

Executive Committee
Agenda

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1. Call to Order/Roll/Declaration of a Quorum (9:00am) <i>Chair Graham</i>	
2. Consent (9:05am) <i>Chair Graham</i>	
2.1 Approve Minutes of April 6, 2015 Meeting	1
3. Action Items – none	
4. Discussion Items (9:10am)	
4.1 Marketing/Communications – verbal update <i>AVP Saunders</i>	4
4.2 University Evaluation Process – verbal update <i>Provost Burda</i>	9
4.3 Mission Alignment – verbal update <i>Provost Burda</i>	19
4.4 Review July 9, 2015 Pending Board Action Items – <i>Chair Graham</i>	--
5. Adjournment (10:45am)	



**Special Meeting of the
Oregon Tech Board of Trustees
Executive Committee
Sunset Room, Klamath Falls Campus
April 6, 2015
4:45pm – 5:45pm**

Draft Minutes

Committee Trustees Present:

Lisa Graham, Chair
Jeremy Brown
Dan Peterson

Steve Sliwa
Paul Stewart
Fred Ziari

University Staff and Faculty Present:

Chris Maples, President
Mateo Aboy, Assoc. Provost, VP for Research
Brad Burda, Provost, VP for Academic Affairs
Lita Colligan, Assoc. VP for Strategic Partnerships and Government Relations
Sandra Fox, Board Secretary
Paul Rowan, Assoc. VP of Information Technology Services, Chief Information Officer
Mary Ann Zemke, VP for Finance and Administration

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

Chair Graham called the meeting to order at 4:45pm. The secretary called roll and a quorum was declared.

2. Consent Agenda

No items

3. Action Items

3.1 Creation of a Committee Charter and Recommendation to Board to Approve

Committee Charter

Provost Burda walked the Committee members through the proposed charter.

Trustee Brown motioned to recommend approval of the Executive Committee Charter to the board. **Trustee Stewart** seconded.

Proposed additional responsibility #5: To assist the board chair in delegating board concerns as action items to the appropriate committees.

Discussion regarding the proposed responsibility #4: To assess the performance of the Board and member trustees. Proposal to add “assure” to the responsibility. Responsibility would read: Assessing and assuring the performance of the Board and the member trustees.

Discussion regarding responsibility #1: To identify expertise needed by the Board and communicating with the Governor’s office about the nomination of future trustees.

Consensus, no proposed amendment.

Suggestion to stagger terms of the trustees to avoid a complete turnover of trustees at one time.

Chair Graham asked that the trustees look at what tactical items would fall under the items identified as the Committee’s responsibilities in the Charter for discussion at the next meeting.

Discussion that the Executive Committee could manage and assess the strategic plan of the University and report back to the full Board; regarding the need and importance to include the full board; and that the task should be delegated from the full board.

Proposal to add responsibility #6: To provide periodic monitoring of the board approved strategic plan.

Trustee Sliwa moved to amend the original motion to recommend approval of the Executive Committee charter to the Board with the amendment to responsibility #4 and the addition of responsibilities #5 and #6 as discussed. Trustee Ziari seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3.2 Recommendation to Board to Approve a Resolution Authorizing the Chair to Approve the President’s Oregon University Employment Agreement

Chair Graham explained the President’s contract with OUS expires June 30, 2015, if OUS renews the contract the Board inherits it on July 1, 2015. **Chair Graham** and **Vice-Chair Sliwa** worked with OUS on the contract details which include a housing allowance if the President vacates university housing, an increase in the monthly vehicle allowance, and no change to the salary. OSBHE will consider the contract on Friday, April 10, 2015.

Consensus for the committee to look at the agreement and comparable salaries in September and review the evaluation process. Discussion regarding term length; one year versus standard two-year term for smaller universities.

Trustee Stewart left the meeting at 5:33pm.

Trustee Brown motioned to recommend the board approve a resolution authorizing the Chair to approve the President’s Oregon University employment agreement. **Trustee Sliwa** seconded. With all Trustees present voting aye, the motion passed unanimously.

4. Discussion Items

4.1 Board Evaluation Process

Provost Burda walked the committee through the draft handouts (on record) and the factors being considered by HECC. Discussion regarding the collection of appropriate data; and the need to align the key performance indicators with other funding sources.

4.2 Mission Alignment

Provost Burda walked the committee through the draft handouts (on record); addressing the Mission Statement, four core themes (applied degree programs, student and graduate success, statewide educational opportunities, and public service) and three strategic priorities (establish and sustain effective self-governance, expand access and success for Oregon students, and create new applied degree programs that are responsive to industry and student demand). He explained the proposed process/timeline.

Consensus to bring this back in July for review.

5. Adjournment

With no further business proposed, the meeting was adjourned at 5:45p.m.

