Portland State UNIVERSITY

Proposal for a New Academic Program

Institution: Portland State University

College/School: Maseeh College of Engineering and Computer Science

Department/Program Name: Computer Science

Degree and Program Title: B.S. in Artificial Intelligence

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

11.0102 Artificial Intelligence

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Over the last 30-40 years, the breadth of a Computer Science (CS) degree has grown significantly, covering traditional core CS concepts (operating systems, programming languages, and networking) to emerging higher-level abstractions (the cloud, artificial intelligence, applications to other domain areas). The market for students trained in Artificial Intelligence is expected to grow significantly in the next decade.

The Computer Science Department is proposing an undergraduate program in Artificial Intelligence. The program aims to provide undergraduate students with a foundation in Artificial Intelligence (AI) and modern computing to support AI and machine learning. The program will have its foundational roots in Computer Science but will be designed for applications in artificial intelligence and machine learning. Students will gain fundamental knowledge for when and where to apply AI techniques. More importantly, graduates will understand the bias and limitations that the deployment of such systems will have and approaches to effectively mitigate such limitations. The degree will initially consist of a single core program in Artificial Intelligence. Given sufficient resources and growth in the program, it is expected that concentrations in natural language processing systems, autonomous systems, and computer vision will be incorporated.

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

Majors in the Artificial Intelligence program must complete the following University and departmental degree requirements.

1. All computer science courses used to satisfy the Artificial Intelligence B.S. program must be graded C or better. Courses taken outside the department as part of departmental requirements must be graded C- or better. If a course is specifically required by the department, it must be taken for a letter grade unless a required course is only offered on a Pass/No Pass (P/NP) grading scale, it must only be graded as a Pass.

2. All courses specifically required by the department must be taken for a letter grade unless a required course is only offered with a Pass/No Pass option.
3. After admission to the Artificial Intelligence program, students are required to complete a minimum of 44 upper-division computer science credits in residence at PSU.
4. Freshmen entering with 29 or fewer prior University/college credits must complete all University Studies requirements, including first-year and sophomore inquiry sequences and upper-division cluster courses.
5. Transfer students must have a minimum of 35 credits of University Studies courses and/or arts and letters/social science courses prior to graduation. 12 of these credits must be upper-division cluster courses that must be taken at PSU. Transfer students should consult with the CS departmental advisor for more information.
6. Junior standing (90 credits) is required for registration in upper-division computer science courses.

REQUIREMENTS

CS 161	Introduction to Programming and Problem-Solving	4
CS 162	Introduction to Computer Science	4
Mth 251Z	Calculus I	4
Mth 252Z	Calculus II	4
	Approved Laboratory Science	15
CS 163	Data Structures	4
CS 205	Systems Programming and Architecture	4
CS 250	Discrete Structures I	4
CS 251	Discrete Structures II	4
Mth 261	Introduction to Linear Algebra	4
CS 302	Programming Methodologies and Software Implementation	4
CS 314	Elements of Software Engineering	4
CS 350	Algorithms and Complexity	4
CS 441	Artificial Intelligence	4
Wr 227Z	Introductory Technical Writing	4
CS 305	Social, Ethical, and Legal Implications of Computing	4
CS 430P	Internet, Web, & Cloud Systems	4
CS 445	Machine Learning	4
CS 459 (new course)	Artificial Intelligence Capstone I	4
CS 460 (new course)	Artificial Intelligence Capstone II	4
	Approved upper-division AI elective	16
	Approved upper-division computer science electives	8
Stat 451	Applied Statistics for Engineers and Scientists I	4
	Approved Math electives	3
	Total Credits for Major:	122

Approved upper-division Computer Science electives

The total may include any regular 300- and 400-level computer science course, and any of the courses:

ECE 485	Microprocessor System Design	4
ECE 486	Computer Architecture	4

except that no more than a total of 4 credits may be taken from:

CS 401	Research	1-6

CS 405	Reading and Conference	1-6
CS 406	Special Projects	1-6
CS 407	Seminar	1-6
CS 409	Practicum	1-9

Other 410/510 CS electives may also be used to satisfy the requirement with prior written approval from the Computer Science Undergraduate Adviser.

