Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Virtually via Microsoft Teams
Tuesday, April 8, 2025
10:00 am – 12:05 pm

Academic Quality and Student Success Committee
Agenda

1. **Call to Order/Roll/Declaration of a Quorum** (10:00 am) (5 min) *Co-Chairs Nunez and Amuchastegui*

2. **Consent Agenda** (10:05 am) (5 min) *Co-Chairs Nunez and Amuchastegui*
   2.1 **Approve the minutes of the meeting held on January 14, 2025.**

3. **Reports**
   3.1 **Provost's Report** (10:10 am) (20 min) *Dr. Hesham El-Rewini, Interim Provost and Vice President for Academic Affairs & Strategic Enrollment Management*
   3.2 **Student Affairs Report** (10:30 am) (20 min) *Dr. Mandi Clark, Vice President for Student Affairs*
   3.3 **Strategic Enrollment Report** (10:50 am) (10 min) *Dr. El-Rewini & Dr Greg Stringer, AVP Strategic Enrollment Management and Retention*
   3.4 **Northwest Commission on Accreditation Ad-Hoc Report Visit Update** (11:00 am) (15 min) *President Nagi Naganathan, Dr. El-Rewini, Dr. Abdy Afjeh, Sr. Vice Provost, Research and Academic Affairs*

4. **Action Items - Degree and Certificate Programs** (11:15 am) (45 min) *Dr. El-Rewini*
   4.1 **BS in Artificial Intelligence – early notice** *(no vote needed)*
   4.2 **UX (User Experience) Research and Design – Certificate Program**
   4.3 **BS in Allied Health – New Degree Program**
   4.4 **MS in Applied Behavior Analysis – Substantive Program Revision**
   4.5 **Applied Behavior Analysis Graduate Certificate – Substantive Program Revision**
   4.6 **B.S. in Population Health Management – New Location (Online)**
   4.7 **Population Health Innovation Graduate Certificate**

5. **Other Business/New Business** (12:00 pm) (5 min) *Co-Chairs Nunez and Amuchastegui*

6. **Adjournment (12:05 pm)**

All times are approximate.

Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Virtually via Microsoft Teams
January 14, 2025
10:00 am – 12:00 pm

Academic Quality and Student Success Committee Minutes

AQSS Member Trustees present:

Cecelia Amuchastegui, Co-Chair	Celia Nũnez-Flores, Co-Chair
Dr. Johnnie Early	Dr. Mark Neupert
Aaron Hill	Keegan Dentinger (non-voting)

President Nagi Naganathan, President (*ex officio*)

AQSS Member Trustee(s) not present:

Don Gentry

Other Trustees present:

Board Chair John Davis, Esq

University Staff and Faculty in attendance:

Dr. Abdy Afjeh, Senior Vice Provost for Research and Academic Affairs
Dr. Neslihan Alp, Dean, College of Engineering, Technology, and Management
Diana Angeli, Executive Assistant, Office of the President
Dr. Nate Bickford, Interim Dean, College of Health, Arts, and Sciences
Dr. Ruth Claire Black, Dean of Online Education & Global Engagement
Dr. Mandi Clark, Vice President for Student Affairs
Dr. Ken Fincher, Vice President of University Advancement, Executive Director, Oregon Tech Foundation, & Board Secretary
David Groff, Esq. General Counsel
John Harman, Vice President of Finance and Administration
Dr. Hesham El-Rewini, Interim Provost and Vice President for Academic Affairs & Strategic Enrollment Management
Dr. Beverly McCreary, Associate Vice Provost of Faculty Relations
Josephine Ness, Director of Admissions
Dr. Michele Preston, Associate Dean, College of Health, Arts, and Sciences
Don Stockton, Director of Veteran Student Services
Dr. Greg Stringer, Associate Vice Provost, Strategic Enrollment and Retention
Bryan Wada, Information Technology Consultant 2

1. **Call to Order/Roll/Declaration of a Quorum, Co-Chairs Amuchastegui and Nũnez**
   Co-Chair Amuchastegui called the meeting to order at 10:02 a.m. The Board Secretary called the roll.

2. **Consent Agenda - Co-Chair Amuchastegui**
   2.1 Approve minutes of the October 15, 2024, meeting.
   The minutes of the meeting were approved, with no changes noted. Motion by Trustee Early, seconded by Trustee Nunez, with all members present voting aye.

3. **Reports – Co-Chair Nũnez**
   3.1 Dr. Hesham El-Rewini provided a report from the Division of Academic Affairs and Strategic Enrollment Management.
   - Dr. El-Rewini provided a slide deck and report that included Oregon Tech's existing strengths, the higher education challenges across the US (both internal and external), our priorities, and focus areas.
   - Dr. El-Rewini highlighted action goals that relate to the academic master plan and the importance of fiscal efficiencies. He shared information related to our focus areas and the importance of student success as the central focus of the division's efforts.
   - Dr El-Rewini answered questions from trustees and shared his personal experience so far as the Interim Provost.

   3.2 Dr. Mandi Clark provided a report from the Division of Student Affairs.
   - Dr. Clark shared a slide deck and a report that included student engagement strategies, an update on Oregon Tech athletics and scholar-athlete honors, student basic needs programs (meal bags and other programs), Career Services and Industry Connection success, a graduate success survey, update, repairs and scheduling for the College Union, Disability and Testing services (257 students served and a 94% fall term retention rate, housing and residency occupancy (713 students housed, a record-breaking term).
   - Dr Clark shared the progress for the new residence hall including the planned January 2026 opening date. She also reported on residence life programming, including extracurricular and intra-curricular programs, life skills, stress management, and integrated health services (flu shots and counseling), and noted the hiring of the new integrated health director. She also highlighted the student life staff and their excellence in service. Dr Clark also recognized the Portland Metro Student Services and their building professional skills program. Trustees provided appreciation to the student life/affairs staff and leadership. Dr Clark answered questions from the trustees.

   3.3 Dr. Greg Stringer provided a strategic enrollment report
   - Dr. Stringer provided a slide deck and report detailing the current Oregon Tech enrollment data points, specifically a record-breaking freshman class. Dr. Stringer discussed retention rates and retention efforts across campus departments. He shared information on intervention efforts for students who may be a retention risk.
   - He shared information related to coaching, peer tutoring, coaching, and other staff-supported services for students. Research related to on-campus residential students compared to commuter students will be investigated.

- o Dr. Stringer shared several slides and comments related to credit hours, enrollment, and evolving trends. He also shared admissions projections for Fall 2025. He closed by noting the Bonanza project, where Oren Tech EPO and Natural Sciences helped address the shortage of certified science teachers in rural Oregon. Dr. Stringer answered questions from the Trustees. President Naganathan added comments related to a pending federal funding decision on a community directed project in Washington, DC, and the possibility of mobile dental clinics.

4. **Action Items - None**

5. **Other Business/New Business - None**

6. **Adjournment – 11:52 pm**

This meeting can be viewed in its entirety at
https://www.oit.edu/trustees/meetings-events/recordings
Academic Quality and Student Success Board Meeting, - January 14, 2025

Academic Affairs & Strategic Enrollment Management Update

April 8, 2025

Hesham El-Rewini, Ph.D., P.E.

Interim Provost & VP

Agenda

- Strategic Faculty Hiring
- Retention
  - Continuing & Returning students
  - New Transfer & Post-Bacs
  - New First-time Freshmen
  - Enhancing Retention of New Students
- Construction Management Update
- Tenure & Post-tenure Update
- Action Items
  - Degree and Certificate Programs
- Q/A

Strategic Faculty Hiring

Optimization

Collaborative Effort

- Deans
- Financial Affairs (Budget Office)
- Institutional Research
- Provost

Status of Faculty Searches in AY 2024-2025

Search Status	ETM	HAS	Total
Offers Accepted	8	8	16
Ongoing	9	7	16
Will be Posted in AY 2025-26	0	4	4
Total	**17**	**19**	**36**

Faculty Positions in AY 2024-2025

Faculty Position Type	ETM	HAS	Total
Chair/Director	3	3	6
Assistant / Associate Professor	10	10	20
Instructor / Assistant Professor	0	4	4
Instructor	3	1	4
Visiting	1	1	2
Total	17	19	36

Retention

Collaborative Effort

- Academic Affairs
- Advancement
- Financial Affairs
- Student Affairs
- Strategic Enrollment Management

Retention: Continuing & Returning Degree Seeking Full-Time Undergraduates (Excluding New Students)

	Continuing & Returning	Number Retained			% Retained		
		Winter	Spring	Next Fall	Winter	Spring	Next Fall
Fall 2019	1,628	1,589	1,562	1,503	97.6%	95.9%	92.3%
Fall 2020	1,626	1,583	1,535	1,465	97.4%	94.4%	90.1%
Fall 2021	1,491	1,444	1,403	1,357	96.8%	94.1%	91.0%
Fall 2022	1,429	1,395	1,361	1,315	97.6%	95.2%	92.0%
Fall 2023	1,391	1,362	1,324	1,281	97.9%	95.2%	92.1%
Fall 2024	1,396	1,361	N/A	N/A	97.5%	N/A	N/A

Retention: New Transfer and Post-Bacs Only

Oregon TECH

	New Transfer	Number Retained			% Retained		
		Winter	Spring	Next Fall	Winter	Spring	Next Fall
Fall 2019	356	342	328	309	96.1%	92.1%	86.8%
Fall 2020	331	308	300	264	93.1%	90.6%	79.8%
Fall 2021	311	295	275	252	94.9%	88.4%	81.0%
Fall 2022	254	244	229	217	96.1%	90.2%	85.4%
Fall 2023	268	250	239	219	93.3%	89.2%	81.7%
Fall 2024	276	260	N/A	N/A	94.2%	N/A	N/A

Retention: New Full-Time First-Time Freshmen

	New	Number Retained			% Retained		
	First Time	Winter	Spring	Next Fall	Winter	Spring	Next Fall
Fall 2019	**380**	355	333	**288**	93.4%	87.6%	**75.8%**
Fall 2020	**424**	393	362	**288**	92.7%	85.4%	**67.9%**
Fall 2021	**403**	384	363	**291**	95.3%	90.1%	**72.2%**
Fall 2022	**420**	387	366	**306**	92.1%	87.1%	**72.9%**
Fall 2023	**403**	371	347	**278**	92.1%	86.1%	**69.0%**
Fall 2024	**492**	446	N/A	**N/A**	90.7%	N/A	**N/A**

We Must Focus on New Students

Improving First-Year Retention

- Enhancing Professional Advising
  - Train professional advisors
  - Focus on first year
  - Embed in colleges
- Better utilization of early alert systems for first year students
- Improving first year experience (first year seminar)
- Address classes with high rate of DFW grades
- Alternative degree paths (BS in Allied Health)
- Service visibility (moving registrar's office to a visible location)

Construction Management

Construction Management Update

- Start Term: Fall 2025.

- 30 applications have been received.

- Director position was posted, application reviews will start end of April 2025.

- Beavers Trust, Dutra Group, and OSU Beavers Endowed Faculty have recently visited our Klamath Falls campus to see our facilities and talk to our students.

- The program received $350K additional donations toward scholarships.

- Seeking additional financial support from construction companies and individuals

- Program website was created:

  https://www.oit.edu/academics/degrees/construction-management

Oregon TECH

Hands-on education for real-world achievement.

Tenure / Post-Tenure Winter 2025 Update

- 3 faculty members were awarded tenure

- 12 faculty went through post-tenure evaluation

  - 1 faculty members' performance was found satisfactory
  - 4 faculty members' performance was found excellent
  - 7 faculty members' performance was found exemplary

Degree and Certificate Programs

Early Notice *(No Vote Needed)*

Oregon Tech is proposing a new Bachelor of Science (BS) degree in Artificial Intelligence (AI), designed to prepare students for high-demand careers in AI and data-driven technologies. As one of the first programs in the region, the BS in AI will position Oregon Tech as a leader in applied AI education and workforce development.

Program Highlights

- **Degree**: Bachelor of Science in Artificial Intelligence

- **Duration**: 4 years, 180 credits

- **Location**: Klamath Falls and Online

- **Units Involved**: ETM and HAS

- **Launch Date**: Fall 2026 (proposed)

Why Oregon Tech? Why Now?