Respectfully submitted,



Sandra Fox
Board Secretary

DISCUSSION ITEM
Agenda Item No. 4.1
Marketing/Communications

Staff Recommendation

No action required.

Attachments

- Role in Supporting Enrollment Growth at Oregon Tech



Marketing/Communications Role in Supporting Enrollment Growth at Oregon Tech

Oregon Tech Board of Trustees Meeting

July 2015

I. Background

The Oregon Tech Marketing Department expanded its scope of services and support, and its approach to serving the campus, beginning in July 2014. Now known as the Marketing/Communications Department, we have shifted to a more strategic and proactive approach in serving the comprehensive needs of the campus, and also cover new areas not formally supported in the past, including executive communications (president, board, executive staff), government relations, internal communications, and expanded media outreach to include editorial/commentary development and placement.

II. Marketing Approach in 2014-15

The priority for Marketing/Communications this past year was to help various areas of the university improve their recruitment, enrollment and retention efforts to aid in student success and increase revenues for the university that support students and university operations. In an era when institutions “live or die” based on enrollment driven revenues (tuition, fees and auxiliaries such as housing), efforts from every segment of the campus must point strategies at bringing in and retaining our students. Revenue generation is critical as higher education funding is at a much lower level, per/student, than seen in the past; and new cost pressures from the dissolution of the Oregon University System have injected even more challenges into the funding environment.

An ancillary priority has been increasing the name recognition and reputational capital of Oregon Tech through the many efforts noted below. This is of course a long term effort that must include consistency and repetition over many years. We are building on past successes, and implementing new efforts (see below) that will reinforce existing recognition, build new awareness about our university, and help drive enrollment and other investments.

III. Strategic Advertising Directed at Enrollment

Beginning in Winter 2014, the Mar/Comm Department completed and implemented a strategic advertising plan. After analyzing data on where our students come from, completing student focus groups, determining what channels students use to find us, what appeals to them, and identifying potential and emerging recruitment markets, a plan was finalized in late December 2014 and began being implemented in January 2015. The bulk of the ads were directed at recruitment/enrollment of students, with some minor efforts directed at overall branding, reputation and being a good community citizen. With a reallocation of some funds from the President’s Office, the ad budget increased to \$85k in 2014-15.

While detail is provided in the Strategic Advertising Plan, enrollment-directed ad buys focused on digital (on-line) advertising, primarily using Pandora and Google Ad Words and targeted at current and high potential markets; traditional radio, using stations that matched the demographics of our students in key markets such as Klamath Falls/Medford and Portland-Metro; some print advertising, primarily in Klamath Falls/Medford; and we are also testing movie theater advertising in Klamath Falls/Medford to reach potential students. Other channels have been explored, such as television, billboards, bus and light-rail options, but because of the limited budget, we have not invested in these to-date, but instead chose options that would allow us to stretch the budget.

In order to focus 100% of the budget on placement, ad buys and copy development were done in-house. Mar/Comm is seeking additional budget dollars in the 2015-16 budget in order to use an ad agency to make the buys using their agency discount capability, and to consult on ad copy to the extent possible given a fairly small budget.

The advertising was ganged-up over a 6 month period between late January to June 2015, both because we needed to complete the analysis first to determine markets, channels and messaging; and because it was a way to gain more saturation than spreading the ads over 12 months. Tracking mechanisms have been developed, to the extent possible, in order to assess the impact of the ads on driving enrollment, such as use of unique URLs and monitoring traffic on landing pages on the Oregon Tech website during the ad run periods. These results will be used to make determinations on use of the 2015-16 budget.

IV. Earned Media Directed at Enrollment and Reputation

Expanding and extending media relationships with editors and reporters is another component of meeting enrollment goals. Because earned media (versus paid media through advertising) can have a higher credibility rating than advertising, Mar/Comm worked on current and began developing new relationships and opportunities with mostly Oregon-based media. While some of the outreach was specially done to support Oregon Tech's advocacy agenda (e.g., increased higher education funding), the positive exposure received for the institution helps build reputational capital, and spills over to support enrollment goals.

Being in a relatively small community in Klamath Falls makes inclusions in the local paper more relevant to the readership than in other markets. With the larger populations in the Portland and South-Metro areas, it is imperative that Oregon Tech also make in-roads with the media in these markets. Over the last year, Oregon Tech's agenda and needs have been the focus of several editorials in *The Oregonian*, the *Herald and News*, the *Medford Mail Tribune*, and the *Statesman Journal* (Salem); and we have also submitted and had printed op-eds on issues that impact our students and our institution. The *Herald and News* has done several feature articles on our students and their engagement in the community; the *Wilsonville Spokesman* has done feature pieces on our students; and *The Oregonian* is doing an article on one of our students at the Wilsonville campus. *Oregon Business Magazine* has printed a commentary piece by one of our faculty members at the Wilsonville campus, which helps increase an understanding of our degree programs, and the caliber of our faculty; and we are encouraging faculty to develop commentary pieces that demonstrate their expertise and raise Oregon Tech's profile.