Approved Artificial Intelligence upper division electives

Students must complete 16 or more credits of approved Artificial Intelligence electives. The current list of approved courses includes:

CS 427	Introduction to Visual Computing	4
CS 437	Introduction to Data Mining	4
CS 439	Introduction to Computational Imaging	4
CS 440	Deep Learning: Computational Structures and Programming	4
CS 442	Advanced Artificial Intelligence (Combinatorial Games)	4
CS 443	Advanced Artificial Intelligence (Combinatorial Search)	4
CS 444	Natural Language Processing	4
CS 446	Reinforcement Learning	4
CS 466	Voice Assistants	4
CS 475	Generative Security Application Engineering	4

Other 410/510 CS electives in Artificial Intelligence may also be used to satisfy the requirement with prior written approval from the Computer Science Undergraduate Adviser.

Approved Laboratory Science

Students must select 3 courses from the following, including their associated laboratories:

Physics:		
Ph 211	General Physics (with Calculus) I	4
Ph 212	General Physics (with Calculus) II	4
Ph 213	General Physics (with Calculus) III	4
	With	
Ph 214	Lab for Ph 201 or Ph 211 or Ph 221 or Ph 231	1
Ph 215	Lab for Ph 202 or Ph 212 or Ph 222 or Ph 232	1
Ph 216	Lab for Ph 203 or Ph 213 or Ph 223 or Ph 233	1
Chemistry:		
Ch 221Z	General Chemistry I	4
Ch 222Z	General Chemistry II	4
Ch 223Z	General Chemistry III	4
	With	
Ch 227Z	General Chemistry Laboratory	1
Ch 228Z	General Chemistry Laboratory	1
Ch 229Z	General Chemistry Laboratory	1
Biology:		
Bi 221Z	Principles of Biology: Cells	5
Bi 222Z	Principles of Biology: Organisms	5
Bi 223Z	Principles of Biology: Ecology and Evolution	5

Approved Mathematics electives

Students must complete 3 or more credits of approved mathematics electives. The current list of approved courses includes:

CS 311	Computational Structures	4
Mth 311	Introduction to Mathematical Analysis I	4
Mth 343	Applied Linear Algebra	4
Mth 344	Introduction to Group Theory and Applications	4
Mth 346	Number Theory	4
Mth 356	Discrete Mathematics	4
Mth 457	The Mathematical Theory of Games I	3
Mth 458	The Mathematical Theory of Games II	3
Mth 461	Graph Theory I	3
Mth 462	Graph Theory II	3
Stat 366	Introduction to Experimental Design	4
Stat 452	Applied Statistics for Engineers and Scientists II	3
Stat 464	Applied Regression Analysis	3
Stat 467	Applied Probability I	3
Stat 468	Applied Probability II	3

Other upper-division mathematics or statistics courses may be used to satisfy the requirement with prior written approval from the Computer Science Undergraduate Adviser.

d. Program location(s) and delivery modality. Specify where the program will be offered, including whether instruction will occur at the main campus, a branch campus, satellite site, hybrid, or another location. Clearly indicate whether the program is fully on-campus

The program will be delivered alongside the Computer Science program within the Computer Science Department. As such, the manner of delivery, course scheduling, and use of technology will leverage the existing mechanisms within the CS department.

The program is intended to be delivered primarily through in-person (on-campus) meetings. Some of the course offerings may be hybrid or fully online format, but the expectation is that most of the degree will be delivered in-person.

e. Indicate whether the proposed program aligns with or builds upon an existing Major Transfer Map (MTM). If so, specify the MTM(s) and describe how the proposed program incorporates or supports the associated lower-division learning outcomes and transfer pathways.

There currently is no statewide MTM for Artificial Intelligence. The proposed B.S. in AI is currently based heavily on the B.S. in CS degree. The courses specified in the MTM for Computer Science can be used to map courses taken at community colleges to Portland State.

f. Adequacy and quality of faculty delivering the program.

There are two main components in addressing the adequacy and quality of faculty delivering the program including (1) general CS topics and (2) AI-focused topics.