- Builds on Oregon Tech's applied tech strengths

- Aligns with regional and national workforce needs

- Supported by multiple departments in the two colleges

- Adds value to Oregon Tech's academic portfolio

Degree and Certificate Programs
(Vote Needed)

- UX (User Experience) Research and Design – Certificate Program

- BS in Allied Health – New Degree Program

- MS in Applied Behavior Analysis – Substantive Program Revision

- Applied Behavior Analysis Graduate Certificate – Substantive Program Revision

- B.S. in Population Health Management – New Location (Online)

- Population Health Innovation Graduate Certificate

Back up Slides

Additional Slides on Retention

Retention: New Only (First Time + Transfer)

		Number Retained			% Retained		
	All New	**Winter**	**Spring**	**Next Fall**	**Winter**	**Spring**	**Next Fall**
Fall 2019	**736**	697	661	597	94.7%	89.8%	81.1%
Fall 2020	**755**	701	662	552	92.8%	87.7%	73.1%
Fall 2021	**714**	679	638	543	95.1%	89.4%	76.1%
Fall 2022	**674**	631	595	523	93.6%	88.3%	77.6%
Fall 2023	**671**	621	586	497	92.5%	87.3%	74.1%
Fall 2024	**768**	706	N/A	N/A	91.9%	N/A	N/A

Retention: All Full Time Undergraduates

	All Undergrads	Number Retained		
		Winter	Spring	Next Fall
Fall 2019	**2,364**	2,286	2,223	2,100
Fall 2020	**2,381**	2,284	2,197	2,017
Fall 2021	**2,205**	2,123	2,041	1,900
Fall 2022	**2,103**	2,026	1,956	1,838
Fall 2023	**2,062**	1,983	1,910	1,778
Fall 2024	**2,164**	2,067	N/A	N/A

% Retained		
Winter	Spring	Next Fall
96.7%	94.0%	88.8%
95.9%	92.3%	84.7%
96.3%	92.6%	86.2%
96.3%	93.0%	87.4%
96.2%	92.6%	86.2%
95.5%	N/A	N/A

Academic Quality & Student Success Committee April Report-Division of Student Affairs

Oregon Tech Athletics

MEN'S BASKETBALL – The Hustlin' Owls closed the regular season with a 22-7 record, finishing second in the Cascade Conference standings and earning their 31st-straight postseason berth. Led by seniors Kam Osborn (14.7 ppg), Keegan Shivers (14.5 ppg, 6.8 RPG), Jamison Guerra (12.0 ppg, 5.8 apg), and Blake Jensen (11.9 ppg, 6.7 rpg), the team played Indiana Tech and won (87-78) in the first round of the NAIA Championships, and went on to play Arizona Christian (52-83) bringing an end to championship play and the season. Kudos to the Hustlin' Owls for a great season!

WOMEN'S BASKETBALL – The Lady Owls head into the postseason with a 23-6 record, placing second overall in the Cascade Conference standings. Despite season-ending injuries to their top two scorers, the squad has gotten outstanding production from a pair of sophomores – post Jozie Ramos (14.1 ppg, 5.4 rpg) and Tatum Schmerbach (13.0 ppg, 6.5 rpg, 4.3 apg) – with the club picking up two victories this season against Top 25 opponents. Oregon Tech ended the regular season ranked No. 22 in the NAIA Top 25 poll and played Milligan (74-83) in the first round of the NAIA Championships. This loss was the end of championship play and the season. We are so proud of the Lady Owls for an amazing season!

Attendance for both basketball teams was fantastic this season, with the men's team averaging 1,500 fans a game and the women's team averaging nearly 1,00. Both are the No. 1 mark in the NAIA, with the teams ranked No. 3 among all Oregon basketball-playing schools, with only the University of Oregon and Oregon State University finishing ahead of Oregon Tech. Oregon Tech was ahead of the University of Portland, Portland State University, Western Oregon University, Eastern Oregon University, Southern Oregon University, and all the private schools' overall game attendance.

BASEBALL – The Hustlin' Owls opened the 2025 season with an 8-4 record, including a 4-game road sweep at Simpson – their best start in program history. The team has not lost a beat under interim head coach Ricky Walker. Julien Jones set a new school record by hitting three home runs in a game at Simpson, while Patrick Barry has surpassed Oregon Tech's all-time hit-streak record of 23 (the streak was at 28 games as of Feb. 22). As of this submission, the team is at 20-11 overall and 11-9 in conference play.

SOFTBALL – The Lady Owls opened 2025 ranked No. 5 in the NAIA and began the year with a 7-1 record – including wins over No. 2 ranked Science & Arts (Okla.), No. 15 Midland (Neb.) and No. 24 Baker (Kan.) during a tournament in Oklahoma. Kacie Schmidt was honored in late February as the NAIA National Pitcher of the Week for the second time in her

career. Both softball and baseball have been playing as best they can in the Basin with spring snow, and the Lady Owls are 24-4 overall and 11-3 in conference play as of this submission.

TRACK – Oregon Tech freshman Tyas Selby represented the Hustlin' Owls in the pole vault at the NAIA Indoor National Championships in Gainesville, Florida. With three personal best marks, Eli Stevens scored the highest decathlon score in his career at the Pacific Multi-Event Meet at Hanson Stadium on May 15th.

Freshman Madi Perkins recorded 1,254 points in the heptathlon. Perkins recorded personal best times of 19.08 seconds in the 100-meter hurdles and 29.76 seconds in the 200-meter while throwing the shot put 7.57 meters (24-10). Ryan Doherty clocked a time of 50.31 seconds in his circuit of the track, which hit the Cascade Conference Championship qualifying mark in the 400 meters. Teammates _Joseph Byers_ (52.60), _Hadyn Burk_ (54.22), and _Micah Baird_ (55.76) all surpassed their previous best times in the 400.

In the 5,000-meters, Toby Ruston (15:22) and _Kai Miles_ (15:31) clocked quality early season times despite the conditions, with _Tate Wyman_ clocking a personal best time of 16.07 in the 110-meter hurdles.

Wins by Sydney Soskis and Aurora Parsons highlighted a quality day for the Oregon Tech women's track team, as the Lady Owls posted five Cascade Conference Championship qualifying marks at the Lane CC Open. Soskis won the 100-meter (12.94) and clocked a time of 26.49 seconds in the 200-meter – hitting the league qualifying standard. Parsons claimed the title in the javelin (34.84 meters / 114 feet, 3 inches), hitting the league mark, while also punching her ticket to the conference meet with a third-place finish in the shot put (10.91 m / 35-9.5). Oregon Tech also got quality runs in the 5,000-meters from Charis Childers (18:47.38), Jane Kuebrich (19:14.84), Raleena Maxson (19:42.55), and Chloe Crawford (19:48.41) – all hitting personal best times.

The Basic Needs Hub

The focus for the winter term was on food insecurity and student outreach. During the first week of term, the Hub hosted breakfast to provide a healthy and filling meal for students to be successful. In January, students had a chance to see and experience a chili crock pot meal. Creating easy meals demonstrates how students can make healthy meals independently, with the recipe provided to every student who samples the meal.

The Basic Needs Hub also hosted an open house to welcome students into the Hub and answer questions on how the food pantry, clothing closet, and book depot systems worked. These efforts in promoting

the Hub brought students in as they stopped by for essential food items for the week or a quick snack before class. The new student worker with the Basic Needs Hub has been amazing in helping keep the space organized and inviting for students.

The winter term visit to the Basic Needs Hub at the Portland-Metro campus was an excellent opportunity to connect with students and discuss the Basic Needs program. This trip also included handing out meal bags, laundry soap, and laundry bags.

The Basic Needs Hub and Student Involvement and Belonging partnered to create three hundred student meal bags for Martin Luther King Week.

Participating in the Safe Spring Break Fair was a success in early March. Students checked out local resources in the Klamath Falls area to see what they could do during spring break and find new ways to get involved on campus and in the local community. The Basic Needs Hub offered free food samples to connect with students, answer questions about the Basic Needs Hub, and share its availability even during break periods.

To end the winter term, the Basic Need Hub offered lunch during finals week to ensure students had access to a nutritional meal to finish this quarter strong.

Career Services

Staff Changes and Service Priorities

Due to staff transitions at the end of Fall 2024, the Director of Career Services is wrapping up and/or conducting three searches for 2 Career Advisors and 1 Employer Relations Specialist. One new Career Advisor is joining the Career Services team on April 1, 2025, and we hope to welcome another staff member on the Klamath Falls campus soon. On-campus interviews for the Employer Relations Specialist are happening during the first weeks of spring term. The roles include the following:

- Career Advisor Klamath Falls: Proactive outreach to students, faculty, and staff on the Klamath Falls campus to engage students in career development and readiness throughout their time at Oregon Tech. The primary focus is understanding student success in first-destination outcomes and reporting graduate outcomes.
- Career Advisor Portland Metro: Proactive outreach to students, faculty, and staff on the Portland Metro campus to engage students in career development and career readiness throughout their time at Oregon Tech. The primary focus is understanding and amplifying early career opportunities such as internships, on-campus student employment, summer employment, and research/lab work.
- Employer Relations Specialist Klamath Falls: Represent Oregon Tech at local and regional employer, industry, and economic development opportunities. The primary focus is recruitment and on-campus engagement with employers aligned with Oregon Tech's academic programs.

Upcoming Career Fairs

This spring, Oregon Tech will host a career fair on each campus. All employer industries are welcome to register. Career Services is seeing fewer US Government employers register (or register and then cancel) for these events, including the Department of State, US Patent Office, US Fish and Wildlife, and US Bureau of Land Management.

- Portland Metro All-Industries Career Fair April 15, 2025: 19 employers registered
- Klamath All-Industries Career Fair April 24, 2025: 21 employers registered

Career Development

Career Advisors have completed 157 student appointments a year to date:

- 94 Resume Reviews
- 30 Job/Internship Search Strategy sessions
- 16 Career Explorations
- 8 Interview Coaching
- 9 Other (LinkedIn, Offers, USAJobs)

Career Services has focused on helping students prepare for emerging trends in the job market this academic year, from using AI in initial resume screening to using Virtual mediums for first-round interviews.

The College Union

- Staff joined the CU Commission meeting, where the FY26 proposed budget plans were approved to be shared through the Incidental Fee Commission process.

- The Klamath Basin Behavioral Health team used the facility for the second year for their all-staff meeting.

- During the CU Commission, students shared their desire for more color in the building. Looking at Oregon Tech's official secondary colors to introduce in student spaces. Work is being done now to share during the spring CU Commission meeting.

- The CU Auditorium pipe leak during October is a work in progress. Initial bids came in too high, so alternatives are being considered to effect needed repairs, including investigating affecting repairs internally with Facilities, if this team has the capacity.

Disability and Testing Services

Disability Services office was invited to participate in a panel presentation to the Southern Oregon Educational Services District (SOESD) on "Transitioning to College." Ryan Henley attended and presented with representatives from other Southern Oregon universities and community colleges, providing information on the differences between disability accommodations at the higher education level, strategies for students, and how SOESD can

prepare students and parents for the transition, including setting realistic expectations of accommodations and the process at each institution.

Disability and Testing Services is upgrading AIM (the database management system to track student accommodations) to version 5 during spring break. Faculty will be offered training on the changes in the first two weeks of the term to continue supporting students in their classrooms and uphold required accommodations.

Disability Services currently has 260 active students with disability accommodations.

Housing and Residence Life

Winter 2025 Housing Numbers
- 673 Residents
    - Freshmen—230
    - Sophomores—168
    - Juniors—150
    - Seniors—125
- Winter Term 2024—655 residential students

Fall 2025 Application Updates
Admissions reported to Housing that their Fall 2025 Admitted student numbers are comparable to 2024, but Housing and Residence Life is behind the trend from the Fall of 2024. Housing and Residence Life is collaborating with Admissions, looking at data to determine what is causing the reduction in incoming Housing Applications. Housing and Residence Life staff are calling students who started the Housing Application but have not finished it, asking about obstacles that may keep them from completing their application. Spring Term Housing and Residence Life staff will host a big advertising campaign (beyond just email) to returning students.

The Housing and Residence Life department, as well as the Office of Student Affairs, continue to collaborate with Dr. Stringer in Enrollment and Retention efforts to help welcome a sizeable incoming class to fall 2025, as well as to encourage those here to continue their enrollment and their goals to earn a degree from Oregon Tech.

