December 31, 2014

TO: MEMBERS OF THE BOARD OF TRUSTEES OF OREGON STATE UNIVERSITY

The Academic Strategies Committee of the Board of Trustees of Oregon State University will meet on Thursday, January 15, 2015, beginning at 9:00 am. Agenda items include the review and approval of a new academic program leading to a B.A./B.S. in hospitality management on the OSU-Cascades campus, and a presentation on “Fulfilling the University’s Mission: Aligning Accreditation Core Themes/Objectives, Strategic Plan Goals/Strategies and Achievement Compacts.” The meeting will be held in accordance with the time, location, and schedule listed below:

Thursday, January 15, 2015
9:00-10:15 am Willamette Room, CH2M Hill Alumni Center
Oregon State University, Corvallis, Oregon

If special accommodation is required, please contact Marcia Stuart at (541) 737-3449 or marcia.stuart@oregonstate.edu at least 72 hours in advance. Meeting materials for this and other meetings will be posted at http://oregonstate.edu/leadership/trustees/meetings.

Sincerely,

Meg Reeves
Board Secretary
AGENDA

1. Call to Order/Roll/Declaration of a Quorum (Kelly)

2. Consent Item
   a. Approval of the Minutes of the October 16, 2014 Meeting (Kelly) .......................... A-1

3. Action Item

4. Discussion Item
   a. Fulfilling the University’s Mission: Aligning Accreditation Core Themes/Objectives, Strategic Plan Goals/Strategies and Achievement Compacts (Warner) ................................................................. A-53

5. Adjournment
The Board of Trustees of Oregon State University

Regular Meeting of the Academic Strategies Committee
October 16, 2014
Robert Family Event Room, Austin Hall
Oregon State University, Corvallis, Oregon

MINUTES

Committee Members Present: Ron Adams (ex officio), Michele Longo Eder, Orcilia Forbes (Vice Chair), Paul Kelly (Chair), Brenda McComb, Sabah Randhawa (ex officio), Ed Ray (ex officio), and Pat Reser

Other Trustees Present: Rani Borkar, Darry Callahan, Laura Naumes, and Kirk Schueler

University Faculty and Staff Present: Susie Brubaker-Cole, Angelo Gomez, Mark Huey, Meg Reeves, Marcia Stuart, and Becky Warner

1. Call to Order/Roll/Declaration of a Quorum
   Committee Chair Paul Kelly called the meeting to order at 10:45 am. He requested the assistant board secretary to call the roll and noted a quorum.

2. Approval of the Minutes of the July 17, 2014
   A motion was made and seconded to approve the minutes of the July 17, 2014 committee meeting. Motion carried.

3. Discussion Items
   a. Committee Charge
      Chair Kelly called upon Provost Randhawa to lead the discussion. Senior Vice Provost for Academic Affairs Becky Warner recommended that if a charter item affects students, it should remain the purview of the Board of Trustees but, if not, then it should remain under the purview of the committee. It was recommended that objectives and goals for each year be developed, similar to what Ms. Snopkowski provided to the Executive & Audit Committee, and Chair Kelly requested Dr. Randhawa to develop a committee work plan.

   b. Mission Alignment and the HECC
      Provost Randhawa advised that he made a presentation to the Higher Education Coordinating Commission pertaining to the University’s mission alignment in order to determine if the University is on-track with the expectations of the HECC. He noted that the Northwest Commission on Colleges and Universities looks at three sets of specific metrics related to OSU’s mission: undergraduate education, graduate education and research, and outreach and engagement. In preparation for a meeting between HECC Executive Director Ben Cannon and Dr. Randhawa on November 3 for further review of the metrics, the President’s Council has been discussing achievement compacts. Chair
Kelly recommended that the committee determine whether an additional meeting to discuss the “rules of engagement” subsequent to the November 3 meeting would be advisable.

4. Information Items

a. Student Life Policies
Vice Provost for Student Affairs Susie Brubaker-Cole provided an overview of student life at Oregon State and how the Office of Student Affairs works to enhance each student’s educational experience while attending college. She likened the journey to a river with tributaries, with orientation, belonging to a community, advising and mentoring, academic success, career exploration, financial stability, wellness, tutoring, experiential learning, and capstone integration all culminating with graduation. She described three categories of policies: student conduct, student housing and living in community, and other student life policies to address complex student issues. After taking questions, she concluded her presentation by noting that the greatest protective factors for student health and care issues are student involvement and community connection.

b. Strategic Talent Council/Engineering Technology Investment Council (STC/ETIC)
Interim Vice President for Research Ron Adams provided an update on the activities of the Strategic Talent Council (STC; now called the Oregon Talent Council) and the Engineering Technology Investment Council (ETIC). Currently, STC membership includes the technology, healthcare, and energy industries. Dr. Adams explained that the STC was established by industry leaders; the ETIC, on the other hand, was established as a collaborative industry/educational effort. Dr. Adams said that discussions are underway proposing to decrease funding to ETIC in order to fund STC and that he would keep the committee informed of the status of the proposal and what its effect might be, particularly on ETIC support to the College of Engineering.

5. Adjournment
With no further business proposed, Chair Kelly adjourned the meeting at 12:40 pm.

Respectfully submitted,

Mark Huey
Assistant Board Secretary
Proposal for a New Academic Program:  
B.A./B.S. Hospitality Management

EXECUTIVE SUMMARY

1. Institution and Program

Oregon State University, B.A./B.S. Hospitality Management

2. Program Description

Oregon State University-Cascades is proposing a new BA/BS degree program in Hospitality Management (HM) to be offered exclusively at OSU-Cascades, starting Winter Term 2015.

This program would provide students with the knowledge necessary to become leaders, executives and owners in the hospitality industry.

The hospitality industry is very traditional and dates back thousands of years. In the last twenty years, it has seen extraordinary changes due to technology, as it was one of the earliest adopters of the internet. This change continues at a rapid rate today and is impacting every area of the industry.

The hospitality industry is now requiring new college graduates who can go directly into management and can hit the ground running on their first day of work. To fill that need, the proposed HM program would provide students the required skills the hospitality industry is now, and will be requiring. Specifically, the degree would provide students with skills in management, human resources, hospitality technology, food and beverage operations, and service delivery as well as basic business fundamentals in marketing and accounting.

To meet industry needs and student demand, OSU-Cascades is proposing a multi-disciplinary degree composed of hospitality core competencies, culinary (food and beverage), eco-tourism/sustainability, a business minor and a significant practicum and internship requirement. A breakdown of these components can be seen in the following graph.
The proposed HM program would be the only 4-year degree program of its kind offered in Oregon and would cater to one of the largest supplier of jobs in the state. This degree would be offered at one of the Northwest’s premier tourist destinations: Bend. This location, along with the OSU brand, would make this program very attractive to new students seeking an HM degree. However, our ambitions are much higher. We want to build a “world class” HM program that would appeal to students across the nation and the world. To do so, in addition to the core skills mentioned above, this program would provide a specialization in ecotourism and sustainability, which is the fastest growing segment of hospitality today and is currently not offered at any major undergraduate HM program in the United States.

3. Evidence of Need

Hospitality is the world’s largest employer, generating, directly and indirectly, nearly 200 million jobs or some 10% of the jobs globally. In Oregon, the hospitality industry is a $9.2 billion industry. It directly generates some 91,100 jobs in Oregon and indirectly creates another 41,000 jobs. As a result, one out of every nine jobs in Oregon is in the hospitality industry. In Central Oregon, tourism and hospitality continue to be the largest source of jobs and are growing at a rate of 12.7% year-over-year. To illustrate this need, the startup funds for the HM program were contributed from industry stakeholders across Oregon.
There are six major student pipelines for the proposed program:

Specifically, there are nine community colleges and culinary schools offering 2-year HM degrees in various forms. With no 4-year HM degree offered in Oregon, students attending these programs who would like to pursue a 4-year HM degree must go out of state. In addition to Oregon schools losing this education revenue, the hospitality industry has told us that a significant percentage of these students do not return to Oregon upon graduation, thus reducing our pool of qualified human talent. The proposed HM degree would provide students an in-state pathway to a 4-year degree.

Each of these programs has indicated it has a portion of its students who would pursue such a degree. Although the exact student market share percentages we could expect are unclear, we have been able to get a sense of this demand from the Cascades Culinary Institute survey that was conducted in November of 2013. In that survey, to which 65 students responded, we found the following:

92% of respondents thought OSU-Cascades should offer a 4-year BA/BS Hospitality Management Degree.

71% of those respondents said they would major in HM at OSU-Cascades if the degree was available.
High schools across Oregon are also recognizing the need for qualified HM talent and are working with local industry and the Oregon Restaurant and Lodging Association's (ORLA) ProStart program to give students interested in an HM career a foot in the door. ProStart is a career-building program for high school students interested in culinary arts and foodservice management. Over a two-year period, students study in the classroom, participate in mentored work experiences, and test their skills in local and national competitions. The ProStart program has 3,000 students in Oregon and nearly 100,000 across the nation.

4. Target Population

The student characteristics are projected to be similar to those of current students, as they have remained relatively constant over time. Approximately 70% of OSU- Cascades campus students attend full-time, and approximately 90-95% are Oregon (resident) students. Over time, the student characteristics are likely to diversify with the probability of international student representation through partnering with the INTO program. It is expected that more of the HM students will be of traditional age. In 2014, under the 2+2 model, the focus will primarily be on current HM students at local community colleges like Central Oregon Community College (COCC). This target market will greatly expand when OSU-Cascades moves to a 4-year model beginning Fall Term 2015.

In the next three to five years, our ability to target an even larger student base will improve as the HM program is established and we expand our reach to national and international students. To attract these students, the HM program will begin to differentiate itself among more established HM programs by offering a specialization in ecotourism and sustainability within Hospitality, thus taking advantage of Bend’s world-class ecotourism laboratory.

Staff Recommendation to the Committee

All appropriate University committees and the OSU Faculty Senate have positively reviewed the proposed program.

Staff recommend that the Academic Strategies Committee approve and forward to the full Board the proposal for OSU-Cascades to establish an instructional program leading to a B.A./B.S. in Hospitality Management.
# Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation, 500 Kerr Administration Building – Oregon State University

For instructions, see [http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals](http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals). Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

## Check One:

<table>
<thead>
<tr>
<th>Full Proposal (Category I)</th>
<th>Abbreviated Proposal (Abbreviated Category I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ New degree program</td>
<td>Rename of an academic program or unit</td>
</tr>
<tr>
<td>___ Major (substantive) change in existing program</td>
<td>Establishment of a new college, school, department or program</td>
</tr>
</tbody>
</table>

Reorganization – moving responsibility for an academic program from one unit to another

Merging or splitting an academic unit

Termination of an academic program or unit

Suspension or reactivation of an academic program or unit

New certificate program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding (MOU) form available at [http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process](http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process)

### Title of Proposal:
BA/BS in Hospitality Management

### Effective Date:
Winter 2015

### School/Department/Program:
Hospitality Management

### College:
College of Business

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

[Signature]
6/3/2014

[Signature]  Date
5/9/14

[Signature]
Print (Department Chair/Head; Director)

[Signature]
Print (Dean of College)
New Undergraduate Degree Program Proposal:

BA/BS in Hospitality Management

Eco-Tourism and Sustainability Specialization

May 2014

Proposed Effective Term: Winter Term 2015

CPS Tracking #: 90496

https://secure.oregonstate.edu/ap/cps/proposals/view/90496
Program Proposal Details

1. Program Description
   a. Proposed Classification of Instructional Programs (CIP) number

   **CIP #: 52.0901**

   **Title:** Hospitality Administration/Management, General

   **Definition:** A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangement and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operation; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.

   **Source:** US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

   b. Brief overview of the proposed program:

   The proposed BA/BS in Hospitality Management (HM) degree program would provide students the required skills the hospitality industry is now requiring. Specifically, the degree would provide students with skills in management, hospitality technology, food and beverage operations, service delivery as well as basic business fundamentals in marketing, accounting, financial interpretation and analysis.

   The proposed HM program would be the only 4-year degree program of its kind offered in Oregon and would cater to one of the largest supplier of jobs in the state. This degree would be offered at one of the Northwest’s premiere tourist destinations; Bend. This, along with the OSU brand, would make this program very attractive to new students seeking a HM degree. However, our ambitions are much higher. We want to build a “world class” HM program that would appeal to students across the nation and the world. To do so, in addition to the core skills mentioned above, this program would provide a specialization in ecotourism and sustainability, which is the fastest growing segment of hospitality today and is currently not offered at any major undergraduate HM program in the United States.

   In the state of Oregon, the hospitality industry is one of the largest, representing $9.1 billion dollars in revenue annually. The proposed program has been developed to allow students to graduate in four years after completing 181 credit hours. In the first two years, the source of students would come from the existing pool of pre-hospitality students at Central Oregon Community College (COCC) and in other community colleges around the state.
Summary: B.A. / B.S. in Hospitality Management Proposal

BS in Hospitality Management

- CIP (Classification in Instructional Programs) #: 52.0901
- CPS#: 90496 [https://secure.oregonstate.edu/ap/cps/proposals/view/90496](https://secure.oregonstate.edu/ap/cps/proposals/view/90496)
- Degree Type: Bachelor of Arts (BA) / Bachelor of Science (BS)
- Program Type: Undergraduate
- Academic Home: College of Business
- Location: OSU-Cascades Branch Campus in Bend, OR
- Undergraduate Specialization: Ecotourism and Sustainability
- Undergraduate Minor: Business and Entrepreneurship
- Course Designator: HM
- Credit hours: 181-190
- Pre- / Pro-Model: Yes (Two SIS numbers will need to be assigned)
- Delivery Mode: On-Campus
- Enrollment Limitations: None
- Accreditation: None
- Proposed Effective Date: Winter Term 2015 (Banner: 201601)

c. Course of study – proposed curriculum, including course numbers, titles and credit hours

The proposed course of study totals 181-190 credit hours. The program includes 51-59 credit hours of baccalaureate core courses, 13 general elective credit hours, 27-28 business credit hours, 66 core hospitality credit hours, 12 hospitality specialty (ecotourism and sustainability) credit hours and 12 hospitality elective credit hours. The quantity, quality and distribution of the proposed courses are in line with comparable hospitality degrees at other major universities.

The proposed course of study would eventually replace the current HM option offered to business majors at OSU-Cascades. The termination of the HM option will be decided upon at a later date so to not impact students that are currently pursuing this option.