1) General CS topics

The lower division of the AI program largely leverages the existing CS faculty to teach. The adequacy and quality of the faculty exist to deliver the lower division of the program.

2) AI-focused topics

In the upper division of the AI program, there are sufficient faculty to teach the machine learning and artificial intelligence required and elective courses. These faculty include: Ameeta Agarwal, Feng Liu, Kunpeng Liu, Bart Massey, Banafsheh Rekabdar, and Suresh Singh. We have designed the initial degree to not have focus areas (e.g., natural language processing, computer vision, etc.) because we only have one faculty member able to teach topics within the natural language processing area. Future hires in natural language processing would allow us to better serve students across the breadth of AI and machine learning topics.

The Computer Science department assures quality of the program through a number of mechanisms including its current accreditation process and feedback from industry partners.

ABET - The CS program is ABET accredited, with renewals occurring every six years. Continuous improvement and assessments are part of the ABET accreditation process. The CS classes delivered as part of the Artificial Intelligence program will adhere to the same standards of assessment. Should ABET add Artificial Intelligence as something they accredit, we would seek accreditation for the AI degree as well.

Industry feedback - The Computer Science program has an industry advisory board and participates in multiple internship programs (PCEP and MECOP). Feedback regarding the outcomes of the program are regularly sought from our industry partners.

g. Adequacy of faculty resources – full-time, part-time, adjunct.

The initial roll out of the B.S. in Artificial Intelligence will leverage the current CS faculty resources.

We expect that the initial population of the AI program will be drawn from the existing CS population. Since the CS program is at capacity, the expectation is that additional faculty will be required to support the *aggregate growth* between the CS and AI degree programs. Additionally, the CS program currently has approximately a 40:1 student to faculty ratio, which we believe can be alleviated as the aggregate CS and AI programs grow.

h. Other staff.

Current staff resources are adequate to support the initial roll out of the BS in AI degree. It is expected that as the program grows that additional advising resources are going to be required. The CS department's undergraduate advisor is already at capacity with the current CS enrollment.

i. Adequacy of facilities, library, and other resources.

Current facilities and technology resources are adequate for the initial roll out of the program. As the aggregate CS and AI program grows, additional faculty are expected to be hired. The CS department is currently at its current space capacity and additional office space would need to be found to house additional faculty.

This degree is built mostly on existing courses. The Library can provide access to a significant fraction of the research literature in this area (for students looking for more background reading) via our subscriptions to the *ACM Digital Library* and *IEEE Xplore,* plus commercially published journals, as well as *Inspec* as a specialized search engine. The Library can support this program.

j. Anticipated start date.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Access
The CS department serves a large diverse student body, including many part-time students. Approximately two-thirds of our students are transfer students from local community colleges, providing access to a program that is one of the leading socio-economic mobilizers at the university. The AI program is expected to provide better access to a larger, more diverse student body than the traditional CS degree.

Equity and inclusion
The goal of the AI program is to serve a much broader audience than the traditional computer science degree. A traditional computer science degree focuses heavily on lower level computing topics such as operating systems and programming languages. The new AI degree will necessarily require some foundational computing to support understanding of artificial intelligence and machine learning principles (e.g., removing bias in machine learning frameworks) but will focus on more application to higher-level problems like computer vision and natural language processing. We expect that this higher-level, application focus and a redesign of the lower-division will lower the barrier of entry for many students.

Student learning
The AI degree is expected to help improve student motivation and learning through the use of computing in areas that are more concrete and applicable at the societal level. Topics like computer vision, image understanding, and natural language processing are becoming more important across a breadth of areas outside of computer science (e.g., transportation, environmental studies, health) that students care about.

Research and scholarly work
Given the large impact, both positive and negative, that artificial intelligence can have on society, research and funding into the robustness, fairness, ethical use, and other issues is growing. The Massachusetts Institute of Technology is investing $1 Billion dollars to address challenges brought about by the use of AI. AI and machine learning are the most indicated areas of CS for the CS departments graduate applications. This program will also allow us to better highlight the work of our existing AI faculty.