Current students have listed uncertainty about the future of financial aid, uncertainty around family positions who work for the federal government, and indecision about where they wish to live next fall as reasons why they have not completed their 25/26 housing application. This is where collaborative efforts across divisions work to inform and support our students and help them make wise choices about their future.

- Completed applications as of March 28, 2025
    - 209 New Student Application + 347 Returning Student Applications Total= 555

    - March 28, 2024, comparison data242 New Student Application + 365 Returning Student Applications. Total=607

New Housing Facility Updates

Watching the walls of the new residential facility go up has been exciting for students, staff, and visitors on campus. The partnership with Mahlum Architects and Bogatay Construction has been a positive experience. The Director of Housing and Residence Life did not join the project until January 2024, and Mahlum and Bogatay offered grace and patience as she had a lot of catching up to do with the project.

A furniture committee for the new facility was formed, including Housing and Residence Life full-time staff, two students, and campus staff. A representative from Mahlum will also provide feedback. Furniture vendors were on campus on February 20, 2025, to get information about the procurement process and to learn more about the dream and vision for the new facility. In early April, vendors will be invited to come to campus with products for students, staff, and faculty to give feedback about the products and give suggestions or adjustments to the furniture to meet student needs. Vendors must provide quotes by April 15, 2025, to be considered for the project.

The Art Committee members have been chosen and will hold their first meeting on April 4, 2025.

Programming

The Residence Life staff continues to provide opportunities for residential students to connect with others. All programming is led by student staff. They get feedback from the residents about events they would like to see, analyze which type of events get the highest attendance, and use that data to determine future events. The Programming Assistants (PAs) provide five events per term for all residential students, and they partner with Resident Assistant (RA) staff members to offer floor-specific events. This allows students to gather

with the larger residential community through PA events and with their floor community through events provided by their RA.

Fourteen events were held throughout the Winter 2025 Term, with 455 students participating—including 328 unique participants. Tech Con was the premier all-campus event of the Winter Term, organized by the Residence Hall Association (RHA) in collaboration with Housing and Residence Life student staff and various clubs and programs across campus. Held on January 15 and 16, 2025, the event brought students together with local businesses, including World of Arkai and Basin Gaming, to deliver an exciting weekend of activities. RHA promoted the event to the Klamath community and was delighted to welcome local families to campus!

In addition to planned programs, the entire student staff with Housing and Residence Life stepped up and supported the residential students during the snow week in February. Even though the campus was closed, residents still needed to have access to the College Union for meals., This meant continuous shoveling for a week by the student staff and offering services to students to help keep them entertained while the snow fell. Snow people, sledding, and digging out friends' cars in the parking lot were some pastimes residential students took on this week, along with impromptu game nights, movie marathons, and other activities hosted by Housing and Residence. The most popular was checking out sleds and shovels to enjoy the snow week and be prepared for the coming week when one could finally get out of the parking lot!

Student Staff Selection for Fall 2025

Applications for Fall 2025 RA (Resident Assistant), PA (Programming Assistant), and SSM (Student Success Mentor) positions were released before Winter Break and were due mid-January. Last year, after the selection process, a survey was sent to students asking for their feedback on this process. Many students noted that the process was too drawn out and had some repetitive steps. The process was reevaluated this year, and changes were made to streamline it while allowing students to get interview experience to prepare them for future career interviews.

In the fall of 2025, Housing and Residence Life full-time staff reviewed all Student Staff job descriptions to ensure they accurately reflected each role and provided greater clarity for students. AI played a key role in revising by eliminating redundancy, enhancing conciseness, and restructuring sections for better readability. AI also developed interview questions that aligned closely with the updated job descriptions. This approach resulted in clear, well-organized job descriptions that effectively highlight the key requirements for each position.

- Fall 2025 Student Staff Selection Data:

  - 50 students applied for approximately 35 spots available.
  - We had an incredible group of applicants. Here's why this group stood out:
    - The majority demonstrated professionalism during their interviews—arriving on time, dressing appropriately, and providing well-thought-out responses.
    - Many candidates clearly understood the role and came prepared with insightful questions for the panel.

Looking Forward

Requests for Summer Conferencing housing for Summer 2025 have increased! Housing and Residence Life is just waiting for confirmation about how many days or weeks the Geo-Thermal Replacement project will impact hot water in the residential facilities, and we will begin booking as soon as possible!

Housing and Residence Life is analyzing the Full-Time Staffing plan to determine staffing needs for the new residential facility opening in January 2026. This includes potentially hiring more custodians and other maintenance positions. Along with this process, unclassified, full-time staff job descriptions are being reviewed to determine that each role is functioning at its most efficient capacity and serving students to the best of our ability.

Student Affairs Goals 2024-2025 Updates from Housing and Residence Life

Goal 1: Provide an exceptional experience for students with activities designed to help create connections.

- Housing and Residence Life offers events throughout every term. These events include learning opportunities in collaboration with other departments (stress management workshop through the Integrated Student Health Clinic, budget planning through Financial Aid, etc.), casual hangouts around games and movies, and the opportunity to enjoy "homecooked style" food through some events.
- Previous surveys revealed that while students felt connected at the start of the term, their sense of connection declined by Winter and Spring terms. This trend may be attributed to the strong engagement efforts during SOAR (Orientation) and Welcome Week and the concentration of events in the first few weeks. To address this, Housing and Residence Life aimed to distribute events more evenly throughout the Fall term, providing students with consistent opportunities to engage. The impact of this approach on student connection throughout the academic year will be assessed in a future survey.

- Housing and Residence Life will release a survey in Spring 2025 to collect data from students about their residential experience and if they feel a sense of belonging. They will also evaluate various events throughout the year.

Goal 2: Elevate Student Involvement through constructive and civil engagement with Oregon Tech, the community, and industry by fostering a culture of leadership and innovation:

- Housing and Residence Life has collaborated with student groups on various class projects this academic year. Students have presented proposals, and Housing and Residence Life has worked with them to explore feasible options, discuss budgets, and support project implementation. In the Fall term, one group secured a furniture donation to add soft seating in study lounges and coordinated student-led mural projects for the Residence Hall study rooms. During the Winter term, another group developed a detailed proposal to improve safety on the stairs and walkways near the Village and Residence Hall, including cost analyses and multiple solutions. Housing and Residence Life plans to incorporate some of these recommendations into summer projects.

Goal 3: Re-invigorate the Student Mindset

- Housing and Residence Life saw more students participating in the department's application process for leadership roles. One of the questions during the interview process asked, "What do you hope to gain from this role that will help you professionally in your future career?" This question helped students contemplate how being in leadership is not only about financial gain in college but ties to their future. Many students gave thoughtful answers to this question.
- During the Winter term, Oregon Tech hosted four students from France who were attending classes at Klamath Community College (KCC). They quickly became engaged on campus, creating a meaningful cultural exchange where Oregon Tech and visiting students learned from one another. Housing and Residence Life hopes to continue this collaboration with KCC to welcome more international students in the future alongside Oregon Tech's international student community. KCC and Housing and Residence Life are also working with the Dean of Online and Global Engagement to explore an exchange program allowing Oregon Tech students to study in France for a term if KCC does not fill all available spots.

Integrated Student Health Clinic

The Integrated Student Health Clinic was busy during the winter term, with many cold/flu concerns and an uptick in counseling appointments. The team worked well together to welcome a new counselor the week after being closed for snow, and Danny has been learning the ways of the ISHC Counseling team, helping out with intakes, and building their caseload. In the winter term, Bill Dowling left the team, so we are searching for another new counselor to join the staff in the spring. The director search continues with candidates on campus throughout the winter term, and a few more are coming to campus during the opening weeks of spring term. The team is doing well and working hard to find the right person for this role on campus to ensure the great things they are doing to meet the mission and vision of the ISHC, Student Affairs, and the university are met.

Winter term also brought in some great programming, including flu shot clinics, the Health Active Challenge, National Sexual Responsibility Awareness Month programming, and Safe Spring Break activities on the Klamath Falls campus. Flu shot clinics kept the medical team busy and engaged with students across campus, and they helped to bring more awareness to students that the clinic is on campus, easy to use, and that most services are covered by their student health fees.

The clinic hosted a variety of tabling events to share information about National College Sexual Responsibility Week, both in the College Union and Purvine, reaching more students by being in their hang-out spaces as well as their academic spaces.

Winter term wrapped up with the Integrated Student Health Clinic team welcoming campus and community resources to campus as part of the annual Safe Spring Break event. This event offers tips and education to students, staff, and faculty about the local areas and places to check out if spring break plans include being in the Klamath Falls area and offering ways to stay safe if venturing out into the out-of-doors. The event was a huge success, even though the National Parks and other federally funded agencies could not join this year. Students learned more about the variety of cultural and outdoor activities available in the Basin and how to identify poison oak to avoid returning to campus with such concerns if they chose to go outside. Over 95 students checked in for the event, and their completed punch cards for visiting different booths were their entry into outdoor-themed prizes.

The Portland Metro students were well-served by the ISHC counselor, both in counseling and in various events in conjunction with the Student Services staff to ensure the PM students, faculty, and staff are aware of the services ISHC offers at the PM campus as well as to learn more about stress reduction techniques, mindfulness, and so much more!

Portland-Metro Student Services

Active partnerships in support of student success

- PM Student Services employs nine students to manage the Campus Information Center (CIC), Cashier services, TECH Nest merchandise sales and inventory, Bird Feeder Food Pantry, and support professional staff with record keeping, accounting, marketing, and event management.

- Weekly programmed activities were offered every Tuesday and Thursday at 2:00 PM (College Hour). Student Services, Advising & Retention, Counseling, Disability Services, Financial Aid, Library, Veterans Resource Center, Student Involvement & Belonging, ASOIT, and clubs hosted programs.

- Pre-Allied Health Applicants Support Event: Assistant Director of Student Involvement & Belonging Kim Faks coordinated this event specifically for Pre-MIT and Pre-Dental Hygiene students, but it was open to all students interested in changing to the Klamath Falls campus in the fall. Lunch and Learn Housing presentation by special guest, Director of Housing and Residence Life, Bonita Bontrager. Bonita shared about the application process, the benefits of living on-campus, the vibrant residential experience, and dining and meal plans. She showed photos of the progress made by the new residence hall. Kim Faks shared ways to get involved on the Klamath Falls campus and on-campus jobs.

- The PM Student Services team supported academic engagement by coordinating two open forums for Provost El-Rewini and a "Lunch and Listen" event for the EERE program. Community members were encouraged to share their thoughts and concerns and ask questions at each of these events.

- The Student Success Team (crisis/ BIT) monitors and supports 30 students reported through the Early Warning Alert system (Student Affairs form or Inspire Alert). Students' concerns may include trouble with academic coursework, finances, health, personal/ family challenges, basic needs, or behavioral issues. It is common for a student to struggle with a personal challenge that makes it difficult to do well in class. Staff members reach out to students, provide resources, and offer support. Depending on the student's response and situations, staff follow up throughout the year and report on their progress or additional support needed.

Global Engagement Office (International Student Services):

- We are currently serving 8 F1 current students and 7 alumni.

- Each year, our office provides F1 students with support in filing their state and federal taxes. This typically requires 2 hours per student and 1 hour per alums. All F1 students must file tax forms regardless of whether they have taxable income.

- Niko has seen a rapid increase in advising appointments from students enrolled in the Marriage and Family Therapy program. Some of these are in the United States and are exploring a change of immigration status. Others are trying to change from Online students to attending the last year of their program in person. These 45-minute advising appointments require approximately 30 minutes of preparation and 3-6 hours of research and follow-up communication with each student.

SIB Portland-Metro

Pillar: Welcome To the Roost

- Week of Welcome Winter 2025 included 10 on-campus events to engage daytime and evening students after a four-week break from campus. The showcase events fostering reconnection and community included "Casino On Campus" and "Soups for Success," an event co-facilitated by Student Involvement and Belonging, Academic Advising and Retention, Disability Services, and Counseling Services.

- Hosted the Grand Opening of the Student Involvement and Belonging Center. Transformation of a hallway and open area on the 4th floor into a dynamic and colorful student gathering and workspace featuring new modern furniture, encouraging event programming and club collaboration, an extensive photo wall decal showcasing student events, and a club meeting space utilizing screen casting technology. The event included recognizing VIP campus partners instrumental to the project's design and completion.