OSU-Cascades with its COCC partner, currently offers a BA degree in Business Administration. Like students who major in business, HM students wishing to attain a BA in Hospitality Management must demonstrate proficiency through the second year of a foreign language and must complete a 213 level course of that language with a C or better.

A summary of the HM proposed course of study is presented below including the course
titles and the credit hours. The course of study includes one class that is offered in the current HM option within the Business major.

**Baccalaureate Core Classes (51-59)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness (2 courses)</td>
<td>2+1</td>
</tr>
<tr>
<td>Mathematics (1 course) MTH 111 *College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Speech (1 course) COMM 111 *Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Writing I (1 course) WR 121 *English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Writing II (1 course)</td>
<td>3-4</td>
</tr>
<tr>
<td>Biological Science (1 course)</td>
<td>4</td>
</tr>
<tr>
<td>Biological Science or Physical Science (1-2 courses)</td>
<td>4-5</td>
</tr>
<tr>
<td>Cultural Diversity (1 course)</td>
<td>3-4</td>
</tr>
<tr>
<td>Literature and the Arts (1 course)</td>
<td>3-4</td>
</tr>
<tr>
<td>Physical Science (1 course)</td>
<td>4-5</td>
</tr>
<tr>
<td>Social Processes and Institutions (1 course) ECON 201 *Introduction to Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>Western Culture (1 course)</td>
<td>3-4</td>
</tr>
<tr>
<td>Difference, Power &amp; Discrimination (1 course)</td>
<td>3-4</td>
</tr>
<tr>
<td>Contemporary Global Issues (1 course) NR 350 *Sustainable Communities</td>
<td>4</td>
</tr>
<tr>
<td>Science, Technology and Society (1 course)</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**General Electives (13)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 245 *Mathematics for Management, Life and Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>3 Courses</td>
<td>9</td>
</tr>
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</table>

**Hospitality Core Classes**

**Food and Beverage (21)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CUL 110 <em>Culinary Foundations</em>*</td>
<td>4</td>
</tr>
<tr>
<td>CUL 150 <em>Hospitality Cost Control</em>*</td>
<td>4</td>
</tr>
<tr>
<td>CUL 190 <em>Introduction to Food Service Operations - Elevation Lunch</em>*</td>
<td>5</td>
</tr>
<tr>
<td>CUL 200 <em>Comprehensive Kitchen Operations</em>*</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Restaurant Management &amp; Ownership (NEW)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Cascade Culinary Institute</strong></td>
<td></td>
</tr>
</tbody>
</table>

**General (45)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Hospitality (+MS Office) (NEW)</td>
<td>4</td>
</tr>
<tr>
<td>Lodging Management (NEW)</td>
<td>4</td>
</tr>
<tr>
<td>Hospitality Law and Labor Relations (NEW)</td>
<td>4</td>
</tr>
<tr>
<td>Hospitality Technology (NEW)</td>
<td>4</td>
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<tr>
<td>Core Competencies in the Hospitality Industry (New)</td>
<td>4</td>
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<tr>
<td>Hospitality Revenue Management (NEW)</td>
<td>4</td>
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<tr>
<td>Hospitality Internship 1 (300 hours) (NEW)</td>
<td>3</td>
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<tr>
<td>Hospitality Internship 2 (300 hours) (NEW)</td>
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</tr>
<tr>
<td>Hospitality Internship 3 (300 hours) (NEW)</td>
<td>3</td>
</tr>
<tr>
<td>Hospitality Technology Lab (NEW)</td>
<td>4</td>
</tr>
<tr>
<td>BA 487 *Hospitality Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Hospitality (Capstone) (NEW) (WIC)</td>
<td>4</td>
</tr>
</tbody>
</table>
### Business Core (Business and Entrepreneurship Minor) (27-28)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Introduction to Microeconomics (Credits applied in BACC section)</td>
<td>0</td>
</tr>
<tr>
<td>BA 215</td>
<td>Fundamentals of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BA 260</td>
<td>Introduction to Entrepreneurship</td>
<td>4</td>
</tr>
<tr>
<td>BA 352</td>
<td>Managing Individual and Team Performance**</td>
<td>4</td>
</tr>
<tr>
<td>BA 360</td>
<td>Introduction to Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>BA 390</td>
<td>Marketing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Required Business Minor Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

** BA 351 and BA 352 are interchangeable for the Business Minor.

### Ecotourism & Sustainability Specialization (12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOL 371</td>
<td>Principles of Ecotourism and Adventure Tourism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sustainable Product and Service Delivery (NEW)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sustainable Food Production Systems Overview (NEW)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SUS 420 *Social Dimensions of Sustainability</td>
<td>3</td>
</tr>
</tbody>
</table>

### Hospitality Electives (12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Vacation Property Management (NEW)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Principles of Hospitality Real Estate - Asset Management (NEW)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Online Marketing and Reputation Management (NEW)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hospitality Facilities Design (NEW)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Hospitality Franchising (NEW)</td>
<td>4</td>
</tr>
</tbody>
</table>
**Courses in Red** are offered through the Cascade Culinary Institute.
d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

The proposed HM program and corresponding courses will be offered on the OSU-Cascades campus (Bend, OR). As such, Ecampus courses will not be required in this program.

e. Ways in which the program will seek to assure quality, access and diversity.

The faculty associated with the HM program will assure that the quality of the program remains high through the use of multiple review processes on a regular basis. On an ongoing basis the Hospitality Undergraduate Program Committee (HUPC), composed of faculty members selected for their expertise and interest in hospitality education, will review the program goals, achievements, classes being offered and level of performance being achieved by the students in HM. In addition to reviewing the status of the program, it will be the responsibility of the HUPC to approve any change to the program as requested by faculty and to recommend changes when opportunities for improvement are identified.

In addition, there will be an Industry Advisory Board (IAB) for the HM program composed of members representing a wide variety of businesses within the hospitality industry. This board will have the responsibility of reviewing the HM program on an annual basis.

Access to the HM program will be in keeping with the OSU policy of increasing access to innovation, relevant education programs through non-traditional delivery modes that serve place-bound students, address targeted business needs, and the promotion of lifelong learning. The first two years of the HM degree will be available through community colleges throughout Oregon thus making it possible for many students to start their degree at their current location before moving onto OSU-Cascades.

The goals of diversity within the HM degree will follow the mission and goals of the OSU diversity plan. The hospitality and travel industry is diverse by nature given the wide range of job opportunities offered. We would expect and encourage our student base to be equally diverse.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The following chart is the conservative estimate of FTE enrollment over the next five years.

<table>
<thead>
<tr>
<th></th>
<th>1st cohort</th>
<th>2nd cohort</th>
<th>3rd cohort</th>
<th>4th cohort</th>
<th>5th cohort</th>
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<tbody>
<tr>
<td>1st cohort</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
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<tr>
<td>2nd cohort</td>
<td></td>
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<tr>
<td>3rd cohort</td>
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<td>4th cohort</td>
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<td>5th cohort</td>
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<td>20</td>
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</tbody>
</table>
g. **Expected degrees/certificates produced over the next five years.**

Please see chart above.

h. **Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)**

For the first two years, under the 2+2 model, the student characteristics are projected to be similar to those of current students, as they have remained relatively constant over time with approximately 95% being Oregon (resident) students. In year two with the switch to a 4-year degree, the INTO program has indicated it sees some HM degree demand from its international student base. In 2016 and beyond, with the HM program now established and offering a specialization in HM Ecotourism and Sustainability, we would expect our student base to expand both regionally and nationally. It is expected that more of the HM students will be of traditional age in this program.

i. **Adequacy and quality of faculty delivering the program.**

HM courses will be delivered by faculty having either an extensive professional background and/or a scholarly focus in the discipline. As a premier tourist destination, Bend offers an extensive pool of both. The HM program is also a multi-disciplinary degree and will allow the program to draw on the expertise of faculty who are resident at OSU-Cascades.

In the first year, local students that wish to study in Bend, will complete their freshman and sophomore level HM required courses at Central Oregon Community College. Upon successful completion of the required courses and acceptance into the HM Pro-School program, they would begin taking classes at OSU-Cascades. The HM Pro-School requirements include that each student must be a current OSU Pre-Hospitality major, must reach 90 credits by the end of the application term (junior standing), have completed or be registered to complete all remaining Pre-Hospitality Core requirements, have a GPA of 2.5 or higher, and have grades of C- or higher in all Hospitality Degree Program Coursework.

In the fall of 2015, all lower and upper division courses for the HM program will be available at OSU-Cascades, except the five food and beverage courses taught at the Cascades Culinary Institute.

j. **Faculty resources – full-time, part-time, adjunct.**

OSU-Cascades currently offers a BA/BS degree in Business Administration with a specialization in Hospitality Management, a BS in Tourism and Outdoor Leadership, and a BS in Sustainability. Courses from these majors that are included in the Hospitality Management major are currently staffed.

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<tr>
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<tr>
<td>Total Graduates</td>
<td>0</td>
<td>0</td>
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<td>20</td>
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</tbody>
</table>
Current faculty staffing at OSU-Cascades includes one tenure-track assistant professor in hospitality management and one full-time executive in residence hospitality management instructor. Both the professor and the instructor will teach primarily in the HM major.

The new HM major includes six specialty courses (e.g., vacation property management, advanced restaurant management and ownership) that will typically be taught by part-time instructors.

The HM major requires three 300 hour (three credit) internships and will require the hiring of an internship coordinator/supervisor.

In summary, there are currently two full-time HM faculty at OSU-Cascades that will teach courses in the HM major. These courses concurrently meet the HM option requirements. Each year, six specialty courses will require the hiring of part-time faculty. Additionally, a part-time internship coordinator will be hired to coordinate and supervise the three required internships.

k. Other staff.

None at this time. There is current capacity at OSU-Cascades in advising, career services, and enrollment services to support the new students in the HM major.

l. Facilities, library and other resources.

Cascades Hall has classroom and computer lab capacity for this program. Through the collaboration with COCC, OSU-Cascades students have access to two levels of study areas in the Barber Library, including a dozen private study rooms. In 2016 the new OSU-Cascades campus will add a dining hall and a learning commons to the spaces available for students. Additionally, industry support, including the industry stakeholders who have helped launch the HM program, have shown strong support for field projects and internships. The library evaluation is attached.

m. Anticipated start date.

It is anticipated that the HM degree will start Winter Term 2015.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.

The HM degree will be the only 4-year program in Oregon, and as such, will fill a strong demand for a hospitality degree in Central Oregon and across the state. Current enrollment at OSU-Cascades has shown that many students are place-bound, so the new HM program provides access to a hospitality program for students who cannot travel to other OUS campuses for a 2-year HM degree or out-of-state for a 4-year HM degree. The partnership with COCC provides this access at a considerable lower cost which makes the program accessible to a broader range of students.
Student learning and success will be enhanced at OSU-Cascades due to: class sizes being small; 2) HM courses are offered only once per year so students form natural cohorts; 3) students have the same professor typically 3-5 times in their program of study; and 4) Bend’s growing tourism industry, offers students a variety of internship and job placement options during and after their course of study.

The HM program curriculum will comprise many of its courses from different departments within OSU-Cascades. Additionally, the faculty includes one tenure-track and one fixed-term instructor. For the Food and Beverage HM courses, the program will partner with CCI and also utilize the many qualified professional adjuncts within the community.

Bend and Central Oregon tourism has seen steady growth for the last several years and is projected to see the highest tourist arrivals ever in 2014. As a result, existing and new business are thriving and require qualified graduates. The potential for the HM program to work collaboratively with industry partners is unlimited. Faculty and students will be engaged through internships, work experience, and collaborative research projects.

Overall, the HM program will add greatly to OSU-Cascades’ mission and goals for access, learning, and outreach. The HM program will fill both a community and campus need for additional professional programs.

b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.

OSU-Cascades has four strategic priorities, and the HM program will contribute to each. The first is enrollment growth, and the HM program will draw new students to the campus from Bend, across the state and even nationally once the program is established. Additionally, INTO has identified HM as one of four programs that they will be able to supply international students to.

The second area is academic program growth, and the new HM program contributes to that as well. In order to serve the interests of place-bound students, as well as the community’s need for graduates, it is imperative that OSU-Cascades broaden its degree program offerings.

The third priority area is fiscal sustainability. As a small regional campus, tuition revenue is critical. Attracting out-of-state students is a significant asset and we believe an OSU HM program has the potential to attract students throughout the Northwest and beyond.

The fourth priority area is community outreach. The economic development community has been quite vocal about the need for a HM degree program. The fact that the Oregon industry stakeholders have contributed funds to help establish a Hospitality Management undergraduate degree program is concrete evidence of that support.

Finally, OSU-Cascades HM program will be a unique and critical program that helps differentiate OSU-Cascades in Oregon and around the nation. Bend, and its many recreational attributes, is also a perfect setting as it relies heavily on tourism and is growing. This setting allows for a truly unique program. The OSU-Cascades HM program will blend curriculum with academic rigor, and will focus on the changing needs of the industry. We expect our course/curriculum development to be innovative and attract interest beyond the state. As a result, we expect the HM degree to attract faculty
and students from anywhere in the world.

c. **Manner in which the proposed program contributes to the Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.**

Central Oregon continues to be one of the fastest growing regions in the state. COCC has been a strong provider of 2-year programs. However, the region has been underserved by the OUS system. This is particularly the case in the Hospitality arena where it is one of Central Oregon’s most important industries. Therefore, all of the ways in which the HM program contributes to OSU-Cascades’ goals for access, learning, research/scholarship, and outreach that were described earlier, also apply to OUS’s goals.

OSU-Cascades students are overwhelming from Central Oregon, and 50% have been first generation college students. Most of these students would not be going to other OUS institutions if OSU-Cascades was not available. As a result, the HM degree provides this population with access to a unique degree program. Similarly, the program will provide local and regional industry with students and faculty who can collaborate in multiple ways. This will strengthen the contribution to this field and continue to help Central Oregon’s travel industry flourish.

d. **Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.**

Tourism is a vital industry to Oregon in terms of jobs and tax revenue. Directly and indirectly, the hospitality industry is a leading job provider for all Oregonians of different economic classes. Providing industry qualified and Oregon trained human resources is critical for the continued growth of this industry.