V. Supporting Academic Department Enrollment-directed Efforts

Beginning in Summer of 2014, Mar/Comm began a pilot project with the Chair of the Humanities and Social Sciences Department to launch a new bachelor's degree program, Population Health Management. The goal of the pilot was to introduce academic departments to a more strategic, proactive and integrated approach to driving enrollment into their programs and increasing recognition. Since the pilot, Mar/Comm has also worked with other departments to develop and implement strategic outreach plans, including Civil Engineering, Geomatics, Management, Emergency Medical Services, Communication, and some of our health programs. We continue to meet with departments to work on full or partial plans, depending on their ability to engage in the development process.

These plans are called “integrated” because they rely on the department to implement components, not just the Mar/Comm area; and address outreach from many different angles. The strategy documents also include a Work Plan that defines all deliverables, lead staff, and deadlines for easy check-in on meeting objectives. This leads to departments focusing on desired outcomes of outreach rather than jumping straight to tactics which may or may not achieve program or departmental goals.

This same strategic model is beginning to be used with administrative areas as well, mainly in the Student Support areas such as Student Retention, Housing, Health Center, and other areas and issues under the Student Affairs umbrella. Again, all of these efforts are meant to positively impact enrollment and retention, and use a consistent “voice” and approach to communications that increases our effectiveness in serving students. A strategic approach has also been used for special projects such as Catalyze Klamath Falls and supporting the South Metro-Salem STEM Partnership, which is hosted at the Wilsonville Campus.

VI. Supporting High School Recruitment/Enrollment Outreach

Driving enrollment from Oregon high schools into Oregon Tech is an important part of the university's overall growth strategy. Mar/Comm worked with the Advance Credit Program (ACP) and the High School Transfer program (HST) to develop a strategic outreach plan, with a goal of increasing the number of students who receive Oregon Tech credits in high school actually enrolling at one of our campuses or centers once they graduate from high school. Students who earn credit by physically taking courses on one of our campuses have a high likelihood of enrolling here after high school. But the students who earn OIT credits in courses taken at their high schools, and taught by high school teachers, are much less likely to come here. Part of the problem is that they don't have an awareness that the college credits are from us.

One of the components of the strategic outreach plan meant to counter this problem are “Welcome Kits” which Mar/Comm invested in late this academic year. The goal of the kits is to create more of a connection point with students that their college credits are from Oregon Tech. The kits, which will begin being distributed to students beginning in Fall 2015, will hopefully help create that connection point, build brand and overall awareness of Oregon Tech, our degree programs, and location options. Kits are made up of an Oregon Tech backpack filled with logo-embossed items: a t-shirt, notebook, pen, bumper sticker and other items, and a letter directed at students and their parents about getting credits from Oregon Tech, and opportunities to visit the campus. We are able to track every student who receives a kit to determine whether they

ultimately enrolled in Oregon Tech in order to determine if the Kit should continue to be used to generate enrollment. About 1,800 students will receive the kits during the 2015-16 school year.

VII. Other Mar/Comm Efforts In-directly Related to Enrollment and Reputation

Between July 2014 and now, Mar/Comm also worked on other campus priorities that in-directly impact our reputation and enrollment. These included:

- Audit of existing Mar/Comm structure, work focus, priorities, department reputation, organizational needs, output, collateral, branding, etc. (Di Saunders started at Oregon Tech in July 2014, so the audit was needed in order to assess the current landscape and past efforts).
- At the President's request, completed a revision/updating of the institution's overall strategic plan (Oregon Tech 2020: Strategic Action Plan) in September 2014.
- Began to identify internal communications issues/concerns and build better understanding, communication channels, etc. between Klamath Falls and Wilsonville campuses ("Two campuses, one university").
- Helped "launch" our new Board of Trustees and build communications support for the Board and their interests and efforts, and provide a transparent information portal for the public.
- Supported government relations and other all-university collaborative efforts statewide (with our former university system colleagues) with issues management, messaging, legislative briefs/materials, and media/editorial support in order to ensure a strong post-system environment that advances the agenda of Oregon Tech and all of the public universities in Oregon.
- Began to assess the efficacy of our website in representing who we are, our academic offerings, and overall, achieving appropriate branding of Oregon Tech. This includes a review of all departmental and other landing pages and will be a multi-year effort.
- Supported the Oregon Tech president, Trustees and senior management in their internal and external communications with writing/editorial and dissemination for both routine, one-time and "crisis" communications (e.g., campus memos; op-eds; issues management/messaging).
- Complete and begin implementing a Marketing/Communications strategic action plan for the entire campus by summer 2015.