Service
According to LinkedIn, there are currently 526 job openings in AI in the Portland Metropolitan area. Having an AI degree would support the needs of local employers in this in-demand area.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Student access:

The AI degree has been designed to provide better student access and success. The AI degree will provide an off-ramp for those that start CS and decide not to continue. The degree has been designed so that the credits taken in the CS program can be used for the AI degree (assuming they meet the minimum grade requirement). The AI degree also dovetails with the proposed Linguistics and Computer Science degree, allowing a student to find the right degree path for them.

Diversity:
Computer Science is a male-dominated field. Through efforts to support inclusivity within the CS department, we have approximately 23% female student population. The AI degree is expected to be more attractive to a wider-audience because AI techniques are applied at a higher-level that more directly impacts society. This coupled with the goal of making the lower-division more accessible is expected to help increase the diveristy of the student body.

Quality learning:
Students will be taught some of the theoretical underpinnings of AI so that they will be empowered to judge, use, and improve AI models that are in use. Further, classes like CS 430 (Introduction to Internet, Web, and Cloud Systems) will prepare students for (i) how AI models are being deployed in the real-world via the cloud, (ii) how to take a generically trained foundational model and tune them for use in new applications, and (iii) provide an fundamental understanding of the cost and precision trade-offs that occur in AI. We believe that the program is well-rounded and will provide students with quality learning and high job prospects.

Research:
The Computer Science Department already has several AI and machine learning faculty doing relevant research. While the expertise is focused mainly on computer vision (object detection and classification), we hope to expand the faculty through growth of this program to include natural language processing systems, for which, we currently have one faculty member.

Knowledge creation and innovation:
Many of the graduate students applying for the Computer Science Department have indicated they would like to pursue artificial intelligence and machine learning for research. As the AI degree program grows, there will be more opportunities for both hiring graduate research assistants and teaching assistants; This, in turn, will provide greater opportunities for undergraduates to participate in research.

Economic and cultural support of Oregon and its communities:
Portland is known as the Silicon Forest. Its high-tech industry brings significant upward mobility opportunities to its residents. As AI continues to evolve, the opportunity to apply high-tech to application areas will only grow. According to LinkedIn there are currently 526 AI-focused job openings in the Portland Metropolitan area. We expect that this number will only grow, and that we can be a catalyst for this growth.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
    i. improve educational attainment in the region and state;
    ii. respond effectively to social, economic, and environmental challenges and opportunities; and
    iii. address civic and cultural demands of citizenship.

The B.S. in Artificial Intelligence degree will become a more accessible degree to many of the students in the region and state. For budgeting efficacy, we will start with a program largely derived from the existing Computer Science degree.

Under the Higher Education Coordinating Commission's website:

Goal 1, Relevance: Improve the responsiveness of Oregon's education and training systems to the goals and needs of learners, employers, and communities.
The proposed program will address Goal 1's outcomes in a number of ways. With CS being the strongest socioeconomic mobility degree at Portland State, the AI degree will also contribute to *moving residents from lower to higher end income distribution*. It will also *increase employers' ability to hire qualified workers* by providing more graduates in an area of need. Classes such as the Ethics in AI course, will expose students to issues related to using and deploying AI in ways that are sensitive to economic and social disparity.

Goal 2, Alignment: Align Oregon's education and training systems to create straightforward pathways for learners.
With the State of Oregon's Major Transfer Map (MTM) and strong pathways to jobs through relevant internship programs, the AI degree will provide straightforward pathways from community colleges, through Portland State, and into high paying jobs. The MTM has made it easier for students to transfer from community colleges to four-year Oregon Universities. The Engineering College hosts transfer days, where students from community colleges can come to Portland State and learn about the various opportunities available to them and the pathways to employment.

Goal 4, Belonging: Elevate learner voices and support inclusivity and belonging in postsecondary learning settings.
With proposed AI degree being more accessible and application-oriented, the expectation is that the program will create a much more diverse and inclusive environment for students at Portland State. Our student groups like *We in Computer Science* will only benefit from having a more diverse student body.

Goal 5, Leadership: Infuse postsecondary education, workforce development, research, and innovation into Oregon's economic development strategies.
The capstone courses within the Computer Science department have created opportunities for local industry to have student groups work on problems that they have, allowing for some *co-creation of workforce education and training*. The AI degree's capstone design sequence will be similarly designed. We will solicit capstone design projects from local industry that are interested in AI projects.