3. **Accreditation**

a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

To meet industry and student needs and also be in line with the top 15 HM programs (as per the HM Program Benchmark Study), the proposed HM degree is a multi-disciplinary program comprised of hospitality core competencies, culinary (Food & Beverage), eco-tourism/sustainability and a significant practicum and internship requirement. This degree will also require students to complete a minor in business and entrepreneurship, offered by the OSU College of Business whose undergraduate degree program in business is accredited by the AACSB.

There are two main accreditation organizations for Hospitality programs.

1. Accreditation Commission for Programs in Hospitality Administration (ACPHA)
2. International Council on Hotel, Restaurant, and Institutional Education (CHRIE)

Of these two, CHRIE is the more recognized program and includes more of the major US universities with HM programs. However, the top tier HM programs, like UNLV and
Cornell, have chosen not to pursue accreditation. This is primarily due for two reasons. First, the accreditation is not an important factor to the majority of potential HM students in selecting a HM program. This is most likely because this degree is very hands-on and the hospitality industry job providers do not request it of new hires. Second, the industry is changing rapidly and the top schools prefer the flexibility to meet industry and students changing needs much faster. As a result, we will not pursue accreditation from one of the hospitality accrediting bodies.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

We will not be pursuing accreditation from one of the hospitality specific accreditation bodies for the reasons specified in section A.

4. Need

a. Evidence of market demand.

In 2000, the World Tourism Organization stated that Hospitality is the world’s largest employer, generating, directly and indirectly, nearly 200 million jobs or approximately 10% of the jobs globally. According to Travel Oregon, the hospitality industry in Oregon is a $9.2 billion dollar industry. It directly generates some 91,100 jobs in Oregon and indirectly creates another 41,000 jobs. As a result, one out of every nine jobs in Oregon is in the hospitality industry. In Central Oregon, tourism and hospitality continue to be the largest source of jobs and Travel Bend expects it to grow at a rate of 12.7% year-over-year. To illustrate this need, the startup funds for the HM program were contributed from industry stakeholders across Oregon.

There are five major student sources for this program:

- Community Colleges
- Culinary Institutes
- INTO International Students
- ProStart High School Program
- Traditional High Schools
Specifically, there are nine community colleges and culinary schools offering 2-year HM degrees in various forms in Oregon. With no 4-year HM degree of this kind offered in Oregon, students attending these programs who would like to pursue a 4-year HM degree must go out-of-state. In addition to Oregon schools losing this education revenue, the hospitality industry has told us that a significant percentage of these students do not return to Oregon upon graduation, thus reducing our pool of qualified applicants. The proposed HM degree would provide students an in-state pathway to a 4-year degree.

Each of these programs has indicated they have a portion of their students who would pursue such a degree. Although the exact student market share percentages we could expect are unclear, we have been able to get a sense of this demand from the Cascades Culinary Institute survey that was conducted in November of 2013. In that survey we found the following:

- 92% of respondents thought OSU-Cascades should offer a 4-year Hospitality Management degree program.
- 71% of those respondents said they would major in HM at OSU-Cascades if the degree program was available.

High schools across Oregon are also recognizing the need for qualified HM talent and are working with local industry and the Oregon Restaurant and Lodging Association's (ORLA) ProStart program to give students interested in a HM career a foot-in-the-door. The ProStart program has 3,000 students in Oregon and nearly 100,000 across the nation.

b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employee statistics and forecasts).

There are no similar programs within the Oregon University System.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The Central Oregon region has a lower education attainment than the state average, and is far below the state’s goal of 40-40-20 (40% having bachelors or higher, 40% having an associate’s degree, and 20% having a high school diploma). Part of the reason may be that young people who want to pursue a HM career must leave Central Oregon to get a 4-year degree. With the travel industry in Central Oregon growing at such a rapid rate, retaining these prospective students, training them and then making them available to local industry is beneficial to all parties.

d. Manner in which the program would address the civic and cultural demands of citizenship.

In general, increasing the educational attainment in Central Oregon will contribute to the civic and cultural demands of citizenship. OSU- Cascades’ growth is limited by the small number of degree programs offered, so additional degree programs will help to grow
enrollment and educational attainment. As a new program, the HM program will draw students who might not otherwise enroll at OSU-Cascades or pursue a baccalaureate degree program. It also provides a path for COCC hospitality students to stay in Central Oregon to finish their 4-year degree.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program. Hospitality

Specific

1. Develop an awareness of the various career opportunities and options within the hospitality industry.

2. Understand the importance of outstanding guest service quality, server-guest relationships, and ethics. Comprehend, synthesize, and evaluate elements of professional service management.

3. Provide students with a "real life" experience in the hospitality industry.

4. Demonstrate the skills and behaviors required during customer involvement to analyze, judge, and act in ways that contribute to customer satisfaction.

5. Define and explain food production terms and principles, including food safety and sanitations practices, apply key principles in operating foodservice establishments, and evaluate and critique the effectiveness of such applications.

6. Evaluate, analyze and determine the application of human resource theories and principles in maximizing employee performance, employee retention and customer (internal and external) service.

7. Explain the application of technology in various hospitality industry segments and in different organizational functional areas.

8. Apply strategic management principles to hospitality business operations in maximizing the accomplishment of organizational goals and objectives.

9. Evaluate, analyze and determine the application of service marketing theories and principles in promoting hospitality businesses.

10. Demonstrate knowledge of and experience in operations relative to the provision of goods and services in Hospitality Management.

11. Describe physical and perpetual inventory systems.

12. Acquire knowledge of a global perspective and diversity issues as related to hospitality management.

General Business

13. Be able to identify and analyze business problems and opportunities and formulate recommendations for courses of action.
14. Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, listening, and electronic media.

15. Demonstrate awareness of economic, environmental, political, ethical, legal and regulatory contexts of global business practice.

16. Appreciate the benefits of experiential learning by displaying good work habits, time management and self-discipline.

17. Work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds and with people with different organizational roles, social affiliations and personalities.

18. Recognize entrepreneurial opportunities for new business ventures, evaluate potential for business success, and consider implementation issues including financial, legal, operational and administrative procedures involved in starting new business ventures.

19. Lead by using team building skills and facilitating collaborative behaviors in the accomplishment of group goals and objectives.

20. Use quantitative and qualitative tools and methodologies to support organizational decision making.

21. Assess how organizations create value in their global supply chains through the integrated production and distribution of goods, services and information.

22. Describe the concept of competitive advantage and how it may be achieved through strategic and tactical methods.

23. Analyze the information content of organizational processes and use information technology to enhance individual productivity.

24. Define markets and apply marketing concepts and principles using a customer focus to effectively sell products and services.

25. Recognize and appropriately respond to ethical, legal and strategic concerns relating to human resource and organizational management.

26. Apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.

27. Interpret and analyze accounting information for internal control, planning, performance evaluation, and coordination to continuously improve business processes.

28. Make basic investment and financing decisions for a business using financial management concepts, and methods.
Specialization

29. Develop an in-depth understanding of how tourism impacts the environment, culture, business community and long-term viability of tourist destinations.

30. Prepare students for emerging industry demand for professionals who can manage and thrive in complex sustainable tourism environments.

The figure below shows the relationship between learning outcomes and individual courses. For more details, please see the attached addendum.

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<th>Hospitality Core Classes</th>
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<tr>
<td>F&amp;B</td>
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<tr>
<td>- Essentials Foundations (CUL 100)</td>
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<td>- Comprehensive Kitchen Operations (CUL 100)</td>
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<tr>
<td>- Introduction to Food Service Operations - Elision (CUL 130)</td>
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<tr>
<td>- Hospitality Cost Controls (CUL 100)</td>
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<tr>
<td>- Financial Management &amp; Ownership (NEW)</td>
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<tr>
<td>General</td>
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<tr>
<td>- Introduction to Hospitality (with Office) (NEW)</td>
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<td>- Lodging Management (NEW)</td>
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<td>- Hospitality Law and Labor Relations (NEW)</td>
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<td>- Hospitality Technology (NEW)</td>
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<tr>
<td>- Core Competencies in the Hospitality Industry (NEW)</td>
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<td>- Hospitality Souvenir Management (NEW)</td>
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<td>- Internship 1 (300 hours) (NEW)</td>
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<td>- Internship 2 (500 hours) (NEW)</td>
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<td>- Internship 3 (500 hours) (NEW)</td>
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<tr>
<td>- Hospitality Technology Lab (NEW)</td>
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<tr>
<td>- Advanced Hospitality (Capstone) (NEW)</td>
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<td>- Hospitality Financial Management (BA 487)</td>
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<thead>
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<th>Business Core (Business Minor)</th>
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<tr>
<td>- Fundamentals of Accounting (BA 135)</td>
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<td>- Marketing (BA 315)</td>
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<tr>
<td>- Intro to Financial Mgt (BA 553)</td>
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<td>- Managing Individual and Team Performance (BA 552)</td>
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<tr>
<td>- Operations Management (Possible Minor Elective) (BA 353)</td>
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<tr>
<td>- Introduction to Entrepreneurial (BA 246)</td>
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b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instructions.

Two different sets will be used to assess the achievements of Program Outcomes (PO). First, POs will be assessed at the individual course level, through a detailed evaluation, focused on direct measurements of the achievement of course learning outcomes (CLOs). Data, obtained from the exit survey of graduating students, will provide a second, and distinct, indirect measure to evaluate whether or not POs have been achieved.

The responsibility for determining whether or not POs are achieved will be owned jointly by the HM Undergraduate Program Committee (HUPC) and individual faculty members. Faculty members are responsible for working with the HUPC to make recommendations for changes (based on results of the course evaluation process) and to implement changes to specific courses as recommended by the HUPC. The HUPC is responsible for annually reviewing a matrix linking CLOs to POs. The HUPC will identify strengths and weaknesses during this review. The results of this analysis will be discussed with faculty members, as appropriate. The HUPC will also be responsible for annually reviewing the existing survey data from graduating students.
c. **Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.**

Performance of the program will be assessed by the number of graduates and placement of graduates in internships and permanent employment upon graduation. Students will enroll in the program if they perceive that they will be gainfully employed upon graduation and the degree will contribute to their personal and professional goals.

The hospitality industry places a high value on professional experience as many of these graduates will go directly into management. As a result, the HM curriculum requires a sophomore, junior and senior practicum (internship) where students can get a foot-in-the-door to potential employers upon graduation. The HM program faculty, along with the on-campus career counselor will work closely in establishing and growing industry partnerships.

d. **Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

The staffing plan includes one tenure-track assistant professor in hospitality management. This person is already at OSU-Cascades and teaches in the Hospitality Management option of the Business Administration major. The courses taught by this individual concurrently meet the HM option and the HM major degree requirements. The individual in this role has 0.40 FTE devoted to scholarship, with an expectation of publish research results in high quality scholarly focused journals.

6. **Program Integration and Collaboration**

a. **Closely related programs in other OUS universities and Oregon institutions.**

The proposed BA/BS HM degree at OSU-Cascades would be the only one of its kind in Oregon. There are approximately nine community colleges and culinary schools in Oregon offering a 2-year degree in various forms of hospitality.

The closest 4-year major is Southern Oregon University's (SOU) Bachelor of Applied Science in Management with a focus on Hospitality and Tourism. The proposed OSU-Cascades HM degree is different because it is based on a multi-disciplinary approach, which draws upon Business, Culinary, Hospitality Core/Specialties, Sustainability and Tourism/Outdoor Leadership. The degree is designed in this way to provide students exposure in each area of hospitality and also provide them multiple career paths in hospitality.

b. **Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

As discussed in the previous section, the HM OSU-Cascades program would offer students a seamless pathway to a 4-year degree. Furthermore, the HM program, in winter of 2015, will offer high school students across the state an option to get a HM degree in Central Oregon. Currently, there are several HM programs at high schools around the state utilizing an industry program through ORLA called ProStart. We have
already begun meeting and coordinating with high schools around Bend on their HM program. This coordination includes curriculum advice, sharing of industry partners, career counseling and other general activities.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, facilities use.

The impact of the HM program at OSU-Cascades is positive. This program meets an unmet educational need, increases enrollment at the campus, and increases utilization of the faculties. Only through the addition of new programs like this one will OSU-Cascades meet its enrollment growth objectives, thus the HM program is viewed as only providing positive impacts at this campus. The startup funds for this program were contributed by the hospitality industry so that this program does not impact other program resources in the first three years. After this period it is projected that the program will be self-sustaining.

7. Financial Sustainability (attach the completed Budget outline)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and the plans for assuring adequate library support over the long term.

The HM program is designed to utilize existing OSU-Cascades resources whenever possible. As a result, we do not anticipate adding additional permanent faculty through fall of 2016. This is possible with the recent addition of an Executive in Residence position, which was paid for through funds contributed by the hospitality industry. We also have one tenure-track faculty in the COB who has been teaching several of the upper level hospitality courses. However, even with this cost effective strategy, we will still need to bring in additional adjunct faculty with professional qualifications for hospitality specific classes as the need arises.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No unique resources are necessary for the HM program at this time.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

Defined as the number of FTE HM majors divided by the number of HM faculty at OSU-Cascades, this would be 20:1 in year 3 and estimated to be approximately 25:1 in year 5. In addition, there are a number of courses that will be delivered by adjunct faculty.
d. Resources to be devoted to student recruitment.

OSU-Cascades has a full time recruiter that supports all programs in Bend. There are several other enrollment services staff that recruit multiple times during the year at community colleges around the state, at local high schools and at college fairs.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in External Review of new Graduate Level Academics Programs.)

Not applicable at this time.
OSU-Cascades Hospitality Degree
Contributors and Supporters

The following leaders in the Oregon hospitality industry donated seed capital for the creation of a 4-year Hospitality Degree at Oregon State University – Cascades. In addition to funds, each member below has played a critical role in the development of this proposed degree.