Pillar: Get Involved

- During the Winter Term, Portland-Metro registered student organizations led over 65 events to encourage students to engage in co-curricular activities and increase their sense of belonging to the campus community.

- The Robotics Competition Club traveled to Calgary, Canada, to compete in the VEX Robotics University qualifying event for the World Championships, which will take place in May in Dallas, Texas.

- Kim coordinated Engineers Week event programming, including performances and student project presentations by the CSET-PM Band and Engineers Week Lunch hosted by Dean Neslihan Alp with guest speaker Chanaka Munasinghe, External Technology Engagements Manager at Intel Corporation.

    - CSET-PM Band Performance, Sing-along, and Project Presentations
        - Entire concert: https://youtu.be/wF4Z30RzX5E
        - Just Devil Went Down To Georgia: https://youtu.be/zQS70cAioB8
        - Country Roads: https://www.youtube.com/shorts/lsnAkAE8QXA

Pillar: Lead Change

- Students participated in the Annual Portland State University Student Leadership Conference. The theme of the conference this year was "Building Community," allowing Oregon Tech students to interact with student leaders from a dozen other universities.

- Registered student organizations practiced career readiness skills in writing funding proposals, establishing annual budgets, and business presentations when applying for their 2025-2056 club funding.

Pillar: Embrace Diversity

- Led multiple group discussions with Leadership and Diversity Scholars. Those conversations included students sharing how their externship experiences broadened their understanding and practice of ideas related to leadership, culture, identity, and diversity.

- Coordinated diversity, culture, and identity educational opportunities for the Lunar New Year and Ramadan. Students engaged in Martin Luther King Jr. Day activities, motivating their reflection on Martin Luther King's themes of "What Is Your Life's Blueprint" and "What Are You Doing for Others?." Students were encouraged to attend Black History Month events at the Wilsonville Library on topics such as "Black Exclusion in Oregon" and the history of black culture in Portland.

- Women's History Month was celebrated with events highlighting local women-owned tea businesses, tea history, and a Women's History Month trivia game.

Student Affairs

The Student Affairs office was busy in the winter term! Welcoming everyone back to campus in January was great fun, and learning about all their adventures over the break is always a highlight. February saw us working with various departments in the division to ensure students were cared for when the Klamath Falls campus closed for an entire week due to snow. Housing and Residence Life, the College Union, Athletics, Sodexo, Facilities, and Campus Safety all did a great job of helping our students have safe passage to the CU for food and space to hang out, as well as working together to offer students things to do when they were not catching up on homework and their studies. Athletics was allowed to host basketball that week as the roads were clear for teams to travel to the Basin. A huge thank you to the Facilities, Campus Safety, and Athletics staff for helping the campus and community venture to the gym for some action-packed games and to shake off the effects of so much snow and join in the camaraderie to support our Hustlin; Owls.

The office has also been busy working with students and faculty through Academic Integrity issues and other life issues students face. Our office serves as a resource to help students navigate their experience at Oregon Tech and offer a listening ear and helping hand to anyone who enters our doors.

Student Affairs hosts Donuts with the Deans

- On February 26, 2025, Student Affairs hosted "Donuts with the Deans." Dr. Jennifer James, Interim Dean of Students, Dr. Denise Seabert, Interim Dean of Health, Arts, and Sciences, and Dr. Nesli Alp, Dean of Engineering, Technology, and Management, traveling around campus with dozens of donuts to share with students. They engaged in casual conversations, answered questions, asked students about their registration status for the spring term, and asked if they had what they needed to succeed at Oregon Tech.

Student Involvement and Belonging

SIB Klamath Falls Update

- *Lean in and Stretch*
  - Black History Month Initiatives
    - The True Black History Museum (February 13, 2025)
      - The True Black History Museum, a traveling museum that teaches True Black history using rare and authentic artifacts. We are committed to preserving the history of African Americans and teaching others about the many significant contributions that African Americans have made to humankind. Over half a million people have viewed The True Black History Museum throughout the United States. There were 26 attendees.

- Black History Month Movie Nights (Every Friday in February)
  - Opportunities for students to learn about the history of the African American community and different events that have played key roles in American history.
- A Legacy of Service: Guest Speaker (February 18, 2025)
  - Welcomed a guest speaker and Alumnus, Jeri Marshall, sharing about Honoring Patriots of Valor and Courage: The African American Women of the Six Triple Eight Central Postal Battalion. There were 12 attendees.
- Lantern Festival (February 12, 2025)
  - Opportunity for students to learn about different Chinese fortunes, a key celebration in the Chinese culture, and ending Lunar New Year with a Lantern Festival. Students decorated lanterns, and when they were done, they set them off into the sky. There were 74 attendees.
- Women's Gym Day(s) (Every Saturday in Winter Term)
  - Every Saturday, the department collaborated with various student programs and faculty members hosting this event. Hosting different themed gym days from yoga, lifting 101, self-defense, and more.
    - Student Veteran Program, Treehouse, Campus Activities Board, Dr. Sonjia Bickford, and Jennifer Bavarskas helped SIB host these events. An average of 20 students attended each session. The largest session welcomed 53 students.
- Leadership & Diversity Scholarship Gathering (January 31, 2025)
  - Leadership & Diversity Scholars gathered and had conversations that helped them get to know one another and prepare to succeed in fulfilling the term's scholarship requirements. There were 62 scholars present.
- *Get Involved*
  - Leadership & Diversity Scholars gathered and had conversations that helped them get to know one another and prepare to succeed in fulfilling the term's scholarship requirements. Sixty-two scholars were present.
  - SIB Winter Party (December 5, 2024)
    - Students gathered during the cold weather to end the term on a strong note with time away from studying. There were 71 students in attendance.
  - Week of Welcome/Hootie's Winter Wonderland
    - In collaboration with the Campus Activities Board (student program), an event was held each day during the week to welcome students back from Winter Break.
    - Activities/events: Grab & Go Breakfasts, Gingerbread House Making, Paint & Sip, Snow Globe Making, Ice Skating Giveaways, and Bonfire & S'mores

- On average, 25 students participated during the week, with the bonfire bringing in 116 students.
  - Get *Involved* Expo (January 27, 2025)
    - Opportunity for students to take a break from studying or classes to play games, win prizes, and enjoy sweet treats. The goal was to allow students to meet new people and join clubs to help them stay engaged and be involved on campus. We tracked 77 students who stopped by, not including the 15 clubs and their representatives and 10 student program teams.
- *Give Back*
  - Martin Luther King Jr. Week of Service (January 20-24, 2025)
    - On-campus community service: 25 participated in making meal kits for students who needed an easy meal.
    - Off-campus community service: 4 students volunteered at Klamath Basin Senior Citizen Center, preparing and serving lunch.
    - Watch & Learn: 3 students watched Selma (2014 movie) and discussed their thoughts.

Student Involvement and Belonging progress on 2024-2025 goals

- SIB continues its work to re-invigorate the student mindset. As students provide feedback on their concerns about various issues, we encourage them to consider joining committees such as the CU Commission, Sustainability Committee, and the DICE Steering Committee, as these spaces are a platform to voice feedback and make changes appropriately.
- Honest conversations with the student leaders/employees about how to take on responsibilities to assist SIB and maintain services continue, with student leaders stepping and taking the initiative.
- The department continuously chats with students who come into the office. Continuing to provide time for a conversation, even when we are at our capacity, shows the students that they are important and that we value our relationships with them, impacting them positively.
- Student experiences and ways you are supporting/How do you incorporate student voices in all you do
  - Before making decisions on events or processes that help the department function, we ask the students their thoughts to incorporate students.
  - Many students have approached SIB about their concerns with recent Executive Orders. Students were feeling lost and without resources. SIB created a student-centered resource flyer offering support and resources for students to see and use as they need.

Tech Nest Store

The Tech Nest Store had an AMAZING first two months of 2025, selling more than $40,000 worth of merchandise during January and February, even as the store was closed for a week due to inclement weather. That is a 31% increase over last year, the same 2-month period - WITHOUT the store being closed for a week.

Graduation season has officially started. The Tech Nest is fully stocked for commencement. New to the store and just in time for commencement planning are high-end wooden frames with the Oregon Institute of Technology etched into the matting, including the Presidential seal. There will be bundled specials available at a discount for our graduating students. The mood in the Tech Nest during graduation season is one of CELEBRATION and PRIDE!

The Tech Nest has also been trying out later hours for game days during basketball season and will be open more hours for softball games. The Tech Nest will be open extended and weekend hours for admissions events during the spring term! Wings events.

Tech Opportunities Program (TRiO)

In Winter Term, the Tech Opportunity Program (TOP) served 149 first-generation, low-income, and disabled students through one-on-one holistic advising appointments, events, workshops, and classes totaling over 450 contacts. The program changed as Interim Director Desiré Brown left the institution at the start of the new year. In addition to losing a valued staff member, space changes in the Library Resource Center (LRC) allowed TOP to secure new accommodations to serve TOP students better.

As the Interim Director, Desiré Brown, left the institution, Lead Advisor Charlotte Waite was invited to take on this role. She was approved to do this by the Department of Education in mid-January and serves as Interim Director while still fulfilling Lead Advisor responsibilities. She will hold this role until a full-time Director is hired. We are so excited Charlotte took on this additional role and is doing a fabulous job!

Over winter break, TOP transitioned its space to room 233 in the Learning Resources Center (LRC), officially marking it as TOP on the Klamath Falls campus. LRC 233 was a prominent general common space with two attached offices (LRC 233C &LRC 233D) that advisors Dahiana Padilla and Charlotte Waite moved into. The common space was transformed into a study corner and lounge area, promoting spaces for both community building and academic integrity. This transition benefits the program and program participants, including private study space, meeting space, and student engagement. Thanks to the support and allocation

of funds from Student Affairs, the room will continue to be updated with new furniture to create an updated aesthetic.

Picture 1&2: New TOP Common Space in LRC 233.

## TOP Events and Programming:

- Winter Welcome - Meet Your Mentor: TOP kicked off the term, welcoming students back to campus with minute-to-win-it style games and dinner. Over icebreakers and food, TOP students met with their student mentors and created a community with one another in the new TOP common space.
- Internship/Externship Information Panels for the College of ETM and HAS: This two-week informational series connected TOP students to alums, professional staff, and upper-level students with internship or externship experience. With each session focusing on either the College of ETM or HAS, students could listen, ask questions, and build their network with professionals in their desired field.
- TOP Mentor Retreat: TOP employs 10 student mentors. Student Success Mentors (SSMs) are hired through Housing and Residence Life to guide and connect with TOP students who reside on campus. Peer Mentors (PMs) are employed through TOP and assigned students who reside off campus. At the end of February, both groups joined to build professionally using Clifton StrengthsFinder. Using this tool, mentors established their strengths, discussed team dynamics, and established unique roles on their respective teams. This opportunity provided a space where the students could share their needs in a team and uplift each other in their roles.
- TOP Student Success Class- Learning about Scholarships: Winter term is scholarship season in the Tech Opportunity Program (TOP). The department's goals shift from creating healthy academic & personal habits and community to finding and applying for financial aid and expanding on financial literacy lessons. During the Winter Term,

TOP hosted a free student, one-credit class designed around successfully applying for scholarships and financial literacy. In this class, students dive into professional writing concepts, successful story sharing, and learning to decipher essay prompts, understand the direction of rhetoric, and learn financial literacy concepts such as budget creation, credit score explanation, and investing knowledge. With special guest speakers such as Julie Daniels, Scholarship Coordinator, and Jake Coatney, Financial Aid Counselor, students connect and know who to contact in the Financial Aid office for their needs.

- Oregon TRiO Day: February 28, 2025, marks the first year Oregonians celebrated Oregon TRiO Day. As a newly signed proclamation from Governor Kotek, this day represents the critical work and life-changing experiences TRiO grants provide Oregon students. Cupcakes were handed out in the College Union on the Klamath Falls campus. TOP students gathered in LRC233 to create vision boards, imagining the possibilities and accomplishments in their lives and celebrating during dinner together. Finally, students commuted to the Running Y ice rink to share an evening of skating adventures!