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DISCUSSION ITEM
Agenda Item No. 4.2
University Evaluation Process Update

Staff Recommendation

No action required.

Attachments

- Draft University Evaluation Framework

DRAFT University Evaluation Framework

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 beginning academic year: _____

Asian or Pacific Islander: _____%	Pell Recipients: _____%	Faculty FTE to Student FTE Ratio: _____
Black or African American: _____%	First Generation Students: _____%	Tenured/Tenure Track Faculty: _____
American Indian/Alaska Native: _____%	Gender: Male _____%	Adjunct Faculty: _____
Hispanic: _____%	Gender: Female: _____%	Non-tenured Track Faculty: _____
White: _____%	Gender: No response: _____%	Full-time Faculty: _____
Multi-Racial: _____%	Veterans: _____%	Less Than Full-time: _____
Unknown: _____%	Students Receiving Disability Services: _____%	

Institutional Focus Area	Evaluation Component	Data Points		#	%	Data Source and Methodology Notes
Access & Affordability ¹	Enrollment	Total Enrollment Headcount	All Students			SCARF
			Full-Time			SCARF
			Part-Time			SCARF
			Underrepresented Minorities			SCARF
			Pell Grant Recipients			SCARF
			First Generation Students			Institutions using FASFA Definition?
			Resident			SCARF
			Nonresident			SCARF
			Undergraduate			SCARF
			Graduate (Masters)			SCARF
			Graduate (Doctorate)			SCARF
		Total Student Credit Hours	All Students			SCARF
			Underrepresented Minorities			SCARF
			Pell Grant Recipients			SCARF
			First Generation Students			Institutions using FASFA Definition?

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 Load	All Students		SCARF
			Underrepresented Minorities		Recommended that we use resident and nonresident....
			Pell Grant Recipients		Data may not be in SCARF. Working w/ IR on this measure
			First Generation Students		Institutions using FASFA Definition?
			Resident		SCARF
			Nonresident		SCARF
		Loan Default Rate	All Students		DOE Reported Information
		Please describe the types of high-impact/high-leverage student education efforts your institution offers in relation to student debt. <i>(Please limit narrative to three examples with a 600 word limit)</i>			
	Student Support Strategies	Please describe the types of high-impact/high-leverage student support strategies your institution has in place. Examples include but are not limited to counseling, summer bridge programs, financial aid counseling, advising, community-based partnerships and mentoring. <i>(Please limit narrative to three examples with a 600 word limit)</i>			
Retention & Completion ²	Full-Time Freshmen Graduation Rates	Transfer Student Graduation Rates (In State)	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF
			First Generation Students		Institutions using FASFA Definition?
		Full-Time Freshmen Graduation Rates (Out of State)	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF
			First Generation Students		Institutions using FASFA Definition?
		Transfer Student Graduation Rates (Out of State)	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF
			First Generation Students		Institutions using FASFA Definition?
		Full-Time Freshmen Graduation Rates (Out of State)	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF
			First Generation Students		Institutions using FASFA Definition?
	Degrees Granted	Degrees Granted: Undergraduate	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF

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

			First Generation Students		Institutions using FASFA Definition?
		Degrees Granted: Graduate (Masters)	All Students		SCARF
			Underrepresented Minorities		SCARF
		Degrees Granted: Graduate (Doctorate)	All Students		SCARF
			Underrepresented Minorities		SCARF
	Time to Completion	Average Time to Completion (for first time/full-time freshman) Cohort Beginning Date: _____		#	%
			4 Yr: All Students		SCARF
			4 Yr: Underrepresented Minorities		SCARF
			4 Yr: Pell Grant Recipients		SCARF
			4 Yr: First Generation Students		Institutions using FASFA Definition?
			Still retained at 4 years		SCARF
			5 Yr: All Students		SCARF
			5 Yr: Underrepresented Minorities		SCARF
			5 Yr: Pell Grant Recipients		SCARF
			5 Yr: First Generation Students		Institutions using FASFA Definition?
			Still retained at 5 years		SCARF
			6 Yr: All Students		SCARF
			6 Yr: Underrepresented Minorities		SCARF
			6 Yr: Pell Grant Recipients		SCARF
			6 Yr: First Generation Students		Institutions using FASFA Definition?
			Still retained at 6 years		SCARF
	Retention	First Year Full-Time Freshmen Retention Rates (In State)	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF
			First Generation Students		Institutions using FASFA Definition?
		First Year Full-Time Freshmen Retention Rates (Out of State)	All Students		SCARF
			Underrepresented Minorities		SCARF
			Pell Grant Recipients		SCARF
			First Generation Students		Institutions using FASFA Definition?