Mr. Rick Ellingson  Owner  Bargreen Ellingson
Mr. Robert Bennington  CEO/Owner  Bennington Properties
Mr. Scott Huntsman  CEO  Black Butte Ranch
Mr. Mark Swenson  Vice President  Bon Appétit Management Company
Mr. Chris Dussin  Owner  The Dussin Group
Mr. Chris Hein  Vice President  The Dussin Group
Mr. Jerry Scott  CEO  Elmer’s Restaurants
Mr. Todd Stromme  President  Food Services of America
Mr. Frederick Jubitz  CEO/Owner  Jubitz Foundation
Mr. Ken Koehler  CEO/Owner  Liberty Northwest Insurance Corporation
Mr. Tom and Stacy Luersen  Exec. Vice President  Lowe Hospitality Group
Mr. Kyle Buehner  CEO/Owner  Navis, Inc.
Mr. Steve McCoid  CEO  ORLA Education Foundation
Ms. Robin Baney  Owner  The Oxford Hotel Group & Baney Family
Mr. Curt Baney  Owner  The Oxford Hotel Group & Baney Family
Mr. Kevin Bechtel  Exec. Vice President  Shari’s Management Corporation
Mr. Tom O'Shea  Managing Director  Destination Hotels & Resorts
Montgomery, Todd

From: Sona Andrews <asona@pdx.edu>
Sent: Friday, February 28, 2014 8:32 AM
To: Montgomery, Todd
Cc: sona.andrews@pdx.edu; Donna Bergh
Subject: Re: Liaison Request: Proposal to offer a hospitality degree through OSU-Cascades

Todd,

well, I am back sooner than I thought! PSU has no issues with this program. Our SBA dean did, however, point out that business minors do not fall under AACSB accreditation (page 15 of your proposal) so you may wish to make a change in the proposal in that regard.

Regards, and again, thanks for checking in at this stage. Sona

-----------
Sona Karentz Andrews
Provost and Vice President for Academic Affairs Portland State University
1600 SW 4th Ave, Suite 650
PO Box 751
Portland, OR 97207-0751

sona.andrews@pdx.edu  503. 725.5257

On Thu, Feb 27, 2014 at 6:24 PM, Sona Andrews <asona@pdx.edu> wrote: Todd,

thanks for sending this and asking if we have concerns. I have forwarded it to the appropriate PSU dean and promise to get back to you by the end of next week if we have any concerns.

Again, thxs for asking. Regards,

Sona
Dear Provost,

I am writing to initiate the required liaison request concerning OSU’s Hospitality Degree proposal. It is OSU’s intent to offer this new degree starting in the fall of 2014 at OSU-Cascades.

The formal proposal is attached. The process requires that I receive an email noting whether your organization has any comments, questions, or concerns that should be discussed prior to proceeding. I appreciate your help in forwarding this request to appropriate respondents within your organization. Thank you in advance.

Sincerely,

Todd Montgomery

Todd Montgomery
Lecturer / Executive in Residence - Hospitality
Oregon State University-Cascades email: todd.montgomery@osucasca des.edu  cell: 541-598-6791
Montgomery, Todd

From: Steve Adkison <sadkison@eou.edu>
Sent: Monday, March 03, 2014 8:24 AM
To: Montgomery, Todd
Subject: Re: Liaison Request: Proposal to offer a hospitality degree through OSU-Cascades

Thanks for the note Todd.

EOU has no questions or concerns regarding the proposal and supports the new program at OSU-Cascades. Steve

Stephen Adkison, Ph.D.
Provost and Senior Vice President for Academic Affairs Eastern Oregon University
One University Blvd. La Grande, OR 97850
Office: (541) 962-3544 Email: sadkison@eou.edu

On Feb 28, 2014, at 5:20 PM, "Montgomery, Todd" <Todd.Montgomery@osucascades.edu> wrote:

Dear Provost,

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The formal proposal is attached. The process requires that I receive an email noting whether your organization has any comments, questions, or concerns that should be discussed prior to proceeding. I appreciate your help in forwarding this request to appropriate respondents within your organization. Thank you in advance.

Sincerely,

Todd Montgomery

Todd Montgomery
Lecturer / Executive in Residence - Hospitality Oregon State University-Cascades
email: todd.montgomery@osucascades.edu | cell: 541-598-6791
<OSU-C HM CAT1.docx>
Montgomery, Todd

From: hillk@mail.wou.edu on behalf of Kathy Hill <hillk@wou.edu>  
Sent: Friday, February 28, 2014 3:57 PM  
To: Montgomery, Todd  
Subject: Re: Liaison Request: Proposal to offer a hospitality degree through OSU-Cascades

Good afternoon,
I've forwarded your request with attached documents on to Dr. Scheck, WOU's vice president for academic affairs.

Kathy

On Fri, Feb 28, 2014 at 3:32 PM, Montgomery, Todd <Todd.Montgomery@osucascades.edu> wrote:

Dear Provost,

I am writing to initiate the required liaison request concerning OSU’s Hospitality Degree proposal. It is OSU’s intent to offer this new degree starting in the fall of 2014 at OSU-Cascades.

The formal proposal is attached. The process requires that I receive an email noting whether your organization has any comments, questions, or concerns that should be discussed prior to proceeding. I appreciate your help in forwarding this request to appropriate respondents within your organization. Thank you in advance.

Sincerely,

Todd Montgomery
Todd Montgomery
Lecturer / Executive in Residence - Hospitality Oregon State University-Cascades
email: todd.montgomery@osucascades.edu | cell: 541-598-6791

Kathy Hill
Western Oregon University
Executive Assistant to the Vice President for Academic Affairs 345 N Monmouth Ave, ADM 202
Monmouth, OR 97361
503-838-8271
Oregon Leaders Supporting Hospitality Program

http://www.youtube.com/watch?v=tHiaCdKbG-E&list=PL_xlEBVvFY98zRQ_KkjAuZr_ztqgBdpj2
OSU Board of Trustees

Academic Strategies Committee

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ACTION ITEM

Category I Proposal
Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: Hospitality Management Degree
Effective Date: 8/1/2014

Department/Program: Hospitality – OSU-Cascades
College: College of Business

☐ Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
☐ Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Sign (Dept Chair/Head; Director)  Date  Print (Department Chair/Head; Director)
OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Degree Program in Hospitality Management

Title of Proposal

OSU Cascades

Department

OSU Cascades

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[ ] marginally adequate to support the proposal
[ ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: Ongoing (annual):

$4,000 monograph & videos

$525 Cornell Hospitality Quarterly

$4,000 Hospitality and Tourism Complete

$1,000 monograph & videos

$525 Cornell Hospitality Quarterly

$4,000 Hospitality & Tourism Complete

Comments and Recommendations:
As OSU has not had a hospitality management program since the early 1990s, there is no basic collection. This would have to be built along with the licensing of one core journal and a highly relevant database for focused access to the discipline.

Date Received: 2/24/14

Date Completed: 2/24/14

Laurel Kristick
Collection Assessment Librarian

Signature

Steven Sowell
Head of Collections & Resource Sharing

Signature

Date

Faye Chadwell
University Librarian

Signature

Date
Oregon State University Libraries Evaluation of the Collection supporting a Proposal to Initiate a Degree program in Hospitality Management

This Oregon State University Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to support the proposed Hospitality Management program at OSU-Cascades. As stated in the Cat 1 proposal, the proposed program "would provide students with the knowledge necessary to become leaders, executives and owners in the hospitality industry." From the OSUL perspective, students and researchers will tap various components of the library collections, including psychology and business. This makes it challenging to make recommendations on adequacy and funding needs as multiple areas of the collection must be maintained to provide adequate access to information.

Summary of Recommendations
Overall, the monographic collection is inadequate, given the lack of titles in restaurant and hotel management. OSU dropped its restaurant and hotel management program in the early 1990s so the specific collection is out of date and diminished. Currently, Cascades students have access to the COCC Culinary Arts Program resources. When the relationship changes with the move to the new campus, access will be lost. The OSUL recommend $4,000 to build a core collection.

The journal collection is marginally adequate to support the undergraduate program, and inadequate to support an active faculty research program.

The database collection is marginally adequate, but the Libraries recommend the reinstatement of the Hospitality and Tourism Complete database from Ebsco for an estimated $4,000/year.

Print Monographs and E-Books
Library evaluations of proposed programs have traditionally included the analysis of OSUL's print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the monograph collection with three peer institutions with a program similar to the one proposed, Cornell University, University of Nevada Las Vegas and Washington State University.

Table 1: Monographic Comparison between OSU and Peer Institutions

<table>
<thead>
<tr>
<th>Subject Headings</th>
<th>OSU (ORE)</th>
<th>UNLV (UNL)</th>
<th>Cornell (COO)</th>
<th>Washington State (NTE)</th>
<th>OSU Rank Among Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverage industry</td>
<td>13</td>
<td>12</td>
<td>66</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Business management</td>
<td>93</td>
<td>89</td>
<td>166</td>
<td>87</td>
<td>2</td>
</tr>
<tr>
<td>Cooks</td>
<td>19</td>
<td>129</td>
<td>217</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>Ecotourism</td>
<td>119</td>
<td>151</td>
<td>451</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>Food service</td>
<td>281</td>
<td>374</td>
<td>919</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>Food service management</td>
<td>102</td>
<td>185</td>
<td>346</td>
<td>111</td>
<td>4</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td>Hospitality industry</td>
<td>92</td>
<td>567</td>
<td>982</td>
<td>169</td>
<td>4</td>
</tr>
<tr>
<td>Hotel management</td>
<td>70</td>
<td>271</td>
<td>677</td>
<td>158</td>
<td>4</td>
</tr>
<tr>
<td>Hotels</td>
<td>262</td>
<td>1,026</td>
<td>2,337</td>
<td>537</td>
<td>4</td>
</tr>
<tr>
<td>Personnel management</td>
<td>2,064</td>
<td>1,248</td>
<td>6,573</td>
<td>2,380</td>
<td>3</td>
</tr>
<tr>
<td>Restaurant management</td>
<td>70</td>
<td>182</td>
<td>453</td>
<td>118</td>
<td>4</td>
</tr>
<tr>
<td>Restaurants</td>
<td>239</td>
<td>792</td>
<td>1,518</td>
<td>447</td>
<td>4</td>
</tr>
<tr>
<td>Sustainability and Business</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Sustainability and Management</td>
<td>9</td>
<td>5</td>
<td>15</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Sustainable development</td>
<td>1,209</td>
<td>1,094</td>
<td>4,737</td>
<td>1,244</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,380</strong></td>
<td><strong>5,342</strong></td>
<td><strong>17,944</strong></td>
<td><strong>5,302</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

The hospitality collection at Cornell is significantly larger than the other institutions, having more titles than the other three institutions combined. If the OSUL collection is compared to UNLV and WSU, the collection is comparable in the areas of general management and ecotourism but shows significant gaps in the hotel and restaurant-related subjects.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. Students at the Bend campus will have access to the e-books purchased centrally, which includes over 1,300 titles in psychology and 5,000 titles in business, two areas that will support hospitality management program.

Videos, including DVDs and streaming video are also important for this program. Dual-enrolled students with COCC will have access to the COCC's Films on Demand collection of streaming videos. All Cascades students will have access to OSUL videos, and the OSUL can acquire needed titles through Films on Demand or other sources.

OSU is served well by the OSUL investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

To build the monograph collection in the areas of hotel and restaurant management and the video collection in the relevant subjects, we recommend the infusion of $4,000 in one time funds for the
purchase of new materials. This is based on the five year purchasing history of UNLV and WSU. To keep the collection current, we recommend $1,000 of ongoing funding for monographs and media.

**Serials/Journals**
The OSUL maintain a basic collection of journals appropriate for hospitality management, including titles in tourism, hospitality, business and psychology. The current cost is $5,282 annually with $1,175 coming from the Cascades Library Service budget. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSUL already have sacrificed timely access to some titles in favor of an embargo period to cut costs.

We identified 18 titles indexed in the Web of Science of possible interest to those involved in the proposed program (Table 2). The cost for this complete suite of journals would be approximately $27,790. The categories represent the broad scope and consequent importance of collaboration across disciplines. We indicate those titles that we have current access to, those with 6 months to 2 years embargoes and those not owned by the OSUL.

Of the journals currently not held at OSUL, the titles of most relevance would be the *International Journal of Contemporary Hospitality Management* as a Cascade faculty member publish in this outlet ($13,439 per year) and *Cornell Hospitality Quarterly* ($525 per year). We recommend monitoring of inter-library loan requests for titles of interest to see if usage justifies licensing the content. We also recommend licensing the Cornell Journal.

In addition to these hospitality-related journals, journals in business and psychology are also important for the teaching and research in this field. OSUL subscribes to PsycArticles, the journals of the American Psychological Association, Psychiatry Online, the journals of the American Psychiatric Association, and the Psychology and Behavioral Sciences Collection, along with individual journal subscriptions. For business titles, the library subscribes to Business Source Premier and individual business journals. Overall, the journal collection is adequate to support the Hospitality Management Program at the undergraduate level. Additional journals would need to be licensed if the research effort increases.
### Table 2: Core Journals in Hospitality Management

(Titles in **bold** are currently accessible through the OSUL)

<table>
<thead>
<tr>
<th>Journal Title</th>
<th>ISSN</th>
<th>Impact Factor</th>
<th>OSU E-Journal Holdings</th>
<th>OSU Print Holdings</th>
<th>Cost FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Pacific journal of tourism research</td>
<td>1094-1665</td>
<td>0.359</td>
<td>1996</td>
<td></td>
<td>$811</td>
</tr>
<tr>
<td>Cornell hospitality quarterly</td>
<td>1938-9655</td>
<td>1.892</td>
<td></td>
<td>2008-2010</td>
<td>$525</td>
</tr>
<tr>
<td>Current issues in tourism</td>
<td>1368-3500</td>
<td>1.307</td>
<td></td>
<td></td>
<td>$1276</td>
</tr>
<tr>
<td>International journal of contemporary</td>
<td>0959-6119</td>
<td>1.266</td>
<td></td>
<td></td>
<td>$13439</td>
</tr>
<tr>
<td>hospitality management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International journal of hospitality</td>
<td>0278-4319</td>
<td>1.692</td>
<td>1995-present</td>
<td></td>
<td>$1340 (UTL)</td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International journal of tourism research</td>
<td>1099-2340</td>
<td>0.861</td>
<td></td>
<td></td>
<td>$1100</td>
</tr>
<tr>
<td>Journal of hospitality &amp; tourism</td>
<td>1096-3480</td>
<td>0.820</td>
<td>1999-present</td>
<td></td>
<td>$142</td>
</tr>
<tr>
<td>research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal of leisure research</td>
<td>0022-2216</td>
<td>0.870</td>
<td>1993-present</td>
<td>1969-2009</td>
<td>$89</td>
</tr>
<tr>
<td>Journal of sustainable tourism</td>
<td>0966-9582</td>
<td>3.000</td>
<td>1993-present</td>
<td>2003-2008</td>
<td>$1175 (Cascades)</td>
</tr>
<tr>
<td>Journal of tourism &amp; cultural change</td>
<td>1476-6825</td>
<td>0.182</td>
<td></td>
<td></td>
<td>$511</td>
</tr>
<tr>
<td>Leisure sciences</td>
<td>0149-0400</td>
<td>1.018</td>
<td>1977-present</td>
<td>1977-2006</td>
<td>$598</td>
</tr>
<tr>
<td>Leisure studies</td>
<td>0261-4367</td>
<td>0.887</td>
<td>1982-1996</td>
<td></td>
<td>$1251</td>
</tr>
<tr>
<td>Scandinavian journal of hospitality and</td>
<td>1502-2250</td>
<td>1.089</td>
<td></td>
<td></td>
<td>$466</td>
</tr>
<tr>
<td>tourism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism economics</td>
<td>1354-8166</td>
<td>0.800</td>
<td></td>
<td></td>
<td>$530</td>
</tr>
<tr>
<td>Tourism geographies</td>
<td>1461-6688</td>
<td>0.731</td>
<td>2005-2009</td>
<td>2003-2006</td>
<td>$796</td>
</tr>
<tr>
<td>Tourism management</td>
<td>0261-5177</td>
<td>2.571</td>
<td></td>
<td></td>
<td>$2263</td>
</tr>
</tbody>
</table>
Indexes and Databases
The core indexes to the relevant information for this program are shown in Table 3. The OSU maintain access to these as they are core to a number of OSU's primary research and teaching areas.