Picture 3: TOP students and staff hand out cupcakes to the Klamath Falls campus.
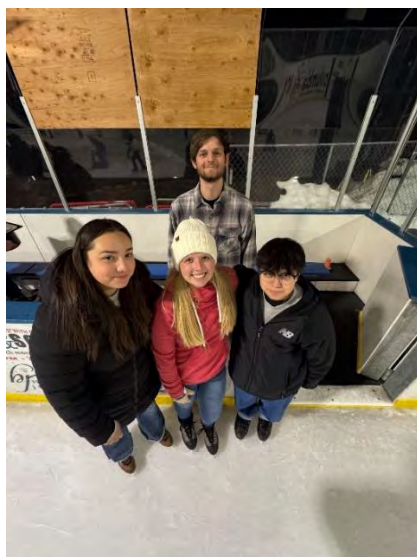
Picture 4: TOP students go ice skating at the Running Y.

Veterans Services Program

Veteran Student Services and the Student Veterans Program successfully supported the Student Veterans of America Washington Week with a delegation of students from Klamath Falls and Portland-Metro campuses who traveled to Washington D.C. from March 2-4, 2025, meeting with the Congressional representatives and senators representing the State of Oregon.

Led by Marine Corps veteran Walter Corthell, the four students brought the challenges and strengths of military-connected students to the attention of our elected officials. Through coordination with SVA national leadership and our Government Relations team, the group was well prepared to wade into federal political processes. The most immediate achievement of this trip was the co-sponsorship by Congresswoman Andrea Salinas for HR 1391, legislation to restore VA education benefits to recipients who predatory institutions had defrauded.

Since the Fall term, VSS has been in contact with the leadership team at Kingsley Field to support upcoming operations on base directly, notably the Wings and Eagles Air Show, but also coordinating future efforts to provide fiscal support to the broader veteran population in the Klamath Basin through on-base fundraising and service coordination through the Klamath County Veterans Action Council.

In parallel with the record-breaking freshman class that Oregon Tech welcomed in 2024, the military-connected population achieved an 85% retention rate from Fall 2023 to 2024 and welcomed 60% more true freshmen in the same period. Through our already robust programming for service members, veterans, family members, and survivors, we aim to maintain the exceptional retention of those new students.

Provide an exceptional experience for students with activities designed to help create <u>connections</u>

- Invite feedback after each program and some interactions through satisfaction surveys

- Goal to achieve a 4+ average on 5-point scale measuring student learning, connection to the activity/presentation, and student reported applicability to their world about what they learned

Oregon's Polytechnic University

Oregon TECH

Winter Term!

Oregon TECH

Elevate student involvement through constructive and civil engagement with Oregon Tech, the community, and industry by fostering a culture of leadership and innovation

Students, employees, and alumni participate in collaborative learning dialogues with our partners on the new residence hall facility.

Oregon's Polytechnic University

Oregon **TECH**

Facilities and Equipment

Assess and advocate for adequate physical space, facilities, and equipment that ensure safe and productive environments that improve student success and performance

View our progress on the new Housing facility at oit.edu/campus-life/housing!

Oregon's Polytechnic University

Oregon TECH

Re-invigorate the student mindset

- Help students understand the real world and what it means to participate in civil discourse
  - Dean of Students & Assistant Dean feedback events
- Shared Governance & Student Feedback
  - 27 unique students are participating on University Standing Committees
  - ASOIT manages Incidental Fee setting and Financial Allocations for student organizations with Student Involvement & Belonging
- Identify and train students to take on new and evolving student leadership roles
  - Housing and Residence Life saw more students participating in the department's application process for leadership roles.

Including Student Voices

Oregon's Polytechnic University

Oregon TECH

Supporting Student Success from all Sides

- Basic Needs
- Disability Services
- Integrated Student Health Center
- Student Involvement & Belonging
- Student Succes Team
- TOP
- Veteran Student Services

Easy Spam Fried Rice

Oregon's Polytechnic University

Oregon TECH

Scholar-Athletes Leap to New Heights

- BOTH Basketball teams advanced to first round of NAIA Championships!

- Baseball team currently 11-9 in conference play

- Softball team currently 11-3 in conference play

- Track & Field athletes achieve personal bests

Oregon's Polytechnic University

Oregon TECH

Facilitating Industry Partnerships

- Student Involvement & Belonging coordinated Engineers Week programs in collaboration with Dr. Alp & the College of Engineering, Technology, & Management.

- TOP led an informational series of Internship/Externship Information Panels for the College of ETM and HAS.

  - This series connected TOP students to alums, professional staff, and upper-level students with internship or externship experience.

  - Students could listen, ask questions, and build their network with professionals in their desired field.

Oregon's Polytechnic University

Oregon TECH

Supporting Successful Job Placements

Spring Term Career Fairs

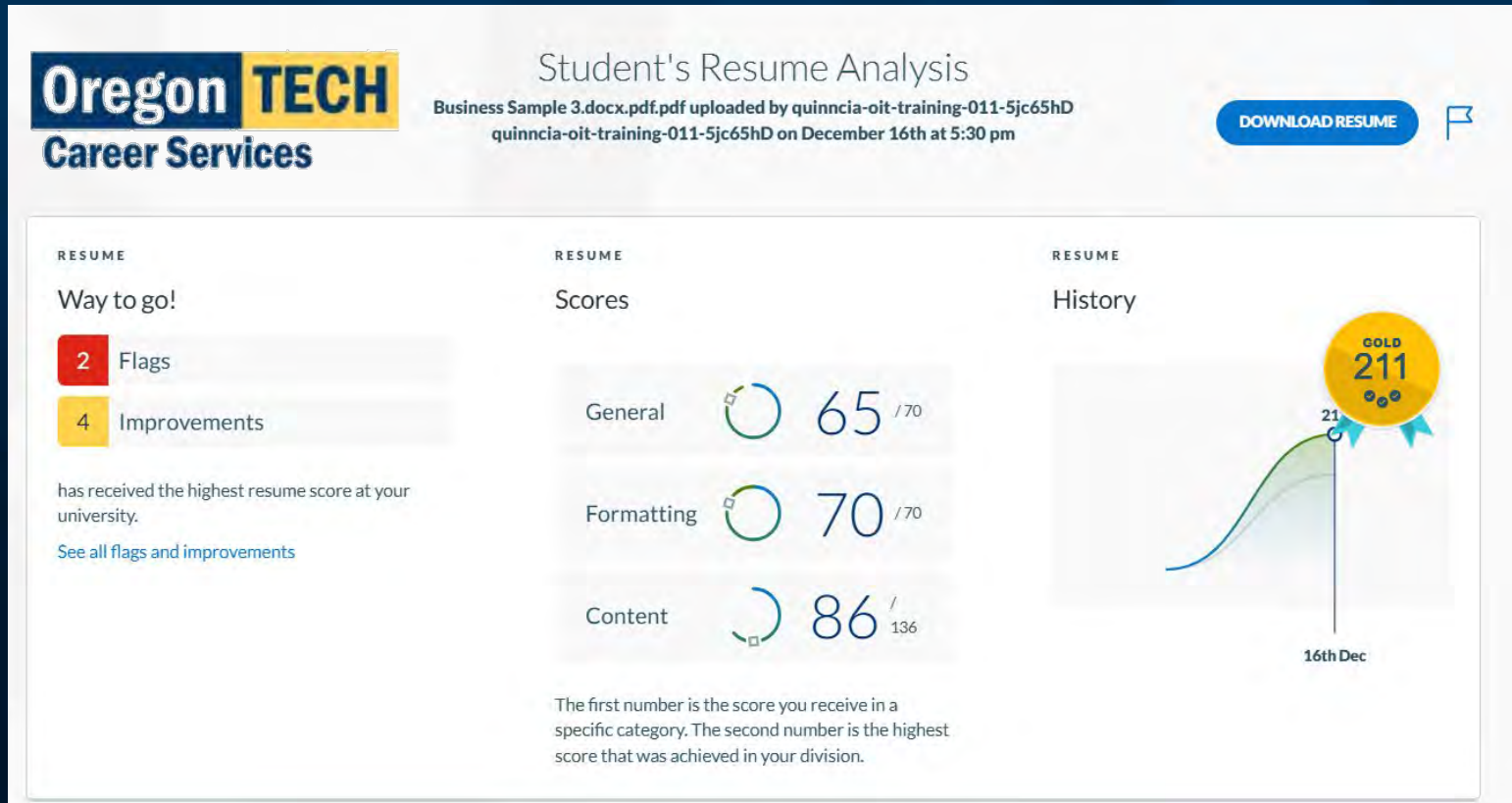- Portland Metro All-Industries Career Fair April 15: 19 employers registered

- Klamath All-Industries Career Fair April 24: 21 employers registered

Career Advisors have completed 157 student appointments YTD:

- 94 Resume Reviews

- 30 Job/Internship Search Strategy sessions

- 16 Career Explorations

- 8 Interview Coaching

- 9 Other (LinkedIn, Offers, USAJobs)

Oregon's Polytechnic University

Oregon TECH

Proactively Addressing
AI (Artificial Intelligence) in Student Affairs

- Career Services' tools inform students about AI resume scanning & how to navigate the changing hiring landscape

- Academic Integrity Policy: Student Voices gathered through committee engagement on Curriculum Planning Commission & ASOIT

Oregon TECH
Career Services

Student's Resume Analysis

Business Sample 3.docx.pdf.pdf uploaded by quinncia-oit-training-011-5jc65hD
quinncia-oit-training-011-5jc65hD on December 16th at 5:30 pm

DOWNLOAD RESUME

RESUME
Way to go!

2 Flags

4 Improvements

has received the highest resume score at your university.

See all flags and improvements

RESUME
Scores

General 65 /70

Formatting 70 /70

Content 86 / 136

The first number is the score you receive in a specific category. The second number is the highest score that was achieved in your division.

RESUME
History

GOLD
211

21

16th Dec

Oregon's Polytechnic University

Oregon TECH

Celebrating Diverse Needs & Experiences

- Student Involvement & Belonging's Pillar: Embrace Diversity
  - Leadership and Diversity Scholars connection opportunities
  - Educational opportunities:
    - Lunar New Year
    - Ramadan
    - Martin Luther King Jr. Day
    - Black History Month
    - Women's History Month
  - Many students have approached SIB about their concerns with recent Executive Orders. Students were feeling lost and without resources. SIB created a student-centered resource flyer offering support and resources for students to see and use as they need.

Oregon TECH

Questions for Student Affairs?

Thank you!

Oregon's Polytechnic University

Oregon TECH

Strategic Enrollment Management
Update

April 8, 2025

Agenda

- Winter & Spring 2025
- New Hires
- Spring Enrollment
- Fall 2025
- Q/A

Winter and Spring 2025 Update

- Continued increase in utilization of Peer Tutoring coaching

- Peer Tutoring Coordinator hired

- Data and tracking enhancements to advising CRM

- Aligning Retention with Admission efforts during "melt" cycle

- Preparing for large incoming cohorts: Events

New Hires in SEM Team

- KINSEY BABIRACKI, Peer Tutor Coordinator for Peer Tutoring Center, Klamath Falls

- ANWEN "ANNIE" JONES, Academic Advising & Retention Coordinator, Portland Metro (Klamath Falls Support)

Spring Enrollment – Headcount (non-dual credit)