	Additional Information	Please describe any additional information you would like to share regarding your institution's high-impact/high-leverage retention and completion strategies. <i>(Please limit narrative to three examples with a 600 word limit)</i>			
Economic Impact & Reputational Capital ³	Entrepreneurial Activities	Number of patents received	All Students		Research Offices?
		Amount of license Income	All Students	\$	Research Offices?
		Other	Please describe		
	Employment	Wage rates of graduates in a field related to their degree.	All Students		
			Underrepresented Minorities		
			Pell Grant Recipients		
		Cohort Beginning Date: _____ 3 years from graduation date.	First Generation Students		Institutions using FASFA Definition?
	Research Expenditures	Total Research Expenditures		\$	Research Offices?
	Additional Information	Please describe any additional information you would like to share regarding your institution's high-impact/high-leverage economic and research impact(s). <i>(Please limit narrative to three examples with a 600 word limit)</i>			
	Community & Civic Engagement ⁴	Community & Civic Engagement Activities	Please describe your institutions high-impact/high-leverage community and civic engagement activities. Examples may include but are not limited internships/externships and enrollment in research based projects or community based/service learning activities. <i>(Please limit narrative to three examples with a 600 word limit)</i>		

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.
 ⁴ 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.

Oregon Tech Board of Trustees
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Executive Committee
 4.2 University Evaluation

Change in Governance Structure Focus Area	Evaluation Question	Data Points
Collaboration ⁵	Interinstitutional Collaboration	Please describe 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. <i>(Please limit narrative to three examples with a 600 word limit)</i>
	Statewide Engagement & Collaboration	Please describe your institution's participation in statewide groups/conversations/efforts. Examples may include but are not limited to International Faculty Senate, Joint Transfer Articulation Committee (formerly JBAC), K-12 partnerships and participation in groups such as Financial Aid Officers, Math Chairs, etc. <i>(Please limit narrative to three examples with a 600 word limit)</i>
Economies of Scale & Operational Costs ⁶	What economies of scale remain?	This section will be covered via a written narrative by HECC Staff that includes tables, figures, costs and accounting that outlines the old structure and new structure that synthesizes drawbacks and benefits. The institution will provide narrative re: change, etc.
	Has the institution experienced increased operational costs due to governance change?	
	Has the institution experienced cost savings due to the governance change?	
	What new opportunities may exist?	

⁵ ORS 352.025 notes that shared services may continue to be shared among universities.

⁶ ORS 352.025 notes that there are economy of scale benefits to having a coordinated university system.

Governing Board Focus Area	Evaluation Question	Data Point	Data Source
Board Operations ⁷	New members receive orientation on Board policies and procedures and expectations.		
	Board members are knowledgeable of policies and procedures under which the Board operates.		
	New members receive information on the importance and role of academic quality.		
	Board members receive meeting materials in advance to allow adequate time for review.		
	The Board conducts a self-evaluation		
	The self-evaluation includes engagement from faculty, staff and students.		
	Board information including meeting dates/locations and materials are easy to access for students, staff and stakeholders.		
Public Access & Engagement ⁸	The Board provides opportunities for student, faculty and public engagement.		

⁷ ORS 352.061 (2) (c) requires HECC access university governing boards against the findings set forth in ORS 352.025 including that governing boards provide transparency, public accountability and support for the university.

⁸ ORS 352.061 (2) (c) requires HECC access university governing boards against the findings set forth in ORS 352.025 including that governing boards provide transparency, public accountability and support for the university.

Financial Responsibilities ⁹	The Board receives regular financial reports.		
	The Board takes necessary actions to ensure university is financially sound.	Financial Status Metrics developed by HECC staff in concert with VPs of Finance	
	Legal titles to all real property are held in the name of the State of Oregon		
Mission & Strategic Planning ¹⁰	The university mission statement is understood and supported by the Board.		
	The Board adopts the mission statement.	Date of last adoption	
	The Campus Institutional Strategic Plan is regularly updated.	Date of last update	
	Board is aware of university strategic planning.		
	The Campus/Institutional Strategic Plan is implemented.	Include narrative regarding what has been implemented. <i>(Please limit narrative to three examples with a 600 word limit)</i>	
	The Campus/Institutional Strategic Plan supports institutional focus areas.	Include narrative on how the plan supports the focus areas. <i>(Please limit narrative to three examples with a 600 word limit)</i>	

⁹ ORS 352.025 notes that 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.

¹⁰ ORS 352.061 (2) (c) requires HECC access university governing boards are close to and closely focused on the individual university.