3. Accreditation

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

All PSU programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). In addition, ABET is the accrediting body for computer science. The Computer Science Department's CS degree is fully accredited through ABET. ABET does not currently accredit AI degrees. Should they start accrediting AI degrees, we will pursue ABET accreditation for the degree should it become available.

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.

Given the significant overlap in courses between the CS degree and the AI degree, we do not foresee any issues in obtaining professional accreditation standards should they become available.

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.

Not applicable

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.

ABET is the accrediting body for computer science and engineering disciplines. They currently do not accredit AI degrees. We will pursue ABET accreditation for the degree should it become available.

4. Need

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

Year 1: 20
Year 2: 50
Year 3: 80
Year 4: 110
Year 5: 150

b. Expected degrees/certificates produced over the next five years.

Year 1: 0
Year 2: 10
Year 3: 30
Year 4: 55
Year 5: 80

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

The student population (resident/nonresident/international, traditional/nontraditional, full-time/part-time) will be approximately the same as the current Computer Science program. The CS undergraduate program has a mixture of both full-time and part-time students. Additionally, many of our students have internships through our various internship programs. Approximately two thirds of our students are transfer students from community colleges. The CS department currently has approximately 78% resident and 22% non-resident students (85% and 15% at the undergraduate level, respectively).

One key aspect of the degree is that we expect to make the degree more accessible to a broader audience over time (e.g., moving the introductory sequence to Python). It is expected that with the

application of AI to areas outside of CS that the program will become more attractive to a larger audience beyond the typical CS student.

d. Evidence of market demand.

The World Economic Forum's Future of Jobs Report of 2023 states that the "demand for Artificial Intelligence and Machine Learning specialists is expected to grow by 40%, or 1 million jobs". According to the US Bureau of Labor Statistics, AI careers are expected to grow 21% from 2021 to 2031. In addition, many Computer Science departments at major universities are starting to offer B.S. in AI degrees.

Data from Gray DI's analysis for the market is included in the appendix. As indicated by the scorecard, there is expected to be significant growth in AI-related jobs in the future. There is also high demand expected from students both domestically and internationally.

Additionally, a search on LinkedIn shows that there are currently 526 job openings for Artificial Intelligence expertise in the Portland Metro area.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

The program will be delivered from the Computer Science Department alongside its B.S. in Computer Science degree. The program's location is not shared with other Oregon universities or private institutions in Oregon.

f. Estimate with available evidence the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

The Maseeh College students have an 82% employment rate 6 months after graduation. This number is undoubtedly helped by the various internship programs available to the students (MECOP) as well as CS specific internships (PCEP). The student services within the Maseeh College tries to keep such performance metrics. Additionally the U.S. Department of Education's College Scorecard provides an indication of the success of the program graduates.

Licensures like professional engineering licenses are not applicable to CS graduates.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Graduates of the B.S. in Artificial Intelligence program at Portland State University will have the knowledge, skills, and preparation for successful careers in AI or to succeed in graduate studies. Graduates will have:

- an understanding of the foundational underpinning in artificial intelligence and machine learning
- an ability to apply foundational knowledge to problems in computing and applications beyond computing

- an ability to effectively communicate across a broad range of audiences
- an ability to recognize the ethical impact that applications of AI and machine learning can have on society and to effectively make informed judgements about their application
- an ability to effectively work on teams
- an ability to continually learn, digest, and apply new knowledge and innovations in AI and machine learning

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

As part of our ABET accreditation process, we have developed a system to assess and improve our curriculum and instruction through individual course evaluations that are then mapped to the outcomes. This same method will be used to measure the outcomes achieved for individual courses (based on student evaluations and teacher reflection). The ABET accreditation process includes feedback from industry, including our industrial advisory board. An annual course coordinator meeting will be held (as with our CS process) to coordinate larger-scale changes as needed.

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

The research and scholarly expectations will be the same as for the Computer Science faculty, since the Computer Science faculty will be delivering the program.

6. Program Integration and Collaboration

a. List closely related programs in this or other Oregon public colleges or universities.