Headcount Comparison
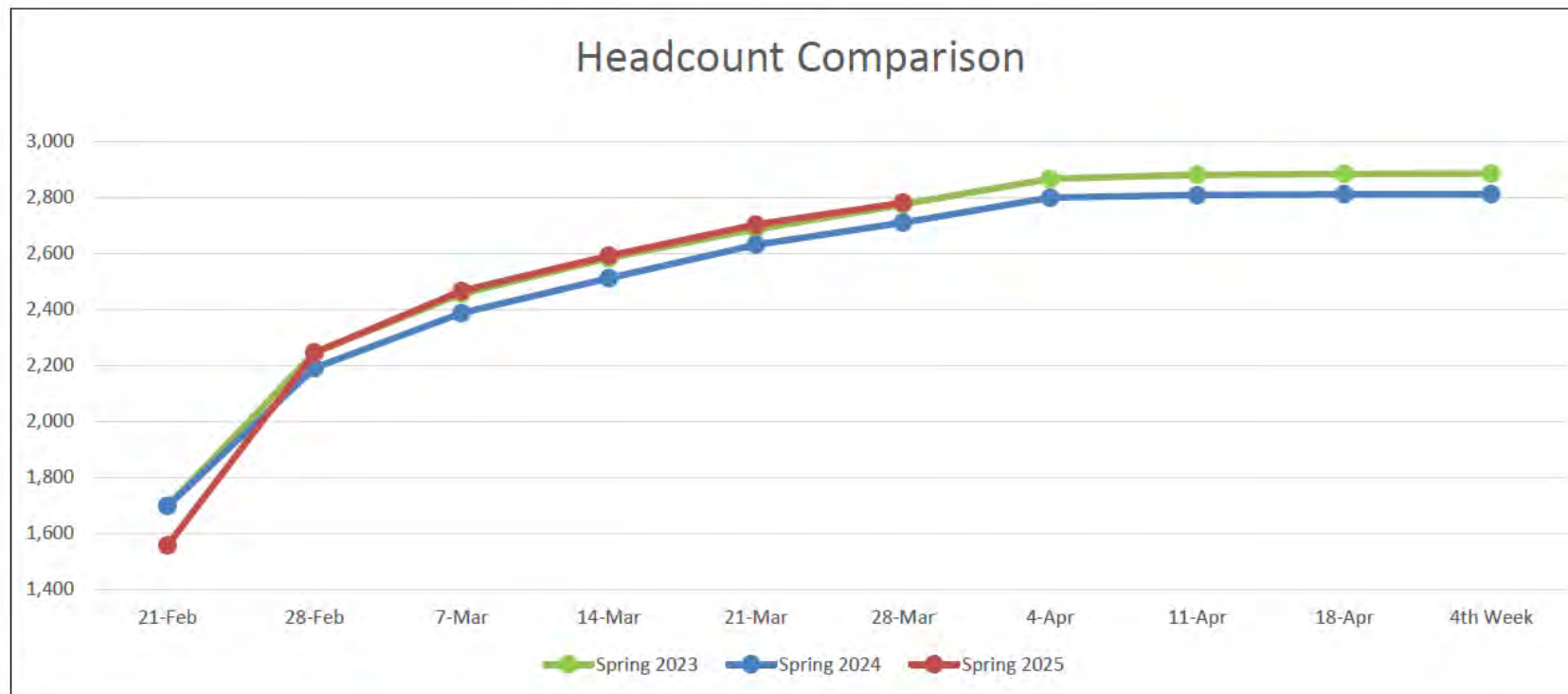
	21-Feb	28-Feb	7-Mar	14-Mar	21-Mar	28-Mar	4-Apr	11-Apr	18-Apr	4th Week
Spring 2023	1,698	2,247	2,456	2,583	2,687	2,775	2,866	2,881	2,884	2,885
Spring 2024	1,698	2,191	2,387	2,511	2,631	2,710	2,799	2,808	2,811	2,811
Spring 2025	1,558	2,246	2,466	2,592	2,703	2,781				
% Change (Prior Year)	-8.2%	2.5%	3.3%	3.2%	2.7%	2.6%				

Spring Enrollment – Credit Hour (non-dual credit)

Credit Hour Comparison
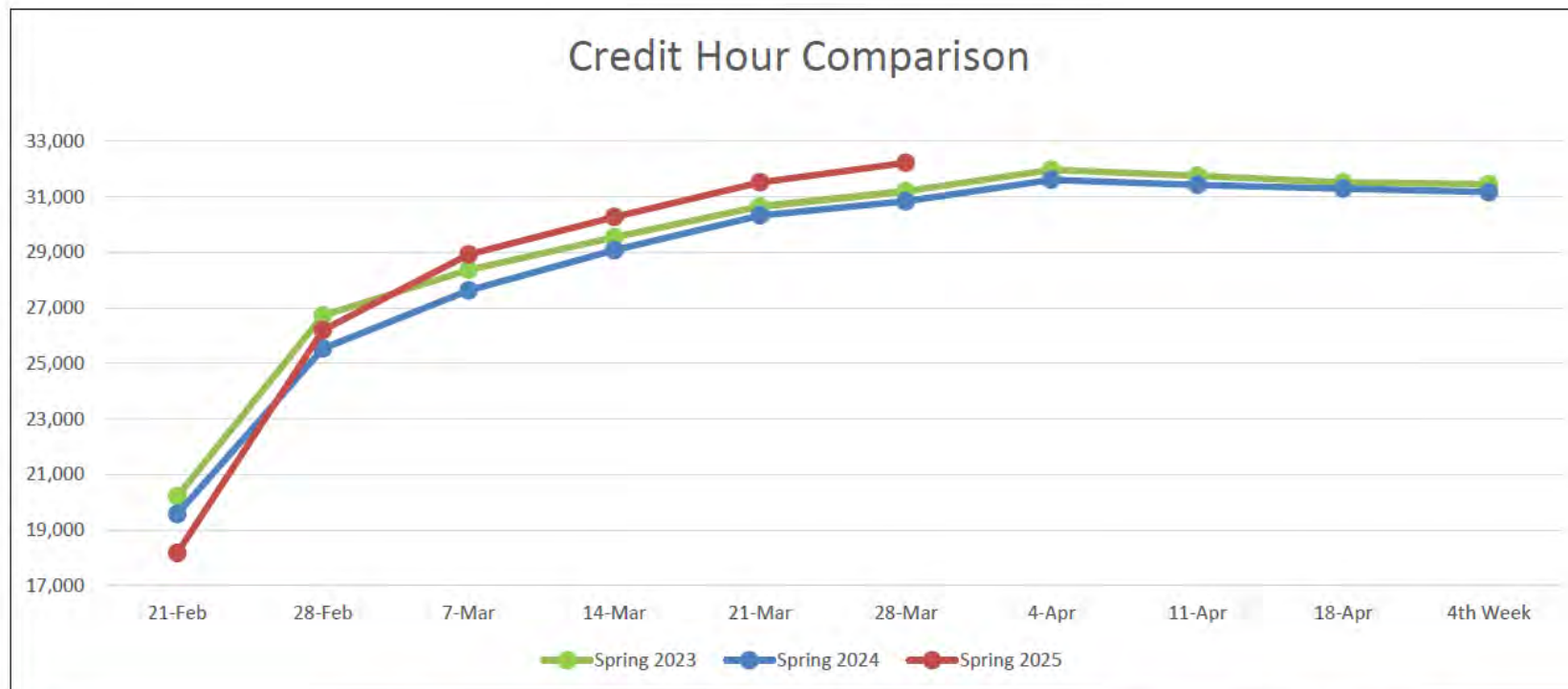
	21-Feb	28-Feb	7-Mar	14-Mar	21-Mar	28-Mar	4-Apr	11-Apr	18-Apr	4th Week
Spring 2023	20,209	26,723	28,370	29,542	30,651	31,198	31,971	31,757	31,514	31,452
Spring 2024	19,584	25,540	27,624	29,076	30,324	30,836	31,609	31,421	31,297	31,167
Spring 2025	18,179	26,201	28,925	30,276	31,516	32,221				
% Change (Prior Year)	-7.2%	2.6%	4.7%	4.1%	3.9%	4.5%				

Online & Portland Metro

- Continued Steady Growth in Online (up 5%+ from 438 to 462)

- Uptick in Portland Metro Enrollment (from 442 to 466)

Fall 2025 Vs. Fall 2024 (Point in Time)

- Total completed applications are up by 17% (4926 → 5766)

- Admits in KF are up by 6.9% (4362→ 4664)

- Deposits are up by 11% (379 → 422) (Main indicator)

2025 Ad Hoc Self-Evaluation Report

Submitted to

Northwest Commission on Colleges and Universities

March 14, 2025

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Introduction

This Ad Hoc report is prepared in response to the findings of the Northwest Commission on Colleges and Universities (NWCCU), following the EIE accreditation visit of the Oregon Institute of Technology (Oregon Tech) in Spring 2023. The four recommendations, as described in the NWCCU Commission's letter dated July 21, 2023, are:

Recommendations Substantially in Compliance but in Need of Improvement:

Recommendation 1: Spring 2023 Evaluation of Institutional Effectiveness - Develop decision-making structures and processes, which are documented and publicly available, and which include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. (2020 Standard(s) 2.A.4)

Recommendation 2: Spring 2023 Evaluation of Institutional Effectiveness - Employ faculty and staff, sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. (2020 Standard(s) 2.F.3)

Recommendation 3: Spring 2023 Evaluation of Institutional Effectiveness - Use an ongoing and systematic evaluation process to inform and refine its institutional effectiveness and assign resources. (2020 Standard(s) 1.B.1)

Recommendation 4: Spring 2023 Evaluation of Institutional Effectiveness - Provide evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. (2020 Standard(s) 1.B.3)

This Ad Hoc report addresses the university's actions to respond to the above Recommendations. The report details ongoing university efforts to sustain continuous improvement consistent with the university's mission and strategic planning. Specifically, a focus on the university's assessment processes and data that align with the scope of the above four recommendations is detailed in this report.

Institutional Assessment Overview

Oregon Institute of Technology (Oregon Tech) is a public university with campuses in Klamath Falls, OR, Wilsonville, OR, and sites at Salem, OR, and Everett, WA. The university offers degree programs primarily in the areas of natural sciences, applied health sciences, psychology, business management, engineering, and technology disciplines. Most degree programs are offered at the Bachelor level with some majors offering Master of Science degrees and one doctoral program, doctor of physical therapy.

The university's mission statement was approved by the Oregon Tech Board of Trustees on May 30, 2019, and reviewed by the state of Oregon Higher Education Coordinating Commission (HECC) on August 8, 2019. It is published on the university's outward facing website. The mission statement informs the Strategic Plan, the five-year plan which was created in 2020. The plan documents goals, objectives and actions, built collectively by university stakeholders.

The university office of Academic Excellence oversees the university's academic programs assessment. This process was adopted by the Assessment Executive Committee in 2022-23 academic year as appointed and charged by the Provost's Office. The description of the assessment process is available on the academic assessment website at Institutional Assessment. Annually, the university assessment committee reviews the academic program reports and offers constructive suggestions for program improvement and informs the campus of the assessment plan for the following year. The evaluation process is reviewed by the Assessment Executive Committee and updated considering feedback from faculty, staff, students and, where applicable, updated state and accreditation standards. The university publishes its academic assessment report and assessment plan annually.

Non-academic programs are also evaluated by their division annually. The evaluation process and criteria are defined by the division and the evaluation results are shared with the division employees. Recommendations for operational improvements and processes are included in the evaluation reports.

Response to Recommendation 1: Decision-Making Structures

> *Develop decision-making structures and processes, which are documented and publicly available, and which include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. (2020 Standard(s) 2.A.4).*

Shared Governance

The university's shared governance framework is inclusive, participatory and transparent, ensuring that all stakeholders have a voice in the university's operations and strategic direction. Key entities include Faculty Senate, Administrative Council, Student Government, Standing Councils, Commissions, and Committees.

Faculty Senate: Faculty Senate provides a forum for discussing matters of academic interest and provides an opportunity for faculty input and recommendations. Through structured processes, the senate meetings integrate faculty perspectives in academic planning and policy development recommendations. Minutes of the Faculty Senate meetings are available publicly online.

Administrative Council: Administrative Council participates in President's Council, Faculty Senate, and Fiscal Operations Advisory Council. The council represents unclassified administrative staff in decision making and stands for ideas, interests, and welfare of unclassified staff.

Classified Staff: The classified staff participate in meetings and committees that represent their interests and university's operations. The classified staff are represented by their union, SEIU Local 503 OPEU.

Student Governance: Associated Students of Oregon Institute of Technology (ASOIT) represent the interests of students on both campuses. ASOIT representatives serve on university standing committees, participate in the setting of student fees and allocation of those resources. ASOIT meet regularly with their constituents and university leadership.

Standing Councils, Commissions, and Committees

Oregon Tech's Standing Councils, Commissions and Committees (CCC), play a crucial role in the university's shared governance. These committees provide input and recommendations to the university leadership, ensuring that decisions are made with the interests of the entire university community. The objectives and memberships of CCC are publicly accessible on the university's website. CCC's cross-divisional committees handle university-wide tasks, with their membership representing relevant committee's objectives. The open format of the university committees guarantees active participation and transparent communication among the members and the university community at large. Committee membership reflects the purpose of the committee, typically incorporating input from faculty, staff, and students, as appropriate.

Standing committees play a central role in shared governance at Oregon Tech. Input from these committees helps administrative leaders make informed decisions for the academic, operating, facilities, and needed improvements considering the priorities of the campus community. Current committee membership, member selection, and purposes are detailed in the publicly available 2024-25 Standing

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[Committees](#) document. Membership of many committees that decide academic processes at the university are jointly made by the administration and the Faculty Senate President. The committees align with the university's operating divisions or department, as shown in Figure 1, below.