Academic Quality

Focus Area	Indicator	Data Point	Data Source
External Measures	Accreditation	Institution provides a quick narrative regarding 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 programs.	Institutional narrative <i>(Please limit narrative to three examples with a 600 word limit)</i>
	Academic Program Review and Approval Processes	Institution provides assurance that processes/policies exist and provide a link to the policies.	Institution
	Research Grants and Projects	Number of expenditures	
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 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>	
	Faculty Collaboration associated with Learning Outcomes and Assessments	Short narrative describing how institution supports faculty collaborations within the institution to align learning outcomes and assessments. <i>(Please limit narrative to three examples with a 600 word limit)</i>	
Organizational Relationships and Partners	Collaboration Among Faculty	Institution to provide a bulleted list of groups in which faculty participate such as OWEAC or ORMATYC. <i>(Please limit narrative to three examples with a 600 word limit)</i>	

Focus Area	Indicator	Data Point	Data Source
	Collaboration with Community Colleges and K-12 partners	Institution to provide a short narrative to describe partnerships in this area. <i>(Please limit narrative to three examples with a 600 word limit)</i>	
	Community Partnerships, Student Groups, Internships, Practicum	Institution to provide a short narrative to describe partnerships in this area. <i>(Please limit narrative to three examples with a 600 word limit)</i>	
	Additional Information	Please provide any additional information regarding your institutions high-impact/high-leverage academic quality activities. <i>(Please limit narrative to three examples with a 600 word limit)</i>	

DISCUSSION ITEM

Agenda Item No. 4.3

Mission Alignment Update

Staff Recommendation

No action required.

Attachments

- HECC Docket with Mission Alignment Report for the seven public universities

**FULL COMMISSION**

June 11, 2015

Docket Item:

Review of Mission Intensity Matrices

Summary:

The Mission Alignment Report was developed by the Statewide Provosts Council and the Oregon Higher Education Coordinating Commission (HECC) staff. The document contains a list of each institution's mission statement, core themes, and key strategic priorities. The report is meant to be used primarily as a communication tool for students, the public, and the Legislature and highlights specific programs and priorities for each institution. While it may inform the program approval process, it is not intended to be used exclusively for that purpose. The document is still in draft form and has not been finalized.

It is also important to note that many institutions are undergoing leadership changes at the President and Provost levels and in the process of forming their own governing boards, which may result in the revision of their mission statements and strategic plans. New and emerging occupations may also lend themselves to the need for updates to these items in the coming years.

In addition to mission statements, core themes and strategic priorities, the report contains three matrices. Each matrix lists mission aspects and the intensity of the commitment each institution has to the mission aspect in that row. The matrices are organized in the following alignment dimensions:

1. Student Access Mission Intensity
2. Academic Program Mission Intensity
3. Innovation/Research Intensity

It is important to note that each component of the institution's mission is multi-faceted and quantitative metrics alone do not capture all the essential relationships among various dimensions of an institution.

Also included within this docket item is a snapshot of the academic programs currently offered by the public universities. The document is organized by Classification of Instructional Program (CIP code) and was completed by individual university staff. It is important to note that as new programs are approved, this document will change and as such should be updated periodically.

Staff Recommendation:

No action is needed at this time.

DRAFT 5/28/15**MISSION ALIGNMENT REPORT****Purpose**

This Mission Alignment document was developed by the Statewide Provosts Council and the Oregon Higher Education Coordinating Commission (HECC) staff. The matrix represents the wide range of programs and degree offerings at all eight public institutions, and supports the state's goals for increasing access to quality education, increasing student success, and supporting graduate education and research. In addition, this document lists each institution's mission statement, core themes, and key strategic priorities.

The Mission Alignment document will be used by institutions, the Provosts Council, and the HECC to convey a snapshot of academic programs offered by the eight public institutions, including duplication of programs in high demand areas (such as business and education) and uniqueness and complementarity of programs in high cost disciplines or areas unique to an institution's mission. Used primarily as a communication tool for students, the public, and the Legislature, the document highlights specific programs and priorities for each institution. It may inform the program approval process, but it will not be used exclusively for that purpose. It is also important to note that many institutions are in the process of forming their governing boards and may need to revise and update their mission statements and strategic plans in the coming years. Furthermore, it is expected that the collective program portfolio will evolve over time to address changing societal needs. As such, this document is intended to serve as a useful coordination tool and promote dialogue across institutions for identifying state needs and gaps that can be responded to in a thoughtful and coordinated manner.

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.

Strategic Priorities

1. Foster and assess student learning and ensure faculty and staff success.
2. Ensure access and success for students, regardless of location, and adopt and enhance appropriate educational technologies.
3. Foster partnerships and provide opportunities for students and faculty to participate in community engagement, ensure a sustainable university environment, and provide programs in response to regional needs.

OREGON HEALTH & SCIENCE UNIVERSITY

Mission

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice, and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff. Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.
- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and healthcare missions through community service, partnerships and outreach.