<table>
<thead>
<tr>
<th>Databases</th>
<th>Publisher</th>
<th>Index Coverage</th>
<th>Full Text Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality, Tourism and Leisure Collection</td>
<td>Gale</td>
<td>1980-present</td>
<td>800 titles</td>
</tr>
<tr>
<td>Business Source Premier</td>
<td>Ebsco</td>
<td>1886-present</td>
<td>3,300 titles</td>
</tr>
<tr>
<td>PsychInfo and PsycArticles</td>
<td>APA</td>
<td>1887-present</td>
<td>100 titles</td>
</tr>
<tr>
<td>Psychology and Behavioral Sciences Collection</td>
<td>Ebsco</td>
<td>1965-present</td>
<td>550 titles</td>
</tr>
</tbody>
</table>

In the past, the OSU-Cascades library subscribed to the Hospitality and Tourism Complete database from Ebsco. This provided full-text access to a number of hospitality-related titles not available through the current databases. OSU recommends that this subscription be reinstated to support the new program, and usage be tracked for the first two years to determine whether to continue the subscription at a cost of $4,000 annually.

Key library services & librarian expertise
Expertise at OSU-Cascades is covered by Sara Thompson, the Cascades Librarian. In that capacity, she provides instruction as requested either in-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

Laurie Bridges manages the business collection and Stefanie Buck does the same for the psychology collection. Providing access to items not owned by OSU is the domain of the InterLibrary Loan and Summit staff both at OSUL and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles.

Respectfully submitted,

Laurel Krustick
Collection Assessment and Science Librarian
February 24, 2014
TODD MONTGOMERY
934 NE Emerson Bend, OR 97701
+1 (913) 548-7422
todd.montgomery@gmail.com

Experienced Hospitality Executive
Over 15 years of hospitality experience with a proven track record of increasing revenue with leading companies. Some of these companies include Avis Rent-a-Car, Hilton Hotels, Hyatt Hotels, Norwegian Cruise Lines and Starwood Hotels.

PROFESSIONAL EXPERIENCE

2011 — Present  Chartres Lodging | Kokua Hospitality | Outrigger Hotels
Specialize in independent and third party hotel management companies.

Pricing and Marketing Consultant
- Provide programs, processes, tools and training to leverage and enhance existing capabilities.
- Train and advise on revenue optimization techniques in all areas of hospitality including hotel, restaurant, gaming, spa and golf.

2006 — 2011  PROS Pricing
Houston, USA
PROS Pricing (NYSE:PRO) is a leading provider of technology to the tourism industry. It has annual revenues of over $30 million with a customer base that includes Southwest Airlines, Disney and FedEx.

Director of Hospitality - Asia / Pacific (2008 – 2011)
- Executive in charge for Asia / Pacific travel industry.
- Responsible for all sales, projects and strategy in region.
- Average projects in Asia / Pacific achieved a 7.3% incremental revenue lift.

Senior Pricing and Revenue Management Consultant (2006 – 2008)
- Successfully managed multimillion-dollar implementations from inception to completion.
- Responsible for project management, planning, training, issue resolution, budgets and risk mitigation.

2002 - 2006  Pacific Yield LLC
Guam, USA
Pacific Yield LLC provided revenue management and business intelligence tools and consultation. Client list included Hyatt, Westin, Sheraton, Dai Ichi and Nikko Hotels.

Principle
- Developed forecasting program & PMS add-in that increased forecast accuracy up to 16%.
- Created Restaurant Revenue Management system that increased average check by 7% and average profitability per check by 12%.
1999 - 2001  **Starwood Hotels and Resorts Inc.**  Sydnry, Australia

*Starwood Hotels (NYSE:HOT) is one of the world's largest hotel companies; it owns and operates hotels under nine brands.*

**Regional Revenue Manager, Asia / Pacific**
- Achieved an average 3.2% year-of-year RevPar increase during tenure.
- Responsible for 32 Revenue Managers in 6 countries - supervised and consulted on all marketing decisions.
- Developed and conducted region-wide training.

1995 - 1997  **Hyatt Regency Saipan**  Saipan, USA

*5-Star Micronesian resort hotel with 325 rooms and 7 restaurants*

**Marketing Analyst**
- Managed all marketing daily tasks.
- Raised hotel room revenue by 12% over three years.

**Corporate Management Trainee**
- Completed one year training program.
- Trained for two weeks in every position within the hotel.

---

**TEACHING EXPERIENCE**

2002-2003, 2012  **Northern Marianas College**  Saipan, USA

*NMC provides a wide range of courses in business and hospitality. It is accredited by the US Western Association of Schools and Colleges.*

**Adjunct Lecturer**
- Adjunct instructor in tourism and business.
- Taught various courses in hospitality, finance, marketing and technology.

2006  **Sea Rich College - China**  Dalian, China

*Sea Rich College catered to Chinese nationals going into the tourism industry. It was an accredited school in the Chinese college system.*

**Hospitality Lecturer**
- Fulltime instructor in hospitality and business.
- Taught Hotel Marketing, Operational Management, Technology in Tourism and Accounting.
EDUCATION

1998 – 2000  Master of Business Administration
University of Sydney - Australian Graduate School of Management

1999  China Economic Study Exchange
Hong Kong University

1991 – 1995  Bachelor of Science, Hospitality
University of Nevada, Las Vegas

AWARDS

- Founded and coordinated Guinness Book of World Records – most submerged divers.
- Micronesian Games 2006 & 2010 Gold Medalist in Tennis.

SKILL SET

Software
- Cognos PowerPlay
- Oracle 10G
- PPSS
- Crystal Reports
- MS Access
- MS Excel
- MS Project
- Micros
- SPSS
- SQL Server 2000
- Opera
- Fidelio

Language
- Successfully completed 4 years of Chinese Language Studies (CLS).
- Achieved level 5 oral proficiency in Mandarin (advanced conversational) – 2005.

SPEAKING ENGAGEMENTS

- Guest speaker at the 2009 HITEC Conference – “International Expansion: Technology Pitfalls”.
- 2010 Feature Speaker of Houston PROS Summit – "Maximizing Pricing in a Recession".
- 2011 host of “Pricing Trends” monthly webinar series:
  - Forecasting Science – Micro vs. Macro Level Forecasting,
  - Maximizing Revenue in a Down Economy,
  - Segmenting a Fragmented Market – Challenges and How to Get It Right.
- Conference presenter for the 2013 HITEC Conference.
February 27, 2014

Dear Todd Montgomery,

We appreciate the opportunity to review the OSU-Cascades proposal to provide the Hospitality Management Degree Program at its campus. Given no additional space resources are required to offer this program, Capital Planning and Development supports this proposal.

Sincerely,

Jean Duffett, AIA
Architectural Space Planner

Cc: Kirk Pawlowski, Executive Director of Capital Planning and Development, OSU Marla Hacker, Dean of Academic Programs, OSU Cascades
Montgomery, Todd

To: Gene Fritz; Theresa Frehhoefer
Subject: RE: Letter of support for HM

From: Gene Fritz [mailto:fritz@ccc.edu]
Sent: Monday, June 09, 2014 1:10 PM
To: Montgomery, Todd; Theresa Frehhoefer
Subject: RE: Letter of support for HM

Hey Todd... Would you like a letter from Theresa as Dept Chair and me from CCI as program director, or would one letter do the job. Let me know and I would be glad to work it up - thanks!

---

From: Montgomery, Todd [mailto:Todd.Montgomery@osu.cascades.edu]
Sent: Friday, June 06, 2014 12:49 PM
To: Gene Fritz; Theresa Frehhoefer
Subject: Letter of support for HM

Hi Gene and Theresa,

Hope all is well.

Would it be possible for you to do a quick email support letter for the 4 year HM program at OSU? I've attached a sample him did for Merla for the new accounting degree.

This will be helpful as we try to expedite the approval process.
Thanks in advance,
Todd

Todd Montgomery
Lecturer / Executive in Residence - Hospitality
Oregon State University-Cascades
email: todd.montgomery@osucascades.edu  |  cell: 541-598-6791
### Budget Outline Form

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** OSU-Cascades  
**Program:** Hospitality Management  
**Academic Year:** 2014-15

<table>
<thead>
<tr>
<th>Column A: From Current Budgetary Unit</th>
<th>Column B: Institutional Reallocation from Other Budgetary Unit</th>
<th>Column C: From Special State Appropriation Request</th>
<th>Column D: From Federal Funds and Other Grants</th>
<th>Column E: From Fees, Sales and Other Income</th>
<th>Column F: LINE ITEM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (Include FTE) (2.6)</td>
<td>181,873</td>
<td></td>
<td>74,042</td>
<td></td>
<td>255,416</td>
</tr>
<tr>
<td>Graduate Assistants (Include FTE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff (Include FTE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fellowships/Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPE</td>
<td>43,966</td>
<td></td>
<td>34,867</td>
<td></td>
<td>78,833</td>
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<td>Nonrecurring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personnel Subtotal</strong></td>
<td>225,839</td>
<td></td>
<td>108,909</td>
<td></td>
<td>334,748</td>
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## Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased work load, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** OSU-Cascades  
**Program:** Hospitality Management  
**Academic Year:** 2015-16

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**Indicate the year:** First ✓ Second  
**Third Fourth**  

Prepare one page each of the first four years.
### Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

**Institution:** OSU-Cascades  
**Program:** Hospitality Management  
**Academic Year:** 2016-17

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Indicate the year:  
First X  Second  Third  Fourth

*Prepare one page each of the first four years*
Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Institution: OSU-Cascades
Program: Hospitality Management
Academic Year: 2017-18

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Indicate the year: First x Third Fourth

Prepare one page each of the first four years
1. Review - College Approver - Business

Approved by James Coakley Associate Dean / College of Business Dept, June 13, 2014 3:10pm

Comments
James Coakley (College Approver - Business) June 13, 2014 3:10pm
Approved by COB faculty.

2. Review - Curriculum Coordinator

Approved by Gary Beach Coord- Senior Curriculum / Acad Prgrams/Assess/Accred, June 18, 2014 11:27am

Comments
Gary Beach (Curriculum Coordinator) June 18, 2014 11:27am
The BS in Hospitality Management, following approval by the College of Business and review by the Academic Programs Committee, is now ready for review by the Budgets and Fiscal Planning Committee.

Contacts: Jim Coakley was added as a contact.

Review Process: The review process steps were added to the "Comments" field.

--Gary

3. Review - Budgets and Fiscal Planning Committee


Comments
Luke McIlvanny (Budgets and Fiscal Planning Committee) October 20, 2014 8:24am
Please add updated budget documents.

4. Review - Graduate Council Chair

Approved by Gary Beach Coord- Senior Curriculum / Acad Prgrams/Assess/Accred, October 20, 2014 9:07am

Comments
Gary Beach (Graduate Council Chair) October 20, 2014 9:07am

Note: This is an undergraduate degree program proposal. The proposal is being moved by Academic Programs from the Graduate Council to the Curriculum Council.

--Gary

5. Review - Curriculum Council Chair

Pending Review
Fulfilling the University’s Mission:
Aligning Accreditation Core Themes/Objectives, Strategic Plan Goals/Strategies and Achievement Compacts

Presentation to the OSU Board of Trustees: January 15 – 16, 2015
Mission of Oregon State University

We believe in Oregon State University. 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
Promoting Economic Growth and Social Progress
Accountability for Fulfilling the Mission:

- Accreditation by the Northwest Commission on Colleges and Universities (NWCCU)
- Strategic Plan 3.0
- Achievement Compacts
What is Accreditation?

- Process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public.

- Public recognition that an institution or program meets the accrediting agency’s established requirements.

- Process of institutional self assessment and critical peer review.

Why is it important?

- Quality assurance.

- Provides eligible students with access to federal financial aid.

- Public trust.

- Shows good stewardship of resources.
The Northwest Commission on Colleges and Universities is one of six regional organizations recognized by the U.S. Department of Education to accredit postsecondary institutions within the United States.
Overview of Accreditation Process: Standards

Standard One – Mission and Core Themes
- Institution articulates its purpose in a mission statement.
- Identify core themes that comprise essential elements of that mission.

Standard Two – Resources and Capacity
- Document adequacy of its resources and capacity.
- Demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services.

Standard Three – Planning and Implementation
- Engage in planning that provides direction for the institution.
- Leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission.

Standard Four – Effectiveness and Improvement
- Assessment of results of evaluating the achievement of core theme objectives.
- Uses results to effect improvement.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability
- Develop and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission.
Overview of Accreditation Process: 7 Year Review Cycle

**Year One (2011-2012)**
Self-evaluation with respect to Standard One: articulating OSU’s purpose in a mission statement, and identifying core themes.

**Year Three (2013-2014)**
Self-evaluation with respect to Standard Two: documenting the adequacy of its resources and capacity; update response to Standard One.