President	Academic Affairs	Finance & Administration
Oregon Tech President's Council	Academic Council	Parking and Traffic Commission
DICE Steering Committee	Academic Progress and Petitions Committee - KF Campus	Radiation Safety Committee
Facilities Planning Commission	Academic Progress and Petitions Committee - PM Campus	Safety Commission
Fiscal Operations Advisory Council	Accreditation Committee	
Marketing Advisory Committee	Assessment Committee	
Student Awards Commission	Commission on College Teaching	**Strategic Enrollment Management and Retention**
Sustainability Committee	Curriculum Planning Commission	Admissions Committee
Title IX Steering Committee	Faculty Advisory Committee on Emeritus Status	Financial Aid Committee
Tuition Recommendation Committee	General Education Advisory Council	Retention Committee
Wellbeing Committee	Graduate Council	
	International Committee	
	Library Resources Commission	**Student Affairs**
	Online Learning and Advisory Council	Americans with Disabilities Act Commission
	Resource Budget Commission	College Union Commission
	University Promotion Advisory Committee	Student Hearing Commission
	University Research Committee	Veterans Action Committee

Figure 1: Standing Councils, Commissions, and Committees by Division

University committees handle diverse areas including education, research, facilities, and services. They benefit from the varied perspectives of faculty, staff, and students, fostering transparency, accountability, and high-quality outcomes. Faculty offer their academic insights, research and scholarship perspectives; staff members contribute to practical and operational considerations; and students provide helpful feedback on the impact of policies and initiatives on student learning and campus life. Open meetings promote participative decision-making on issues like curriculum development, campus organizations, facilities, and student welfare. The tables below show the composition of the membership of CCCs, by percentage (Table 1) and member count (Table 2). A comprehensive table of committee membership composition for each CCC, by number and percentage, is included in Appendix A1, Table A1.

Table 1: Committee Membership Composition: Percent of Positions on Committee

2024-2025 Committee Membership: Percent (%) of Positions on Committees	Faculty	Staff	Student	External
Academic Affairs	53%	40%	7%	0%
President	26%	53%	20%	1%
Finance & Administration	21%	70%	9%	0%
Strategic Enrollment Management and Retention	31%	69%	0%	0%
Student Affairs	27%	36%	34%	4%
Grand Total	**36%**	**50%**	**14%**	**1%**

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Table 2: Committee Membership Composition: Number of Positions on Committee

2024-2025 Committee Membership: # of Positions on Committees	Faculty	Staff	Student	External	Total #
Academic Affairs	105	78	14	0	197
President	43	88	33	2	166
Finance & Administration	12	40	5	0	57
Strategic Enrollment Management and Retention	15	34	0	0	49
Student Affairs	15	20	19	2	56
Grand Total	190	260	71	4	525

Decision-making processes related to finances and resource allocation are conducted through multiple CCCs, in collaboration with the division of Finance and Administration (F&A). The division input and data to committees such as Tuition Recommendation Committee (TRC), Financial Operations and Advisory Council (FOAC), Facilities Planning Commission (FPC).

Tuition and Fees-Setting Process: The TRC involves students in this annual process, providing opportunities for students at large to participate. The committee recommends rates to the President, who then recommends them to the Board of Trustees in accordance with Oregon law, ORS 352.102.

General Financial Management: FOAC provides direction and structure to faculty, students, staff, and administrators on annual budget development, quarterly financial reporting, investment performance, and upcoming decisions. It advises the President on financial matters.

Physical Infrastructure: FPC provides feedback as necessary for large, complex facilities projects. Recent projects include Student Housing, engineering lab renovations, and the Facilities Master Plan. The commission reports to the President and recommends priorities for building construction, remodeling, and optimal building utilization.

Summary (Recommendation 1)

Through committees, councils, and commissions the university has developed structures and processes to offer ample opportunities for the consideration of the views of faculty, staff, administrators, and students on institutional matters that each has a direct and reasonable interest. The university's commitment to transparency and collaboration supports stakeholders' participation in decision-making processes, and publication of their input in shaping university's operations. The university provides meaningful opportunities to stakeholders for participation in matters that impact them and publishes their input in meeting minutes or other documents.

Exhibits
* ASOIT Student Government
* Board of Trustees Policies and Procedures
* Councils, Commissions and Committees (CCC)
* Facilities Planning Commission (FPC)
* Fiscal Operations Advisory Council (FOAC)
* Oregon Tech's Student Budget Request Process
* Resource Budget Commission (RBC)
* Tuition Recommendation Committee (TRC)

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Response to Recommendation 2: Sufficient Staffing

Employ faculty and staff, sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. (2020 Standard(s) 2.F.3)

Oregon Tech's mission guides decisions to support meaningful student success at the university. Achieving university objectives requires data-informed continuous planning, assessment, and improvement of university operations. In addition to sound planning, the university must employ sufficient competent faculty, staff, and administrators with qualifications to lead the institution's responsibilities.

In addition to the rigorous assessment of learning outcomes, faculty must engage in continuous professional development to stay abreast of the latest educational methodologies and disciplinary advances. The university provides recurring funding as part of the program's base budget to support faculty professional development. This university commitment supports its goal of having qualified faculty and relevant and dynamic curricula remain to prepare well qualified graduates. Each degree program has an external advisory board to provide feedback regularly and to integrate their input into the program curriculum, further aligning the students' educational experience with real-world expectations.

Qualifications of Faculty and Staff

University policies governing faculty and staff are publicly available on the Faculty and Staff Policies website. Promotion of instructional faculty whether tenured, tenure-track, or non-tenure track, follows the university policy OIT-20-040. The corresponding policy for library faculty is the policy OIT-20-041.

Faculty Hiring, Promotion, and Tenure

Faculty domain expertise and accomplishments build the foundation of minimum standards to offer an accredited degree program. As a polytechnic university, educational programs must be up-to-date and aligned with the needs of employers. Thus, hiring faculty takes into consideration the market requirements and importance of faculty experience to meet the employers' needs.

The Faculty Policy Review Committee evaluates all policies related to faculty matters, including qualifications for faculty rank, promotion, and tenure. The Faculty Tenure Policy (OIT-20-030) details the requirements for attaining tenure at Oregon Tech. The policy was approved by the Faculty Senate in 2017 and has been effective since June 14, 2018. Tenure evaluation is conducted by the Tenure Review Committee as described in Policy OIT-20-030. Accordingly, the award of tenure is ultimately decided by the President, considering the recommendations of the Provost, the college Dean and the review committee.

The Oregon Tech Policy on Academic Rank and Promotion for Instructional Faculty, (OIT-20-040), sets forth the minimum university requirements for promotion in rank. This policy was revised on March 7, 2024, and is publicly available. The policy is the only faculty policy that has been updated since the university's NWCCU Year 7 accreditation cycle review in 2023.

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Staff Hiring and Selection

Qualifications of classified and unclassified staff are decided by the division hiring for positions in which staff are employed. A new staff member's education and experience should fit well within the unit's needs and the university's strategic goals. Hiring staff follows a similar process to that of hiring a faculty member.

Faculty and Staff Roles and Numbers

Faculty

The provost and college deans assess faculty and staff needs of colleges based on budget, mission, enrollment, and the discipline's required expertise. A decline in enrollment generally reduces the need for faculty in affected programs, as seen during the pandemic. However, during the current academic year, the university plans to employ an additional 20 new faculty positions. Although this figure is not presented below in Table 3, the university's faculty numbers demonstrate a positive outcome in the 2024-25 academic year.

Table 3: Student-to-Faculty Ratio published by Institutional Research (IR)

Year	Full Time Student-to-Faculty Ratio	No. Students	No. Faculty
Fall 2021	16:1	2990	189
Fall 2022	15:1	2907	194
Fall 2023	14:1	2898	207
Fall 2024	15:1	3045	203

Staff

The university staff count is currently 286. Hiring of new staff is ongoing as needs arise, and the number of staff is expected to increase once this year's hiring is concluded. Historical staff numbers, as reported to IPEDS are provided in Table 4 (FTE).

Table 4: University Staff published by IPEDS

Year	FTE Staff
Fall 2021	269
Fall 2022	280
Fall 2023	294

Strategic Enrollment Management

To ensure continuity of academic programs, the university has engaged in initiatives to enhance student engagement and retention. These include expanding online course offerings, and increasing accessibility to student support services. The efforts include academic advising, career counseling, and various support services to help students succeed in their educational journey. Professional staff advising and support for students during the early part of the student's educational programs was initiated to support such efforts. The university increased investment in the office of Strategic Enrollment Management and Retention (SEMR). The effort has shown a positive outcome in recruitment of new students in Fall 2024.

Student Affairs

The Division of Student Affairs promotes engagement, encourages whole wellness, and supports student persistence to graduation. To ensure sufficient staff to support the division's responsibilities, the Vice

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President of Student Affairs consider changes to enhance efficiency and service to students. This process may result in organizational adjustments to ensure staff have the necessary education and experience to maintain the integrity and continuity of the department's work. By proactively managing staff resources to support students' needs, the division can adapt to changing demands and ensure long-term sustainability of essential student support. The commitment to ongoing evaluation and improvement reflects a dedication to providing high-quality support and services to students, ultimately contributing to their academic and personal success and maintaining high-quality institutional effectiveness.

Finance and Administration

The Finance and Administration (F&A) Division collaborates closely with Academic Affairs and Student Affairs in supporting the academic and student support resource needs related to the Academic Master Plan, the Student Affairs Strategic Plan, and their divisional staffing needs. Division leadership ensures staffing decisions are strategic and aligned with institutional priorities, considering the inherent constraints of public entities.

F&A staff are sufficient in numbers and possess a wide range of skill sets, including advanced degrees and professional certifications. The division reviews its staffing annually as part of the university's budget development process to ensure adequate staffing levels. F&A utilizes a zero-based budgeting approach, where every cost line item, including individual positions, is justified and documented. F&A staff positions include human resource (HR) professionals, attorneys, project managers, and certified public accountants, each with their own continuing education requirements. HR practices, including qualified staffing, professional development, performance evaluations, and supportive work environment collectively ensure that the university's HR effectively supports Oregon Tech's mission and goals.

Summary (Recommendation 2)

Oregon Tech's educational programs are career-focused degree programs. Student education and training in relevant subjects support the university's mission as a leading polytechnic. The university is committed to providing first-rate education to its students through investment in hiring well-qualified faculty, investing in their continued professional development, and providing state-of-the-art educational facilities. Faculty recruitment and retention strategies continue to evolve but remain critical to the university's goals to have a highly qualified faculty.

Exhibits

*Classified Staff CBA
*Commission on College Teaching
*Diversity, Inclusion, and Cultural Engagement
*Faculty and Staff Policies
*Faculty Labor Relations
*Institutional Research (IR)
*US Dept of Education IPEDS - OIT Institutional Profile

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Response to Recommendation 3: Evaluation Process

Use an ongoing and systematic evaluation process to inform and refine its institutional effectiveness and assign resources. (2020 Standard(s) 1.B.1)

Oregon Tech institutional effectiveness focuses on achieving its mission through systematic evaluation and efficient planning. This ensures the university uses its resources effectively to improve student learning, applied research, and service and to plan for long-term success and sustainability.

University divisions use internal methods and metrics to evaluate performance, identify areas for improvement, and plan for the next cycle. Cross-divisional evaluations and improvement recommendations occur in CCC, whose reports are used to establish the rationale for continuous improvement actions, refine the institution's effectiveness, and prioritize resources.

Systematic Evaluation to Inform Institutional Effectiveness

The institutional effectiveness assessment process supports the alignment of institutional activities and strategic goals as outlined in the 2020 Strategic Action Plan, 2021-2026 Strategic Plan, and 2022-2027 Academic Master Plan. These strategic plans provide a roadmap for the institution's future, which, in turn, guides decision-making and resource allocation.

Key components of institutional effectiveness include program budget, infrastructure plan, and institutional surveys. These assessments evaluate the effectiveness of programs and initiatives throughout the year. Regular assessments ensure each academic and non-academic unit follows the path to achieve the institution's mission. Student success initiatives include disaggregated student performance data and satisfaction surveys. The institution collects and analyzes this data to make informed decisions about areas for improvement and refine its strategies.