Core Themes

1. Learning Environment
2. Interprofessional Education
3. Clinical and Translational Research
4. Health System and Health Policy Leadership

Strategic Priorities

1. Be a great organization, diverse in people and ideas.
2. Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU.
3. Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
4. Help meet Oregon's health and science workforce needs through innovative education strategies.
5. Align OHSU enterprises to support robust and sustainable innovation and research.
6. Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel.

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.

Strategic Priorities

1. Provide a transformative education experience for all learners.
2. Demonstrate leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction (advancing the science of sustainable earth ecosystems, improving human health and wellness, promoting economic growth and social progress).
3. Strengthen impact and reach throughout Oregon and beyond.

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

Strategic Priorities

1. Establish and sustain effective self-governance.
2. Expand access and success for Oregon students.
3. Create new applied degree programs that are responsive to industry and student demand.

PORTLAND STATE UNIVERSITY

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.

Mission Statement

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

Strategic Priorities

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.

Strategic Priorities

1. Continue to grow and sustain a diverse and distinctive university culture that supports and inspires connected learning and a passion for making a difference.
2. Continue to strengthen the University's role as an economic and cultural partner and catalyst for the region through our curricula, scholarship, and service.
3. Continue to reinforce the University's commitment to fiscal stability through a dynamic approach to recruitment and retention, budget development and resource management, strategic partnerships, and fundraising.

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.

Strategic Priorities

1. Attract high quality, diverse students and promote student access, retention, and success.
2. Elevate research, scholarship and creative profile including expanding graduate education.
3. Attract and retain high quality, diverse faculty and staff.
4. Enhance physical and IT infrastructure to ensure academic excellence.

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

Strategic Priorities

1. Provide academic and student support services to ensure student access, retention, and progress through degree completion.
2. Provide competitive compensation packages in order to recruit and retain highly-qualified faculty and professional staff.
3. Provide informational and mentoring outreach to under-represented and under-served populations to enhance enrollment in and completion of baccalaureate programs.

Institutional Mission Intensities and Defining Metrics

Each matrix lists mission aspects in the row categories and the institutions across the columns. The numerical entries in the cells represent the intensity of the commitment each institution has to the mission aspect in that row.

- A **value of 1** implies primary mission intensity for that institution – a commitment to a leadership responsibility in providing coverage for that aspect.
- A **value of 2** indicates secondary mission intensity – substantial involvement by the institution but not a commitment to leadership of the area.
- A **value of 3** indicates some involvement by that institution in that mission aspect.
- A **blank cell** indicates that the institution is not materially involved in that mission aspect. It is important to note that these are *institution-declared* mission intensities and the numbers should not be misinterpreted to stand for a ranking of programs or a measure of program quality but, rather, the numbers represent a commitment on the part of the university to offer this set of mission aligned programs, but with varying intensity.

Each component of the institution's mission is multi-faceted and is presented here in terse form. It is also the case that quantitative metrics alone do not capture all the essential relationships among various dimensions of an institution and should be factored in when assessing an institution's mission.

Each matrix is followed by a list of common metrics for the institutions.

- Alignment Dimension #1 – Student Access Mission Intensity
- Alignment Dimension #2 – Academic Program Mission Intensity
- Alignment Dimension #3 – Innovation/Research Intensity

ALIGNMENT DIMENSION #1 – STUDENT ACCESS MISSION INTENSITY

	EOU	OSU	Oregon Tech	PSU	SOU	UO*	WOU	OHSU
Portland	2		2	1	1		1	1
Eastern	1		3	2	3		2	1
Southern	3		2	2	1		2	1
Central	3		3	2	2		2	1
Coastal	3		3	2	2		1	1
Willamette	2		2	2	2		1	1
Statewide	1	1	1	1		1	2	1
Distance	1	1	2	1	3		3	3

*The University of Oregon is a state-serving institution, committed to access for students throughout the State of Oregon. Our actual current enrollments vary from region to region due to population distributions and student choice, not to any variation in institutional commitment to prospective students based on geographical location.

Common Metrics

- Enrollment (Unduplicated Headcount): Total and Resident
 - Enrollment from primary geographic areas as percentage of Total Enrollment
 - Underrepresented Enrollment as percentage of Total Undergraduate Enrollment
 - State Appropriation per Fundable Resident Student FTE
- (Note: Resident enrollment needs to be linked to State funding to get the full picture.)*

ALIGNMENT DIMENSION #2 – ACADEMIC PROGRAM MISSION INTENSITY

	EOU	OSU	Oregon Tech	PSU	SOU	UO*	WOU	OHSU
General Education	1		1	1	1	1	1	1
Math/Science	2	1	2	1	1	1	2	
Humanities	2	1		1	1	1	3	
Social Sciences	2	1	2	1	1	1	3	1
Engineering/Tech	2	1	1	1		2**		2
Natural Resources	3	1	3	1	2	2		2
Health	2	1	1	1	2	2	2	1
Business	1	1	2	1	1	1	2	3
Jour/Comm/Digital	3	2	3	2	1	1	3	
Public/Social Serv	3		3	1	3	1	1	
Education	1	2		1	1	1	1	1
Arts	1	2		1	1	1	2	
Architecture				1		1		
Law				3		1		

*The University of Oregon intensity ratings are based on numbers of degrees awarded, grouped by relevant CIP code. These numbers do not directly or reliably reflect institutional priorities, but they do reflect the academic choices made by recent graduates.