Currently, there are no other B.S. in AI degrees being offered at other Oregon Institutions. Like the BS CS, there are offerings at other Oregon Universities that provide artificial intelligence and machine learning as part of their computer science curricula. As mentioned above, the focus on slightly higher applications of AI and machine learning, we believe to be unique.

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

Within PSU

Within PSU, the proposed AI degree complements both the BS in Computer Science and the proposed BS in Linguistics & Computer Science. The Computer Science degree can be thought of as a lower-level technical degree, focusing on operating systems, programming languages, and other lower-level constructs. Students in the CS degree have the opportunity to take the AI courses that will be offered as part of the AI degree. The AI degree will be focused at a higher-level of computing, focusing more on the application and limitations of artificial intelligences.

The BS in Linguistics & Computer Science is at a much higher-level and is focused more on the linguistic applications. As part of that degree, students will take a few computer science classes. Students will not take, for example, Introduction to Artificial Intelligence or Introduction to Machine Learning as part of their program. Thus, students in the Linguistics & Computer Science degree may not fully comprehend the underlying mechanisms that make, for example, large language models work, fail, or be biased towards certain languages.

Outside of PSU

Currently, there are no other B.S. in AI degrees being offered at other Oregon Institutions. Like the BS CS, there are offerings at other Oregon Universities that provide artificial intelligence and machine learning as part of their computer science curricula. As mentioned above, the focus on slightly higher applications of AI and machine learning, we believe to be unique.

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

Currently, there are no other B.S. in AI degrees being offered at other Oregon Institutions. Like the BS CS, there are offerings at other Oregon Universities that provide artificial intelligence and machine learning as part of their computer science curricula. As mentioned above, the focus on slightly higher applications of AI and machine learning, we believe to be unique.

d. Potential impacts on programs at another Oregon public university.

Currently, there are no other B.S. in AI degrees being offered at other Oregon Institutions. Like the BS CS, there are offerings at other Oregon Universities that provide artificial intelligence and machine learning as part of their computer science curricula. As mentioned above, the focus on slightly higher applications of AI and machine learning, we believe to be unique.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable

Revised September 2025

Appendix
PES Markets Scorecard

CIP: 11.0102 Artificial Intelligence	Award Level: Associates and Bachelors	Market: 125-Mile Radius	Total Score: 6	Percentile: 69

Student Demand
Score: 6 Percentile: 84

Category	Pctl	Criterion	Value	Score
Size	92	Google Search Volume (12 Months)*	15,869	2
	98	International Page Views (12 Months)	8,086	NS
	71	New Student Enrollment Volume (12 Mo.)	4	0
	0	On-ground Completions at In-Market Institutions	0	0
	0	Online Completions by In-Market Students	0	0
	0	Sum of On-ground and Online Completions	0	0
Growth	95	Google Search YoY Change (Units)*	6,432	2
	87	New Student Enrollment Vol. YoY Change (Units)	4	0
	86	Completion Volume YoY Change (Units)	0	0
	94	Google Search YoY Change (%)*	68%	2
		New Student Enrollment Vol. YoY Change (%)	NA	NS
		Completion Volume YoY Change (%)	NA	NS

Competitive Intensity
Score: 1 Percentile: 41

Category	Pctl	Criterion	Value	Score
Volume of In-Market Competition	100	Campuses with Graduates**	0	0
	5	Campuses with Grads YoY Change (Units)**	0	NS
	100	Institutions with Online In-Market Students**	0	0
In-Market Program Sizes		Average Program Completions	NA	NS
		Median Program Completions	NA	NS
		YoY Median Prog. Compl. Change (Units)	NA	NS
		YoY Median Prog. Compl. Change (%)	NA	NS
In-Market Saturation	17	Google Search * Cost per Click**	$12	1
	18	Google Competition Index**	0.43	0
National Online Competition	29	National Online Institutions (Units)**	2	NS
	77	Nat'l Online % of Institutions	13%	NS
	65	Nat'l Online % of Completions	7%	NS

