse Midwifery									M
Nursing: Nursing Education									M
Nursing: Pediatric Nurse Practitioner									M
Nursing: Psychiatric Mental Health Nurse Practitioner									M
Nursing: Doctor of Nursing Practice									D*
Orthodontics & Dentofacial Orthopedics									M
Periodontics									M
Pharmaceutical Sciences		M D							
Pharmacy: Doctor of Pharmacy (four-year)		D*							D*
Physical Activity / Exercise					B				
Physician Assistant Studies									M
Population Health Management				B					
Primary Health Care & Health Disparities									M
Public Health		B M D							M
Radiation Health Physics		B M D							
Radiation Therapy									B

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Radiologic Science				B					
Rehabilitation & Mental Health Counseling								M	
Respiratory Care				B					
Speech & Hearing Sciences					B M				
Vascular Technology				B					
Veterinary Medicine – DVM		D*							
SOCIAL SCIENCES									
42 Psychology									
Applied Psychology				B	D				
Human Service						B			
Psychology	B	B	B	M	B M	B	B M D	B	
School Psychology							M D		
43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Services									
Criminal Justice						B		B M	
Criminology & Criminal Justice					B M				
Fire Services Administration	B								
44 Public Administration and Social Services Profession									
Community Development					B				
Conflict & Dispute Resolution					B M		M		
Family & Human Services							B		
Health Administration					M				
Nonprofit Management							M		
Planning, Public Policy & Management							B		
Public Administration					M		M		
Public Affairs & Policy					D				
Public Policy		M D			M				
Public Policy & Administration								B	
Social Work					B M D				

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
45 Social Sciences									
Anthropology		B			B M	B	B M D	B	
Anthropology / Sociology	B								
Applied Anthropology		M D							
Applied Economics		M D							
Economics	B	B			B M	B	B M D	B	
Geography		M D			B M		B M D	B	
Political Science		B			B M	B	B M D	B	
Politics & Economics <i>(pending approval for EOU)</i>	B								
Public Service					B				
Social Science			B		B M		B	B	
Sociology		B			B M D	B		B	
Urban Studies / Affairs					M D				
ARTS									
50 Visual and Performing Arts									
Applied Visual Arts		B	B						
Art	B	B	B		B	B	B M	B	
Art History					B		B M D		
Art Practices					B M				
Art Studies					B				
Arts Management							M		
Ceramics							B M		
Cinema Studies							B		
Dance							B M	B	
Digital Arts							B M		
Drawing / Painting / Printmaking					B				
Emerging Media & Digital Arts						B			
Fibers							B M		
Film					B				
Graphic Design		B			B				
Interior Design		B							

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Metalsmithing							B M		
Multimedia Design							B M		
Music	B	B			B M	B	B		
Music: Composition					B		B M D		
Music: Conducting					M		M		
Music: Contemporary								B M	
Music: Education					B		B M D		
Music: Jazz Studies					B M		B M		
Music: Musicology / Ethnomusicology					B		M D		
Music: Piano Pedagogy							M		
Music: Performance					B M	M	B M D		
Music: Technology							M		
Music: Theory							M D		
Music: Voice					B				
Painting							B M		
Photography							B M		
Printmaking							B M		
Product Design							B		
Sculpture					B		B M		
The Arts								B	
Theatre								B	
Theatre Arts	B				B M	B	B M D	B	
Theatre Studies in Production & Design						M			
Visual Communication Design								B	
BUSINESS									
52 Business Management, Marketing, and Related Support Services									
Accountancy		B	B		B		B M D		
Advertising Management					B				
Business								B	
Business Administration	B M	B M D	B		B M	B M	B		
Business Administration & Accountancy		M							

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
Business Information Systems		B							
Decision Sciences							M D		
Finance		B			B M		M D		
Financial Analysis					M				
Global Supply Chain Management					M				
Hospitality Management			B						
Human Resource Management					B				
Information Systems					B				
Innovation Management		B			M				
International Business					M				
Management		B		B	B	M	M D		
Management & Information Systems								M	
Management in Science & Technology									M
Marketing		B			B		M D		
Nonprofit Management							M		
Operations Management				B					
Real Estate					B M				
Sports Product Management							M		
Supply & Logistics Management					B				
Technology & Management				B					
LAW									
22 Legal Studies									
American Law							M		
Business Law							M		
Environmental & Natural Resources Law							M		
Law							D		
OTHER									
30 Multi / Interdisciplinary Studies									
Interdisciplinary Studies		M				B M	M	B	
International Studies		B	B		B	B	B M	B	
Material & Product Studies							B		