**Year Seven (2017-2018)**
Self-evaluation with respect to Standards Three, Four and Five: planning and implementation, effectiveness and improvement, and mission fulfillment, adaptation, and sustainability, updates response to Standards One and Two.
OSU’s Core Themes and Objectives*: Core Theme 1

Undergraduate Education

Objective 1.1: Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.

Objective 1.2: Provide rigorous and effective undergraduate degree programs.

Objective 1.3: Provide a supportive and healthy learning environment beyond the classroom for student success and development at all levels.

*See Appendix A for Accreditation Core Themes, Objectives and Rationale.
OSU’s Core Themes and Objectives: Core Theme 2

Graduate Education and Research

Objective 2.1: Attract and support high achieving and diverse graduate students.

Objective 2.2: Provide high quality education to prepare graduate students for employment in rewarding professional careers.

Objective 2.3: Foster a research and scholarship environment that is diverse and has a high impact.
OSU’s Core Themes and Objectives: Core Theme 3

Outreach and Engagement

Objective 3.1: Attract off-campus learners to educational opportunities using a variety of face-to-face, distance and technology-based programs.

Objective 3.2: 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 Plan: Focus on Excellence

Oregon State’s Strategic Goals*: 

- Provide a Transformative Educational Experience for All Learners
- Demonstrate Leadership in Research, Scholarship and Creativity while Enhancing Preeminence in the Three Signature Areas of Distinction
- Strengthening Impact and Reach Throughout Oregon and Beyond

*See Appendix B for Strategic Plan Metrics and Targets.
Achievement Compacts with the State

Outcomes Measured*

Completion of Degrees
- Degrees granted to Oregonians
- Degrees granted to rural Oregonians

Quality
- Undergraduate alumnus satisfaction with degree

Connections
- Oregon freshmen entering with college credit
- Bachelor’s degrees awarded to transfer students from Oregon community colleges

Local Priorities
- Oregon residents and youth participating in OSU Extension Service activities

*See Appendix C for current Achievement Compact. All outcomes measured across racial and socioeconomic background.
How does this all fit together?

Accreditation Core Themes: Mission Fulfillment

Strategic Plan Goals: Focus on Excellence

Achievement Compact: Serving Oregon

Oregon State University
How do we use the alignment of these to reach goals and achieve mission fulfillment?

Alignment of Mission and Strategic Goals

**Accreditation Core Themes**

- Undergraduate Education
- Graduate Education and Research
- Outreach and Engagement

**Strategic Plan 3.0 Goals**

- Provide a Transformative Educational Experience for All Learners
- Demonstrate Leadership in Research, Scholarship and Creativity While Enhancing Preeminence in the Three Signature Areas
- Strengthen Impact and Reach Throughout Oregon and Beyond
Alignment of Indicators of Success

Objectives within Core Themes

2.2: Provide high quality education to prepare graduate students for employment in rewarding professional careers.

Strategies for Reaching Strategic Planning Goals

Selectively increase the quality, capacity and impact of Oregon State’s graduate programs, while improving Retention and student success.

Metrics: Retention and Graduation Rates
Growing Market Demand for Graduate Education

Between 2010 and 2020, jobs generally requiring a doctorate or professional degree for entry is estimated to increase by 20%, while those requiring a master’s degree for entry is estimated to increase by 22%.

- Sectors projected to see the largest growth and that will generally require graduate level degrees upon entrance include: health care, personal services, social services, and postsecondary teaching.

Figure 1. Projected Growth in Employment by Level of Educational Attainment, 2010 to 2020

Source: Sommers & Franklin, 2012

Status of Public Policy Program

Growth in the MPP program has been significant.
- Began in 2002; reached goal of 50 by 2009.
- NASPAA accredited in 2014.
- Diverse student body.
- Public Policy Students have achieved success.
- 107 MPP degrees have been conferred in last 5 years.
- Placement in state and federal government and NGOs.

Public Policy Program Growth

- Masters
- Doctoral
- Total

- 2009: 75
- 2010: 69
- 2011: 62
- 2012: 61
- 2013: 14
- 2014: 10

- 2009: 80
- 2010: 70
- 2011: 60
- 2012: 50
- 2013: 40
- 2014: 30
- 2015: 20
- 2016: 10
- 2017: 0
Program Faculty Exceed National Norms

PP ranks #5 for faculty productivity in their discipline among all land grant institutions (© 2014, Academic Analytics, LLC)
On the Horizon

PhD Programs in Development
- Women, Gender & Sexuality Studies (WGSS)
- Psychology

Recent Program Approvals
- Robotics
- Comparative Health Sciences
- Environmental Engineering
- Graduate Certificate in College & University Teaching

F2014 Enrollment for New Programs
- Environmental Engineering: 27
- Comparative Health Sciences: 4
- Robotics: 5

60% growth since inception in 2013

WGSS Master's Program Growth

GCCUT Growth

F2014: 48
F2013: 25

0 20 40 60

2012 2013 2014
Alignment of Indicators of Success

Objectives within Core Themes

2.3: Foster a research and scholarship environment that is diverse and has a high impact.

Strategies for Reaching Strategic Planning Goals

Expand and cultivate transdisciplinary research through partnerships within Oregon State, along with industry and national and international partners.

Metrics: Total R&D Expenditures and Industry Dollars as a Percentage of R&D Expenditures
Autonomous Systems Research Group

Research Revenue Data Shows:
- Need to diversity portfolio.
- Intelligent machines and sensing core strength needed to achieve impact on several global challenges.

External Environment:
- Civilian use of unmanned systems and robotics is an important industrial application both nationally and within Oregon.
- SOAR Oregon was established to help further the economic development opportunity associated with unmanned air vehicles.

OSU Action:
- Formed the Autonomous Systems Research Group (ASRG) to further goals for research growth through collaborations and industry partnerships. Now greater than 40 faculty.
- Engaged OSU Advantage Partnerships to expand relationships with this cluster.
Alignment of Indicators of Success

Objectives within Core Themes

3. Attract off-campus learners to educational opportunities using a variety of face-to-face, distance and technology-based programs.

Metrics: E-Campus Degree Seeking Enrollment

Strategies for Reaching Each Strategic Planning Goal

Position Oregon State’s outreach and engagement programs to promote high-impact experiences for students and to promote the broader impact of university research more effectively.
Market Demand for Online Programs 2013

Undergraduate (n=163)

- Business and information sciences: 18%
- Business/mgt.- general: 14%
- Business/mgt.- accounting: 7%
- Computer and information sciences: 11%
- Health professions and related: 9%
- Psychology: 9%
- Nursing: 5%
- Business/mgt.- marketing: 4%
- Engineering: 4%
- Education (K-12): 3%
- Education (general): 3%
- Business/mgt.- finance: 3%

Graduate (n=110)

- Business/mgt.- general: 11%
- Business/mgt.- accounting: 6%
- Computer and information sciences: 5%
- Education: 4%
- Engineering: 4%
- Education (K-12): 3%
- Education (general): 3%
- Business/mgt.- finance: 3%
Education Advisory Board Analysis 2014

Second Bachelor’s Can Out-Earn Master’s

Average Salary by Field of Study, Ages 30-54

- Social Work
- Middle School Education
- Psychology
- English
- Physics
- Economics
- Criminal Justice
- Computer Systems
- Criminal Justice

$100,000
$90,000
$80,000
$70,000
$60,000
$50,000
CS Post-Bacc Program

- 2,160 students admitted to program.

- Largest online degree program offered through Oregon State Ecampus.

- In two years, 120 students have graduated with post-bacc in CS.

- Newly admitted students in this CS program:
  - 75% increase from 2012-13 (427) to 2013-14 (749)
  - 31% increase from 2013-14 midway through AY2014-15 (984)
    - 19% are from Oregon
    - 19% are from California
    - 11% are from Washington
    - 62% between 25-34-age range
  - 25% of the current students are women
Summary: A Matter of Alignment

Accreditation establishes our baseline metrics for meeting our mission.

Strategic Plan allows us to focus on areas of excellence and impact on Oregon, the region and the world.

Achievement Compact with the state established our commitment to 40-40-20 and state's goals.

CORE: Campus Open Reporting Environment

The CORE is a new way of working at Oregon State University; the development of a university-wide reporting environment that supports the OSU strategic plan and operations.
APPENDIX A: NWCCU ACCREDITATION CORE THEMES AND OBJECTIVES

STANDARD 1.B: CORE THEMES

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Our mission begins with the statement that OSU is a land grant institution committed to teaching, research, and outreach and engagement. Therefore, we have articulated three core themes that align with these essential elements of our mission.

Producing graduates competitive in the global economy, supporting a continuous search for new knowledge, and maintaining a rigorous focus on academic excellence help achieve our mission. The objectives established in Core Themes 1 and 2 elaborate on OSU’s commitment to recruiting and retaining undergraduate and graduate students to degree completion. We will provide access to high quality programs and offer a supportive and healthy environment in which to learn. All programs, curricular and co-curricular, undergraduate and graduate, have developed full-cycle assessment programs to ascertain learning outcomes aligned with our goals. Objective 3 within Core Theme 2 establishes our commitment to maintaining a robust research enterprise with significant impact for Oregon, the region and beyond. Objectives in Core Theme 3 clarify our obligation to extend our learning and discovery to those not residing on the main campus of Oregon State University.

The rationales provided below further explain the connections of objectives to the Core Themes, and set key metrics to measure our success in meeting our goals and fulfilling our mission to promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

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Core Theme 1: Undergraduate Education

Description: The undergraduate experience is at the core of a university’s mission. To provide the best undergraduate experience, the university strives to provide an excellent teaching and learning environment, and achieve student access, persistence and success through graduation and beyond.

Objective 1.1: Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.

Indicators of achievement:
• Number of undergraduate student applicants, admitted and matriculated (including admit rate and yield rate) by residency (in-state, out-of-state, international) and by campus (Corvallis, Cascades, Ecampus, DPP). For Oregon and out-of-state, disaggregate data by ethnicity, gender, age category, urban-rural status, and first generation-college status; compare to state demographic distributions.
• Measurement of degree to which student financial need is met through non-loan-based aid.
• OSU’s six-year graduation rate for first-time, full-time degree seeking students and the graduation rate gap between under-represented minorities and overall rate.
• Degrees earned by gender, ethnic group, urban-rural status, first-generation status, E-campus, Cascades, transfer and DPP students.

Rationale: Oregon State University’s mission as the state’s land grant university creates an imperative that the knowledge and skills inherent in an OSU degree are made available to Oregonians who reflect the state’s diversity. OSU’s mission further states that the university serves to promote the progress of Oregon, the nation and the world. We propose that such progress demands the graduation of bachelor degree recipients with the proper knowledge, skills, and motivation to implement that progress. Objective 1 highlights key markers that indicate the opening of doors and removal of barriers to students’ attainment of bachelor’s degrees. Indicator 1 provides the raw numbers of interest, selection and commitment to an OSU education, with comparisons in key categories of personal attributes, geographic origins, and parent education backgrounds. This allows us to determine if initial entry to the university is equitable across all manner of backgrounds and characteristics. The indicator also compares the representation of various Oregon demographic groups in OSU enrollments. Knowledge of underrepresentation for certain groups allows the university to optimize its recruiting and pre-college programs. Once admitted, students face a number of challenges in their quest for a degree. For example, excessive accumulation of debt in financial aid may prevent students from persisting to their degree. Indicator 2 is one measure of stress, allowing the university to institute changes in its procedures to remove financial obstacles to degree attainment. While students continually learn during their tenure at OSU, attainment of a bachelor’s degree is the ultimate certification that a person has successfully met the standards of the university. Indicator 3, the six-year graduation rate permits determination on how many of an initial cohort of first-time undergraduates ultimately earns an OSU degree. Students leave a degree program for a variety of reasons, but a university should strive to ensure that they do not leave due to negative experiences or lack of institutional support. The six-year graduation rate gives a partial measure of the effectiveness in university efforts to address institutional barriers. In addition, looking at the rate for under-represented minorities (national studies indicate such students have lower graduation rates than other groups) allows for evaluation of the effectiveness of programs aimed at improving their rates. Finally, Indicator 4 compares the degrees earned by various demographic groups, revealing the magnitude of successful undergraduate program completion.

Objective 1.2: Provide rigorous and effective undergraduate degree programs.
Indicators of achievement:

• Percent of programs that have enacted change as a result of completed full-cycle student learning outcomes assessment.
• Percent of active academic programs with completed periodic external program reviews.
• Percent of Baccalaureate Core categories that have undergone full-cycle student learning outcomes assessment.
- Participation rates in academic experiential learning — e.g., research, internships, service learning, global learning.
- Satisfaction on value of degree at time of graduation.

Rationale: Objective 2 encompasses the quality of degree programs that lie at the foundation of OSU’s undergraduate education program. Excellent undergraduate programs produce graduates with the knowledge, skills and abilities necessary to contribute productively within professional, civic and personal realms. Full-cycle student learning outcomes assessment (outcomes defined, learning assessed, curriculum improved, cycle repeated) provides a means to evaluate effectiveness. These are measured with data collected from Indicators 1 and 2. The requisite disciplinary and liberal education knowledge, skills and abilities are captured collectively in the learning outcomes of degree programs and the Baccalaureate Core. Measuring student learning against these established learning outcomes (Indicator 3) provides evidence of educational program effectiveness. Findings from student learning assessments inform adjustments to curricular design and teaching methods and should lead to student learning improvements over time. All undergraduate programs at Oregon State undergo program review at least once every 10 years. As part of this process, external reviewers who are leaders in their fields, provide feedback and recommendations to ensure that programs align with the national state of their disciplines. National research demonstrates positive educational outcomes for students who participate in experiential learning. OSU academic programs value experiential learning as important opportunities to apply and extend curricular learning to real-world settings and important preparation for post-college challenges. Finally, as part of our annual graduation survey, students provide qualitative feedback on their experiences at OSU (with faculty and staff, with their academic programs and with any experiential learning opportunities), as well as their overall level of satisfaction with the value of their degree. Alumni, once they are in a position to reflect on the practical application of their OSU education, would also be a powerful indicator of program effectiveness. We hope to develop such a survey in the future.

Objective 1.3: Provide a supportive and healthy learning environment beyond the classroom for student success and development at all levels.