Employment
Score: 19 Percentile: 98

Category	Pctl	Criterion	Value	Score
Size: Entry Jobs	62	Job Postings Total (12 Months)	3	0
	63	BLS Current Employment	28	0
	68	BLS Annual Job Openings	3	0
Underemployed	95	Underemployed Percent of Graduates**	25%	2
Growth: Entry Jobs	4	BLS 1-Year Historical Growth	0.5%	0
	18	BLS 3-Year Historic Growth (CAGR)	2.7%	0
	99	BLS 10-Year Future Growth (CAGR)	1.7%	1
Saturation: Entry Jobs		Job Postings per Graduate	NA	NS
		BLS Job Openings per Graduate	NA	NS
Weighted-Avg BLS Wages	96	Entry 25th Percentile	$82,567	8
	97	Post Entry Median	$105,822	8
		Post Entry w/Associates Median	NA	NS
	98	Post Entry w/Bachelors Median	$102,575	NS
	99	Post Entry w/Masters Median	$129,702	NS
	97	Post Entry w/Doctoral Median	$134,282	NS
National American Community Survey Bachelor's Degree Outcomes*		% with Any Graduate Degree*	NA	NS
		% with Masters*	NA	NS
		% with Doct/Prof Degree*	NA	NS
		% Unemp. (Age <30)**	NA	NS
		% in Direct Prep Jobs*	NA	NS

-- IPEDS Demographics (Not Scored) ----------

Category	Pctl	Criterion	This Program In-Market	All Programs In-Market
IPEDS Gender		Female	NA	59%
		Male	NA	41%
IPEDS Ethnicity		American Indian or Alaska Native	NA	0%
		Asian	NA	8%
		Black or African American	NA	3%
		Hispanic or Latino	NA	15%
		Native Hawaiian or Other Pacific Islander	NA	1%
		White	NA	59%
		International	NA	3%
		Other/Unknown	NA	11%

Degree Fit
Score: -20 Percentile: 50

Category	Pctl	Criterion	Value	Score
Cost Benchmarking		Average Cost per SCH Index**	NA	NS
		Median Cost per SCH Index**	NA	NS

National Completions by Level
Score: -20

National Workforce Ed. Attainment
Score: 0

Award Level	Completions (National)	Completions (Market)	Enrollment (Market)	BLS Educational Attainment
No College				4%
Some College				10%
Certificate	0%	0%	0%	
Associates	0%	0%	0%	6%
Bachelors	9%	0%	10%	48%
Postbaccalaureate Certificate	12%	0%	0%	
Masters	76%	83%	74%	28%
Post-masters Certificate	0%	0%	0%	
Doctoral	3%	17%	17%	5%

CIP Description:
A program that focuses on the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. Includes instruction in computing theory, cybernetics, human factors, natural language processing, and applicable aspects of engineering, technology, and specific end-use applications.

Total Percentile	0	20+	40+	70+	90+	95+	98+	100
Total Score	**-40**	**-18**	**-5**	**7**	**20**	**27**	**35**	**63**

* - Google search do not filter by award level.
** - Percentiles are displayed in reverse (100% minus the percentile).
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
PCTL - Percentile

GRAY DI

Institution: Portland State University
Program: B.S. in Artificial Intelligence

Action: At the **2.11.26** meeting, the Statewide Provosts Council approved a new program for **Portland State University, B.S. in Artificial Intelligence** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Portland State University** Board of Trustees approved the **B.S. in Artificial Intelligence** program at its **1/29/26** meeting.

Eastern Oregon University
Peter Geissinger, Provost
X Approved
__Opposed
__Abstained



Oregon Health & Science University
Marie Chisholm-Burns, Provost
X Approved
__Opposed
__Abstained



Oregon State University
Roy Haggerty, Provost
X Approved
__Opposed
__Abstained

Oregon Tech
Hesham ElRewini, Provost
X Approved
__Opposed
__Abstained



Portland State University
Shelly Chabon, Provost
X Approved
__Opposed
__Abstained



Southern Oregon University
Casey Shillam, Provost
X Approved
__Opposed
__Abstained



University of Oregon
Chris Long, Provost
X Approved
__Opposed
__Abstained



Western Oregon University
Jose Coll, Provost
X Approved
__Opposed
__Abstained