** While UO does not offer academic programs with CIP codes placing them solely within the “Engineering and Technology” category, many UO programs are of direct relevance to this sector [e.g., the Department of Computer and Information Sciences (CIS) in the College of Arts and Sciences, the Product Design Program and the Sustainable Wood Products initiative in the School of Architecture and Allied Arts, the Materials Sciences Institute (MSI), the Center for Advanced Materials Characterization in Oregon (CAMCOR), the Support Network for Research and Innovation in Solar Energy (SuNRise), and the Oregon Center for Optics (OCO)]. UO would prefer to see Math/Science combined with Engineering/Technology, in keeping with standard national practice and focus on STEM fields.

Common Metrics

- Degrees Awarded: Total, Bachelors, Advanced
- Degrees Awarded in State-designated Workforce Shortage Areas

ALIGNMENT DIMENSION #3 – INNOVATION/RESEARCH MISSION INTENSITY

	EOU	OSU	Oregon Tech	PSU	SOU	UO*	WOU	OHSU
Math/Science		1		1	3	1	3	1
Humanities		2		1	3	1		
Social Sciences		1		1	2	1		2
Engineering/Tech	2	1	2	1		1**		1
Natural Resources		1		1	2	2		2
Health		1		1		2	3	1
Business	2	2		1	3	1		3
Jour/Comm/Digital		3		2	2	1		
Public/Social Serv				1		1	2	1
Education	2	2		1	1	1	1	1
Arts		3		1	1	1		
Architecture				1		1		
Law				3		1		

*As a comprehensive research university, the University of Oregon expects all tenure-related faculty and all research faculty to conduct original research and make innovative contributions to their respective fields of study.

** While UO does not offer academic programs with CIP codes placing them solely within the “Engineering and Technology” category, many UO programs are of direct relevance to this sector [e.g., the Department of Computer and Information Sciences (CIS) in the College of Arts and Sciences, the Product Design Program and the Sustainable Wood Products initiative in the School of Architecture and Allied Arts, the Materials Sciences Institute (MSI), the Center for Advanced Materials Characterization in Oregon (CAMCOR), the Support Network for Research and Innovation in Solar Energy (SuNRise), and the Oregon Center for Optics (OCO)]. UO would prefer to see Math/Science combined with Engineering/Technology, in keeping with standard national practice and focus on STEM fields.

Common Metrics

- Total Annual Sponsored Grant and Contract Expenditures
- Graduate Degrees Awarded as percentage of Total Degrees

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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							
Marine Resource Management		M							

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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									
American Sign Language					B			B	
American Sign Language / English Interpreting								B M	

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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								
38 Philosophy and Religious Studies									
Applied Ethics		M							

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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		
Curriculum & Instruction					M				
Curriculum & Teacher Education							M		
Deaf & Hard of Hearing Education <i>(pending approval for WOU)</i>								M	
Early Childhood Development						B			

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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	
Teaching: Language Arts Education			M					B	
Teaching: Mathematics								B	
Teaching: Music Education		M							
Teaching: Physical Education								B	
Teaching: Physics Education		M			M				

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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					
Energy Systems Engineering		B							
Engineering & Technology Management					M				
Environmental Engineering		B M D			B				
Forest Engineering		B							
Forest Engineering: Civil Engineering		B							
Forestry		B							

Field / Program	EOU	OSU	OSU-Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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					
Mechanical Engineering Technology & Manufacturing Engineering Technology				B					
Project Management					M				
Software Engineering Technology				B					
Software Engineering & Applied Mathematics				B					
Technology Management					M D				

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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
Neuroscience									D
Organismal Biology					B				
Physiology & Pharmacology									D
Science / General Science					B M				
Systems Science					M D				
Toxicology		M D							
Zoology		B M D							

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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				
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			

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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
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*

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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
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			

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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				
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	

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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							
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		

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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							
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		

Field / Program	EOU	OSU	OSU- Cascades	Oregon Tech	PSU	SOU	UO	WOU	OHSU
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		

Prepared by H. Stampe
 OUS Chancellor's Office
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