Indicators of achievement (wherever possible student data should be disaggregated by ethnicity, gender, age category, urban-rural status and first generation-college status):
- Participation rates in first-year experience courses and percent retention of first-year experience course participants versus those that did not complete a first-year experience course.
- First- to second-year retention rates for undergraduates.
- Student-to-academic-advisor ratios.
- Corvallis campus student engagement in out-of-classroom behaviors that help to address major factors negatively affecting academic performance.
- Ratio of Student Health Services practitioners (physicians, psychiatrists, nurse practitioners and physician assistants) FTE to student FTE at OSU; percent of student users of SHS rating quality of care good/excellent.
- Ratio of practitioner FTE (psychologists, social workers, counselor excluding trainees) to OSU student FTE; percent of student users of Counseling and Psychological Services rating quality of care good/excellent.
- Percent of Disability Access Services students completing the academic year in good academic standing compared to overall student population.
- NSSE Supportive Campus Environment benchmarks. By class level, survey responses on “quality of academic advising:” “providing you support to succeed academically:”
“helping you cope with non-academic responsibilities;” and “providing support to help you thrive socially.”

Rationale: We initially raised this point in the rationale for Objective 1, but it bears repeating. Meeting our mission imperative of providing access to university degrees to the full range of Oregon’s diversity requires two-fold actions: opening doors and removing barriers. Opening doors is accomplished via pre-college outreach, recruitment and matriculation. But many qualified students encounter procedural and cultural barriers to the successful completion of their degree. To fulfill its mission, the university must remove obstacles from the paths of students who can benefit from an OSU degree and contribute to Oregon’s progress. Objective 3 comprises academic and student affairs services and programs that support success for students with diverse backgrounds and needs. While not comprehensive, these services and programs represent national best practices in foundational student services and reflect OSU’s priorities in student support. High-quality delivery of these services and programs produce conditions conducive to teaching and learning excellence from matriculation to graduation. First-year experience courses and academic advising (Indicators 1 and 3) provide students with critical learning guidance to identify and utilize university resources and opportunities, leading to stronger retention rates. Academic tutoring, health and counseling services and disability access services will help students identify, prevent and overcome difficulties that arise within academic and personal realms. Student participation and ratings of quality provide evidence of the accessibility, usefulness and relevance of these services and programs (Indicators 4 and 5). The NSSE benchmarks provide a holistic snapshot of support and services that undergird students’ ability to persist to degree and achieve academic excellence.

Core Theme 2: Graduate Education and Research

Description: Oregon State University is a Carnegie Doctoral/Research-Extensive University with Very High Research Activity. It is one of only two land-, sea-, space- and sun-grant universities in the U.S. As such, graduate education and research are essential components of Oregon State University and contribute directly to each of OSU’s three signature areas.

Objective 2.1: Attract and support high achieving and diverse graduate students.

Indicators of Achievement:

- Number of enrolled graduate students per year.
- Number of graduate student applicants, admitted, and matriculated by level of degree, ethnicity, gender, Oregon residency and international status.
- Proportion of doctoral students supported on assistantship or fellowships.

Rationale: Fulfilling the OSU mission to “promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world” requires two simultaneous accomplishments: creation of new knowledge and the graduation of diverse, highly trained professionals with advanced skills to implement that knowledge and develop new knowledge via research. Attracting and supporting high achieving and diverse graduate students meets both goals, as they will be trained in the most advanced techniques, as well as contribute to the research endeavors of the university. The land grant aspect of the university’s mission requires that the people of Oregon be well represented in their demographic diversity, even as the university’s diversity is enhanced by the enrollment of students from other U.S. states and foreign countries. Enrolling a high-achieving graduate student body assumes a major institutional investment and commitment. Indicator 1 provides one measure of this commitment, as an increasing number of enrolled graduate students reflects a significant commitment of university resources devoted to graduate education. Indicator 2 ensures that
opportunities for graduate education are equitable among demographic groups. This, in turn, can be used to inform the development of recruitment and support services. Another indicator of university commitment to graduate education is financial support (indicator 3). To compete successfully for the very best doctoral students we need to offer competitive stipends and benefits. These university resources also allow students to flourish as they can focus on their academic endeavors while maintaining work-life-school balance.

**Objective 2.2:** Provide high quality education to prepare graduate students for employment in rewarding professional careers.

**Indicators of Achievement:**

- Total number of advanced degrees awarded, and by degree level, Oregon residency, college, ethnicity, international status, and gender at OSU main campus and at OSU-Cascades.
- Percentage of active graduate programs with completed periodic external program reviews as a part of a full-cycle annual assessment.
- Eight-year graduation rates for doctoral students, total, and by college, ethnicity, international status and gender.
- Four-year graduation rates for master's students, total, and by college, ethnicity, international status and gender.
- Average-time-to-degree completion for masters and doctoral students, total and by college.
- Doctoral student to qualified graduate faculty member ratio, overall.
- Overall satisfaction with graduate education at the time of advanced degree conferral.

**Rationale:** The research and mission of the University is an impetus for a high quality graduate education. Our university expects that students receiving graduate degrees from OSU will excel in the profession related to their degree, whether it is in practical workplace application or in academic teaching and research. Indicator 1 demonstrates the ultimate manifestation of mission fulfillment: the production of graduates who have met the high standards of OSU graduate education. Comparisons in indicators of success across demographic groups ensure equitable opportunities for success for all students. In addition to full cycle annual assessment, all graduate programs undergo a periodic program review once every 10 years (indicator 2). As part of this process, discipline experts from peer institutions provide feedback and recommendations to ensure that programs align with national standards. The results of full-cycle annual program assessments are central to these program reviews and assure on-going mechanisms for identifying assets and challenges dynamically and between decadal reviews. Indicators 3 and 4 measure the percent of a given cohort (for their respective degree objective) that receive their graduate degree within a standard timeframe, while indicator 5 measures the average time to completion for that graduate degree. Indicator 6 is a specific measure of the success and capacity of the University to attract doctoral students critical to the growth of the research enterprise. Indicator 7 provides a key measure of the effectiveness of OSU graduate education: the satisfaction of graduate with the educational quality received. Implicit in the satisfaction rating is an assessment of how well an alumnus’ graduate training has prepared them for their post-graduation employment or life endeavor.

**Objective 2.3:** Foster a research and scholarship environment that is diverse and has a high impact.
Indicators of Achievement:

- Maintain a robust research enterprise, as measured by:
- Growth in total research funding, controlling for inflation
- Growth in private sector funding, controlling for inflation.
- Annual grants and contracts expenditures per research faculty FTE.
- Economic impact, as measured by licensing revenue, numbers of successful spinoff companies, and number of invention disclosures.
- Impact of Statewide Public Service (SWPS) Programs, as measured by SWPS grants and contracts expenditures per research faculty FTE, and licensing revenue and number of invention disclosures for SWPS.
- Resources invested in recapitalization of the research infrastructure of the university.

Rationale: The advancement of the social and economic human condition is dependent, among other things, on understanding natural systems, how they operate, and how humans can live sustainably within them; on improving the health and wellness of all citizens; and on fundamental discoveries, applied understanding and solutions to critical issues facing our state and nation. As one of only two institutions in the United States to be designated as a land, sea, space and sun grant institution, Oregon State University has special obligations to maintain scholarly and creative research programs that address the diverse needs of Oregonians and to train the next generation of leaders, who will be expected to carry on this charge. These obligations would best be fulfilled through developing and sustaining research programs that address the needs of major federal and state agencies, private associations and foundations and, increasingly, corporate America. A robust program must be active in all colleges within the university; it must be of sufficient magnitude to be a critical part of the institution’s culture and budget; and it must have impact, either through the national or international recognition received by our faculty, staff and students, or through the economic or environmental value provided to the state or nation. Indicator 1 is a powerful measure of government and private confidence in the quality and value of OSU research efforts, since continued real growth in research investments is a financial vote of confidence. Indicator 2 considers the distribution of financial research investments across OSU research staff, providing one measure of researcher quality and productivity. While the research endeavor may often be characterized as having a time lag in useful application, indicators 3 and 4 measure areas where OSU’s cutting-edge research has an immediate and direct impact on state and industrial sectors. Indicator 5 reflects the University’s commitment to sustaining and enhancing the capacity of the institution to maintain a competitive footing for conducting leading edge research.

Core Theme 3: Outreach and Engagement

Description: Outreach and engagement is a process that involves discovery, validation and communication among learners. The focus of this theme is discovery and learning that involves those not residing on the main campus of Oregon State University.

Objective 3.1: Attract off-campus learners to educational opportunities using a variety of face-to-face, distance and technology-based programs.

Indicators of Achievement (where available, data should be disaggregated by gender, ethnicity, and geographic region of the state):

- Number of degree/certificate programs offered and student credit hours delivered by Extended Campus.
- Number of undergraduate and graduate degrees and certificates awarded through Extended Campus programs.
- Number of Oregon adults and youth participating in activities sponsored by the OSU Extension Service per million dollars invested.
- Number of on-campus experiences for K-12 students.
- Number of participants in professional and noncredit programs.

Rationale: OSU's mission “to promote economic, social, cultural and environmental progress for the people of Oregon, the nation and the world” suggests that OSU degrees should be accessible to all people representative of Oregon’s diversity, and to those unable to relocate to the Corvallis or OSU-Cascades campuses because of job or family obligations. In particular, technologies that allow distance education have made the completion of degrees completely via the Internet a reality, thus broadening OSU’s mission fulfillment. Indicators 1 and 2 report the extent to which credit courses and degree programs have been made available to those unable to attend the main campus. In addition, indicator 3 provides measures of the extent of non-credit programs that provide learning for career enhancement, personal growth, college preparation and general life-long learning. Indicators 4 and 5 go beyond the OSU Extension Service to measure campus-wide contact with two priority audiences of learners. Work with K-12 students is also critical in building a pipeline to post-secondary education if Oregon is to achieve its 40-40-20 goals.

Objective 3.2: 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.

Indicators of Achievement:
- Amount of external funding secured for outreach and engagement, including funding embedded in federal research grants (examples include: National Science Foundation, National Institutes of Health and National Institute of Food and Agriculture).
- Number of volunteers per faculty FTE in Extension Service programs.
- Measurement of OSU economic footprint in the State of Oregon.
- Systematic sampling surveys assessing the quality of engagement.

Rationale: To have a land grant mission implies a partnership between the university and the people and organizations of the areas it serves. To garner a critical review of engagement, Indicator 1 reports the value of financial resources secured to conduct such efforts, including integrated grant awards that enhance research application through explicit inclusion of outreach and engagement. Indicator 2 recognizes the use of volunteers in the numerous Extension Service programs. OSU provides an environment for volunteers with a wide set of skills to learn how to transfer those skills to others. In return, OSU greatly leverages the funds invested by the state by channeling the skills available in the community back into the community, under guidance of subject matter experts. This also brings OSU research efforts to the practical use of communities in Oregon. Indicator 3 measures the university’s aggregate contribution to jobs and economic prosperity through engagement, and Indicator 4 records the perception of the quality of engagement from partners involved in these interactions. The surveys also allow us to measure the pervasiveness of such partnerships, the opportunity for dialog and information exchange, and institutional commitment via structured agreements.
# APPENDIX B: STRATEGIC PLAN METRICS

## Metrics Associated with Institutional Mission and Goals

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Awarded - Total</td>
<td>3894</td>
<td>4222</td>
<td>5055</td>
<td>6000</td>
<td>6640</td>
<td>11953</td>
</tr>
<tr>
<td>Degrees Awarded - Cascades</td>
<td>-</td>
<td>-</td>
<td>210</td>
<td>360</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>First Year Retention Rate</td>
<td>80.7</td>
<td>80.8</td>
<td>84.2</td>
<td>88.0</td>
<td>86.1</td>
<td>92.8</td>
</tr>
<tr>
<td>Six Year Graduation Rate</td>
<td>60.5</td>
<td>62.1</td>
<td>61.5</td>
<td>67.0</td>
<td>67.4</td>
<td>81.5</td>
</tr>
<tr>
<td>Junior Transfer 4 Year Graduation Rate</td>
<td>72.6</td>
<td>67.3</td>
<td>63.8</td>
<td>72.0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>% High Achieving Oregon High School Graduates</td>
<td>30.5</td>
<td>32.7</td>
<td>39.5</td>
<td>45.0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>% US Minority Students</td>
<td>13.0</td>
<td>15.0</td>
<td>20.0</td>
<td>25</td>
<td>16.5*</td>
<td>24.6</td>
</tr>
<tr>
<td>% International Students</td>
<td>6.6</td>
<td>4.7</td>
<td>8.9</td>
<td>15</td>
<td>6.9</td>
<td>13.0</td>
</tr>
<tr>
<td>Total R&amp;D Expenditures (million $)</td>
<td>208.1</td>
<td>233.4</td>
<td>232.6</td>
<td>270.0</td>
<td>282.0</td>
<td>766.0</td>
</tr>
<tr>
<td>Industry Dollars % of R&amp;D Exp.</td>
<td>1.3</td>
<td>1.5</td>
<td>2.8</td>
<td>3.6</td>
<td>5.4</td>
<td>5.8</td>
</tr>
<tr>
<td>PhDs Awarded</td>
<td>169</td>
<td>173</td>
<td>213</td>
<td>255</td>
<td>331</td>
<td>714</td>
</tr>
<tr>
<td>Invention Disclosures</td>
<td>36</td>
<td>74</td>
<td>80</td>
<td>120</td>
<td>107</td>
<td>318</td>
</tr>
<tr>
<td>Licensing Revenues (million $)</td>
<td>1.5</td>
<td>2.3</td>
<td>7.3</td>
<td>10.9</td>
<td>3.94</td>
<td>17.0</td>
</tr>
<tr>
<td>Ecampus Degree Seeking Enrollment (student primary campus)</td>
<td>101</td>
<td>593</td>
<td>1854</td>
<td>3000</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Dollars Leveraged per Appropriated Dollar for SWPS Research</td>
<td>1.73</td>
<td>1.70</td>
<td>2.66</td>
<td>3.00</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Annual Private Giving (million $)</td>
<td>29.3</td>
<td>91.1</td>
<td>81.5</td>
<td>110.0</td>
<td>81.9</td>
<td>229.9</td>
</tr>
</tbody>
</table>

*Excluding UC Riverside, with 74% minority, it heavily skews average
# OUS ACHIEVEMENT COMPACT 2014-15

## 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.

## Outcome Measures

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14 Projected</th>
<th>2014-15 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Oregonians</td>
<td>Disadvantaged Students*</td>
<td>All Oregonians</td>
</tr>
<tr>
<td></td>
<td>URM</td>
<td>Pell Eligible</td>
<td>URM</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees</td>
<td>3,375</td>
<td>318</td>
<td>1,615</td>
</tr>
<tr>
<td>awarded to Oregonians</td>
<td>3500</td>
<td>380</td>
<td>1660</td>
</tr>
<tr>
<td># of bachelor’s degrees</td>
<td>491</td>
<td>54</td>
<td>292</td>
</tr>
<tr>
<td>awarded to rural Oregonians</td>
<td>495</td>
<td>311</td>
<td></td>
</tr>
<tr>
<td># of advanced degrees</td>
<td>530</td>
<td>43</td>
<td>n/a</td>
</tr>
<tr>
<td>awarded to Oregonians</td>
<td>554</td>
<td>54</td>
<td>n/a</td>
</tr>
</tbody>
</table>

## Quality

Percent undergraduate alumni reporting they were “Extremely Satisfied” or were at least “Somewhat Satisfied” with university’s contribution to abilities and skills in the following areas:***

<table>
<thead>
<tr>
<th></th>
<th>Extremely Satisfied</th>
<th>At Least Somewhat Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>32.9% (135)</td>
<td>87.2% (358)</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>36.4% (150)</td>
<td>83.2% (342)</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>52.8% (217)</td>
<td>90.0% (370)</td>
</tr>
<tr>
<td>Knowledge in field of study or major</td>
<td>44.5% (183)</td>
<td>84.7% (348)</td>
</tr>
</tbody>
</table>

Undergraduate alumni rating overall quality of education (5 point scale, 1=poor, 5=excellent)***

Percent Responding 5 (Excellent): 35.5% (146)

Percent Responding 4 or 5: 79.9% (328)

Data Available 2015
(Continued)

### Outcome Measures

<table>
<thead>
<tr>
<th>Connections</th>
<th>2012-13</th>
<th>2013-14 Projected</th>
<th>2014-15 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>1,371</td>
<td>1,510</td>
<td>1,557</td>
</tr>
<tr>
<td>%</td>
<td>53%</td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>216</td>
<td>233</td>
<td>259</td>
</tr>
<tr>
<td>Pell Eligible</td>
<td>467</td>
<td>514</td>
<td>482</td>
</tr>
<tr>
<td>All Oregonians</td>
<td>1419</td>
<td>292</td>
<td>259</td>
</tr>
<tr>
<td>Disadvantaged Students*</td>
<td>245</td>
<td>557</td>
<td>47%</td>
</tr>
<tr>
<td>Disadvantaged Students*</td>
<td>1557</td>
<td>259</td>
<td>46%</td>
</tr>
</tbody>
</table>

### Local Priorities (optional for each institution)

<table>
<thead>
<tr>
<th># of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested</th>
<th>2012-13</th>
<th>2013-14 Projected</th>
<th>2014-15 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU Board of Trustees Academic Strategies Committee Page A-89 DISCUSSION ITEM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the under-represented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni. Employer survey administered during 2013-14 by OACTE, data is not yet available.

1 Statewide Public Service (SWPS) Programs

### Investment:

<table>
<thead>
<tr>
<th>Education and General</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>$94,483,547</td>
<td>$96,289,665</td>
<td>$72,864,677</td>
<td>$77,557,069</td>
<td>$85,596,032</td>
</tr>
<tr>
<td>OSU-Cascades</td>
<td>$4,682,199</td>
<td>$4,780,251</td>
<td>$4,049,137</td>
<td>$4,183,887</td>
<td>$4,540,905</td>
</tr>
<tr>
<td>Extension Service</td>
<td>$21,161,731</td>
<td>$17,925,822</td>
<td>$18,357,067</td>
<td>$19,106,335</td>
<td>$19,555,668</td>
</tr>
</tbody>
</table>
## Disadvantaged Students 2012-13

### Outcome Measures Actual for 2012-13

<table>
<thead>
<tr>
<th>Disadvantaged Students*</th>
<th>African-American</th>
<th>Hispanic/Latino</th>
<th>Native Amer. or Alaskan Native</th>
<th>Pacific Islander</th>
<th>Multi-Racial or Multi-Ethnic</th>
<th>Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>31</td>
<td>186</td>
<td>45</td>
<td>15</td>
<td>41</td>
<td>1,615</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>1</td>
<td>37</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>292</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>5</td>
<td>22</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>n/a</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate alumni rating of overall quality of education (5 point scale, 1=poor and 5=excellent) ***</td>
<td>1.0%</td>
<td>2.4%</td>
<td>.7%</td>
<td>0%</td>
<td>1.5%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Percentage responding either 4 or 5</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>151</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>12</td>
<td>104</td>
<td>9</td>
<td>-</td>
<td>91</td>
<td>467</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td>
<td>50%</td>
<td>44%</td>
<td>56%</td>
<td>0%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Local Priorities (optional for each institution)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested¹</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

---

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni. Employer survey administered during 2013-14 by OACTE, data is not yet available.

¹ Statewide Public Service (SWPS) Programs
## Disadvantaged Students 2013-14 Projections

### Disadvantaged Students*

<table>
<thead>
<tr>
<th>Outcome Measures 2013-14 Projections</th>
<th>African-American</th>
<th>Hispanic/Latino</th>
<th>Native Amer. or Alaskan Native</th>
<th>Pacific Islander</th>
<th>Multi-Racial or Multi-Ethnic</th>
<th>Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>20 33</td>
<td>196 195</td>
<td>42 47</td>
<td>9 16</td>
<td>123 43</td>
<td>1660</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>0 1</td>
<td>41 37</td>
<td>9 10</td>
<td>0 2</td>
<td>17 4</td>
<td>269 294</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>4 5</td>
<td>25 21</td>
<td>4 5</td>
<td>1 2</td>
<td>19 9</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate alumni rating of overall quality of education</td>
<td>Survey data not projected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>7 37% 103 113 4 2 1 2</td>
<td>4 39% 29% 47% 1% 12% 105 4% 12% 109</td>
<td>14% 46% 29% 49%</td>
<td>452 514 369 51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td>
<td>5 4 52 63 11 12 1 4</td>
<td>1 2 105</td>
<td>20 41 611 209</td>
<td>611 594</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Local Priorities (optional for each institution)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

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1 Statewide Public Service (SWPS) Programs
### Disadvantaged Students 2014-15 Targets

#### Outcome Measures 2014-15 Targets

<table>
<thead>
<tr>
<th>Disadvantaged Students*</th>
<th>African-American</th>
<th>Hispanic/Latino</th>
<th>Native Amer. or Alaskan Native</th>
<th>Pacific Islander</th>
<th>Multi-Racial or Multi-Ethnic</th>
<th>Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td>23</td>
<td>34</td>
<td>229</td>
<td>207</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td>0</td>
<td>1</td>
<td>47</td>
<td>39</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td>4</td>
<td>5</td>
<td>25</td>
<td>22</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate alumni rating of overall quality of education</td>
<td>Survey data not projected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>8</td>
<td>7</td>
<td>121</td>
<td>114</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to transfer students from Oregon community colleges</td>
<td>39%</td>
<td>46%</td>
<td>48%</td>
<td>31%</td>
<td>17%</td>
<td>29%</td>
</tr>
<tr>
<td>Local Priorities (optional for each institution)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

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1 Statewide Public Service (SWPS) Programs
# OUS Achievement Compact 2014-15

## Data Definitions

### Independent Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Oregonians</td>
<td>OUS</td>
</tr>
<tr>
<td>Disadvantaged students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underrepresented Ethnic Minorities (URM)</td>
<td>Oregonians who are Hispanic/Latino, Pacific Islander, African American, Native American/Alaskan Native, or those who identify with two or more races.</td>
<td>OUS</td>
</tr>
<tr>
<td>Disadvantaged Students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Eligibility</td>
<td>The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor’s degree. Each student’s award amount is determined on the basis of financial need and cost of attendance by a formula applied to information a student or their parents supply on the FAFSA. For this report, only Pell recipients are counted.</td>
<td>OUS</td>
</tr>
</tbody>
</table>

For the metrics pertaining to degrees, a student is counted as being Pell eligible if he/she was awarded a Pell Grant at any time while he/she was attending an OUS university. For the metric on freshmen entering with high school dual credit or other early entry credit, a student is counted as Pell eligible if he/she received a Pell Grant during the year he/she was a first-time freshman.

### Achievement Compact Metrics

<table>
<thead>
<tr>
<th>Achievement Compact Metrics</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td># of bachelor’s degrees awarded to Oregonians: SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year bachelor’s degree was awarded</td>
<td>OUS</td>
</tr>
<tr>
<td></td>
<td># of bachelor’s degrees awarded to rural Oregonians: SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year degree was awarded, to include the following rural Oregon counties: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler</td>
<td>OUS</td>
</tr>
<tr>
<td></td>
<td># of advanced degrees awarded to Oregonians: SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year Master’s or Doctoral degrees were awarded</td>
<td>OUS</td>
</tr>
<tr>
<td>Achievement Compact Metrics (continued)</td>
<td>Definition</td>
<td>Source</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>Quality</td>
<td>OUS Employer Survey 2012-13</td>
<td>OUS</td>
</tr>
<tr>
<td>Percent of engineering, computer science, and technology employers reporting they were “very or extremely satisfied” with recent graduates’ knowledge or abilities in the following areas:</td>
<td>Survey conducted in 2012-13 by OUS reflecting responses of employers hiring recent OUS graduates with engineering, computer science, and materials science degrees. Four (4) digit NAICS industry codes were used to obtain industries that would potentially hire engineering and technology graduates. A study conducted by Carnegie Mellon University was used as a baseline for these industry codes. In order to help ensure that respondents were directly dealing and had familiarity with OUS graduates, 3 separate employer contact lists were used for a total number of 286 respondents out of a total list of 3350 contacts for a 8.5% response rate. The first contact list was executives and hiring managers from ETIC members and OUS engineering contractors comprised 29% of the total sample (84 responses out of 175 total, and a 48% response rate); a list of ‘C-level’ executives and hiring managers from a DMX mailing list for 26 of the entire sample (14 respondents out of 1027 records for a 7% response rate); and a list from the Oregon Employment Department comprising of primarily of accounting, payroll, and HR managers for engineering and technology industries for 45% of the entire sample (128 respondents out of 2148 records for a 6% response rate).</td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge in employee’s field of study or major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages are also reported for those employers who reported being “extremely, very, or somewhat” satisfied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer satisfaction</td>
<td>OUS Employer Survey 2012-13</td>
<td>OUS</td>
</tr>
<tr>
<td>For those respondents who reported being at least ‘somewhat familiar’ with graduates from the Oregon University System, employer satisfaction is measured by the percent response of “Extremely” or “Very satisfied” to the following question: “Overall, how satisfied are you with the general skills of the majority of recent graduates of (institution name) as they relate to the requirements of the job(s) for which they are hired?” For those respondents who reported at least ‘somewhat familiar’ with graduates from Oregon University System, skills were assessed for an institution if it was among the top 3 institutions from which the company hires recent graduates. Employers were not asked to rate OUS alumni’s skills or knowledge in terms of race or ethnicity. Data is also shown for the percent responding “Extremely” “Very” and “Somewhat” satisfied. Employers were not asked to rate OUS alumni’s skills or knowledge in terms of race or ethnicity. Employers were not asked to rate their satisfaction levels in terms of student race/ethnicity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Achievement Compact Metrics (continued)

<table>
<thead>
<tr>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent undergraduate alumni reporting they were “Extremely Satisfied” or were at least “Somewhat Satisfied” with university’s contribution to abilities and skills in the following areas:</td>
</tr>
<tr>
<td>Written Communication</td>
</tr>
<tr>
<td>Oral Communication</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Knowledge in employee’s field of study or major</td>
</tr>
</tbody>
</table>

Percentages are also reported for those alumni who reported being “extremely, very, or somewhat” satisfied.

*The Status of OUS Baccalaureate Graduates: One Year Later Survey.*

Bachelor’s degree recipients awarded a degree in any term of 2011-12 academic year (summer through the following spring) were surveyed twelve to eighteen months following graduation. Surveys were administered via the web as well as by phone. Data reported is for Oregon residents only. Race/ethnicity and residency status are reported as of the term of graduation. Students are Pell ‘eligible’ if they received an award during any term of enrollment. System results reported are weighted by both institution and survey mode. Weighting by institution was necessary because the institution-level sample sizes (i.e., number of completed surveys) were determined based on minimizing sampling error (i.e., +5% or less), which artificially increased the number of completed surveys for smaller institutions relative to the proportion of graduates. Furthermore, weighting by survey mode was necessary due to a modality influence between phone and web survey respondents that was revealed by significance tests on key variables.

Overall sample sizes for campuses were as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92</td>
<td>83</td>
<td>488</td>
<td>495</td>
<td>121</td>
<td>494</td>
<td>164</td>
</tr>
</tbody>
</table>

Overall sample sizes for Oregon residents were as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
<td>65</td>
<td>412</td>
<td>428</td>
<td>90</td>
<td>352</td>
<td>142</td>
</tr>
</tbody>
</table>

*The Status of OUS Baccalaureate Graduates: One Year Later Survey (see above)*

Graduates were be asked to rate the overall quality of their educational experience on a scale of 1 to 5 (5 is “excellent” and 1 is “poor”). Data reflect the percentage of survey respondents rating the overall quality of the experience as a 5 (Excellent) as well as either a 4 or 5.
### Achievement Compact Metrics (continued)

<table>
<thead>
<tr>
<th>Connections</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</td>
<td>SCARF Fall 4th Week, Enrollment of New Freshmen from Oregon High Schools. Dual college credit includes any course that is offered to high school students and awarded college credit. Early college credit for Oregonians also includes credit earned through Advanced Placement (AP) testing.</td>
<td>OUS</td>
</tr>
<tr>
<td># of bachelor's degrees awarded to transfer students from Oregon community colleges</td>
<td>SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community colleges</td>
<td>OUS</td>
</tr>
</tbody>
</table>

### Local Priorities (optional for each institution)

<table>
<thead>
<tr>
<th>OSU Board of Trustees</th>
<th>Academic Strategies Committee Page A-96</th>
<th>DISCUSSION ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested</td>
<td>OSU Extension Service reports, Oregon resident and youth (like youth participating in 4-H) activities per million dollars of state support invested in OSU Extension Service</td>
<td>Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OSU</td>
</tr>
</tbody>
</table>