Evaluation of Academic Programs and Academic Affairs Division

Academic Affairs uses various metrics to inform and refine institutional effectiveness. Each academic program is required by the Office of Academic Excellence to report annually on their effectiveness, detailing student success and achievements, improvement plans, and resource requirements. These reports are publicly available online. Quantifiable instruments for student evaluation vary by major, but reports universally determine program's effectiveness. This data-informed approach allows academic programs to identify and rank potential areas needing improvement and tailor a plan accordingly.

The university's Assessment Committee reviews annual reports and compiles a summary of accomplishments and recommendations for improvement of programs in their annual report. This annual review process promotes a culture of continuous improvement, ensuring that each academic program remains aligned with the institution's commitment to providing high-quality education.

Oregon Tech regularly evaluates and documents student learning and achievement using Internally available metrics and data dashboards, prepared by Institutional Research (IR). These are academic success measures such as retention, graduation rates, and persistence. To maintain data confidentiality, DFWI (grades of "D," fail, withdrawal, and incomplete) data are provided only to faculty instructors who teach the course and their department chairs.

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The university's IR website provides structured data on student achievement, including Quick Facts, Retention and Graduation Rates, and Completions/Degree Data. These reports help assess the university's effectiveness and identify areas for improvement and needed resources.

Evaluation of Non-Academic Divisions

Self-evaluation of non-academic divisions and departments ensures accountability and promotes continuous improvement. By sharing insights and findings within the divisions, departments learn from successful experiences and best practices. Annual assessment reports serve as key for ensuring that non-academic units contribute meaningfully to the university's success.

Student Affairs

The Student Affairs Division supports student learning through collaboration with students, faculty, staff and external constituents. By regularly reviewing performance metrics and outcomes, departments identify areas for improvement and implement changes to enhance student services. To optimize services, the division obtains student perspectives by sending out surveys to learn more about students' experience and how they utilize their programs. This work enables the division to learn about additional or different resources to support student needs. The division's goal is to support students' persistence to graduation.

The division works closely with the Business Administration Office (BAO) to ensure sound stewardship of the university budget. This process identifies and reallocates funds as necessary to prioritize initiatives that directly impact student life and learning experiences.

Continuous assessment and evaluation are of paramount importance to the division. This is accomplished by implementing a thorough, systematic assessment plan to evaluate the effectiveness of its programs and identify areas that need improvement. Regular targeted measurements of student services are used to identify areas for improvement and enhance the division's effectiveness. These processes are detailed on the Student Affairs webpage.

The Integrated Student Health Center (ISHC) uses various tools to assess its effectiveness in serving students. The division also uses data to implement outreach and educational initiatives to enhance overall student well-being. The division encourages students with practical skills to manage their mental and physical health with stress management, mindfulness, and healthy lifestyle choices.

Finance and Administration

Assessment of the operations of the Finance and Administration (F&A) Division is conducted as part of the university's normal business processes. The Vice President for Finance and Administration regularly reports to the Finance and Facilities Committee of the Board of Trustees in their quarterly meetings. The report includes the university's financial health, status of facilities operations, and progress reports on ongoing campus projects.

F&A has unique opportunities for analysis and measurement of resource allocation. Regular reporting to constituencies provides feedback that may prompt further evaluation and realignment of resources. Additionally, the division is audited regularly as part of both an external audit and internal audit process. An external audit of F&A is required by the university's annual external financial statement audit. The audit provides annual recommendations, as applicable, in a "Management Comment Letter" shared with F&A and University leadership, including the Oregon Tech Board of Trustees. The annual internal audit is

conducted by a certified public accounting firm with higher education industry expertise. The internal audit firm's annual audit plan is reviewed and approved by the Board of Trustees.

The division regularly provides reports and seeks feedback on university resources, budget, and other financial matters to the university community, auditors, and the Board. Examples and frequency of reporting are summarized in Table 5.

Table 5: F&A Reports and Opportunities for Input on University Resources Throughout the Year

Activity	Frequency
University Standing Councils, Commissions, and Committees (CCC)	Throughout the year
Facilities Planning Commission (FPC)	Quarterly
Financial Operations and Advisory Council (FOAC)	Quarterly
Annual External Financial Statement Audit	Annually
Management Comment Letter on External Audit Recommendations	Annually
Internal Audit	Quarterly, Ongoing
Internal Reporting: Management Report	Monthly
Internal Reporting: Financial Ratios Report – Debt Management Policy	Annually
Higher Education Coordinating Commission (HECC): Financial Conditions	Annually
Higher Education Coordinating Commission (HECC): KPMG Key Financial Ratios	Annually
Campus Forums	Quarterly
Reviews with Chair of the Board of Trustee's Finance and Facilities Committee	1. Monthly financial statement 2. Quarterly Investment Reports 3. Bond financing activities

Summary (Recommendation 3)

This Recommendation addresses the ongoing, systematic evaluation of student learning, student support services, and support facilities integral to Oregon Tech operations and students' success. The university employs various tools to refine its processes and ensure its resources are utilized effectively to achieve its mission. Annual assessments and improvement plans involve all departments in the university. Assessment processes and reports, publicly available on associated university websites, ensure transparency and availability of information to faculty, staff, students, and the public.

The university's comprehensive approach to assessment and improvement with active stakeholder involvement ensures that every part of the university's operations is scrutinized and analyzed. Commitment to a culture of continuous improvement enables Oregon Tech to maintain high standards of student learning and adapt to emerging challenges and opportunities.

Exhibits

*Clubs and Organizations
*Diversity, Inclusion, and Cultural Engagement
*Facilities Master Plan
*Program Assessment Reports
*Scholarships
*Strategic Plan

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Response to Recommendation 4: Planning Process

Provide evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. (2020 Standard(s) 1.B.3)

Comprehensive planning fosters a proactive approach to identifying challenges and opportunities in higher education, remaining responsive to external factors. Transparency in planning builds collaboration across university functions, promoting a high-quality learning environment. Oregon Tech's collaborative planning process aims to enhance institutional effectiveness and mission fulfillment. Planning includes annual unit assessments, periodic evaluations, and long-term strategic planning. The university's commitment to accountability is apparent through transparent processes on financial planning, and facilities master development plan. Planning processes include reviews from academic programs, students, administration and participation and input from faculty, staff, and students.

The university provides ample opportunities for stakeholders to provide input in the planning process. Departmental committees plan internal activities at the division level. Cross-divisional tasks are planned by CCC committees, representing various groups. Budget development uses a collaborative effort in FOAC with planning meetings throughout the year. Meeting records are available to the university community via publication of minutes.

University-Wide Planning Processes

Standing Committees, Commissions, and Councils (CCC), comprising faculty, staff, and student representatives, represent the views of the campus community on issues of interest. These committees recommend policies to academic affairs, student affairs, campus life, and other administrative functions. They seek input from university constituents through open meetings, surveys, and other means. This process ensures a transparent and inclusive planning process, incorporating diverse input from the campus community. These committees are integral to the university's decision-making structure, promoting transparency and strengthening the sense of community and shared governance. By process, standing committees systematically incorporate views, priorities, and concerns of the university stakeholders in their recommendations. Minutes of CCC meetings inform the campus of their decisions.

By facilitating participation and input from constituents, standing committees inform university leadership of the community's priorities, and concerns, integrating their perspectives in planning to address stakeholders' needs. A complete list of university standing committees including their roles, duties and membership is publicly available on the university website.

Academic Planning

Oregon Tech is committed to delivering first-rate learning experience to its students. The planning process involves identifying needs, designing effective curricula, securing resources, and evaluating the impact of potential changes on students' learning. The university uses student learning data, surveys, and faculty feedback for planning improvements in student learning and operational efficiency. Coordination and collaboration among faculty, staff, and administration are essential for successful planning. Defining metrics to measure the effectiveness of programs, resource allocation and identifying funding sources are part of the planning phase.

Academic Master Plan

The [Academic Master Plan](#) (AMP) for 2022-2027 presents a plan for enhancing academic excellence, fostering innovation in teaching and learning, and supporting research and scholarship. The plan details the expectations each program is to realize. To overcome financial challenges and support student success amidst enrollment declines during the pandemic, the Board of Trustees approved using reserve funds to cover budget gaps in Fiscal Years 2023-24 and 2024-25, ensuring sufficient resources to continue progress.

Student Government

[Associated Students of Oregon Institute of Technology](#) (ASOIT) host Academic Open Forums at least once per year, inviting the campus community to share thoughts on academic instruction. These events provide an opportunity for students to share ideas with the administration on planning services that directly affect students. The input is shared back through the provost's office and Faculty Senate for consideration in decisions made in the areas of academic instruction, faculty needs, and other academically related topics.

Student Support Services and Programs Planning

Student Affairs fosters collaboration in shaping university's policies and practices to better serve the student body. The division's five-year [Strategic Plan](#) (most recent is 2021-2026) describes their goals. The division contributes to selecting student representatives to serve on university councils, commissions, and committees. Training sessions for student representatives prepare them for their roles in university committees, enhancing institutional effectiveness and promoting shared responsibility.

Student Athletes

The Athletic Department plans events for student athletes to prepare them for professional success. It provides platforms for student athletes to voice input in planning competitions, propose initiatives, and collaborate on projects to enhance the athletic experience. The student athlete's organization provides a supportive and dynamic community among student athletes and encourages them to take active roles in shaping the policies and decisions that affect their both academic and collegiate sports environment.

Student Disability and Testing Services

Disability and Testing Services conduct surveys to gain information about ongoing services and plan new ones to help students succeed. The office posts monthly campaigns on YoDeck (television screens with public service announcements) to elevate awareness around disability services.

Financial and Infrastructure Planning

The Finance and Administration (F&A) Division collaborates with stakeholders on resource allocation, including budget development of the university's annual budget, tuition setting, and facilities projects. The collaborative nature of F&A's involvement ensures a complete feedback loop, leading to improved institutional effectiveness. University-wide announcements inform meetings of [Tuition Recommendation Committee](#), [Fiscal Operations Advisory Council](#), and [Facilities Planning Commission](#). Input is sought from various stakeholder groups, with specific meeting times set aside for stakeholder participation. F&A participates in campus forum meetings, budget forums, and fall convocation.

Fiscal Operations Advisory Council (FOAC)

FOAC ensures participative planning of financial resources to support various functions efficiently and effectively. The council provides input for F&A in resource planning and budget management. Through

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FOAC, the budget planning process affords the opportunity for constituents to provide input and comments. FOAC meetings are open, and minutes are published on the publicly available FOAC website.

Tuition Recommendation Committee (TRC)
TRC assesses and recommends tuition rates that align with the university's financial and strategic goals. Members are students, faculty and staff. The TRC meetings on both campuses are open, advertised in advance, allowing participation in planning, discussions, and analysis of the university budget.

Resource Budget Commission (RBC)
In fall and winter terms, students from both the Klamath Falls (KF) and Portland Metro (PM) campuses participate in the Resource Budget Commission (RBC) to decide on funding to support student projects.

Facilities
The Facilities Planning Commission (FPC) evaluates and recommends planning proposals for university facilities. Members include university administrators, faculty and students. The commission recommends to the President planning priorities for building construction, remodeling, and optimal building utilization. Stakeholders' input is sought during the design stages, prior to construction.

The Facilities Master Plan directs infrastructure development plan to meet academic and operational needs. Surveys, reports, and programs provide data for decisions on additions, upgrades and improvements. An external consultant was hired to assess facilities and develop a plan for the future.

University Budget Planning
The university budget is planned through divisions' internal budget meetings. The final proposed budget is presented to the president who prepares a budget for consideration by the Board of Trustees. The Board's Finance and Facilities Committee receives the president's budget and recommends their budget to the full Board for approval. The meetings are public and minutes are published on the Board's website.

Summary (Recommendation 4)
Oregon Tech's inclusive planning ensures that every university member can participate in shaping the university's future. This adaptability allows the university to respond to external changes, seize opportunities, face challenges, and continue to provide high-quality education and training while advancing knowledge and innovation in sciences, business, engineering, and health professions.

Exhibits
*Academic Assessment Plans and Reports
*Academic Master Plan
*Diversity and Inclusion Resources
*Facilities Planning Commission (FPC)
*Financial Operations Advisory Council (FOAC)
*IR Dashboards
*Library Strategic Plan
*Student Affairs Strategic Plan
*Tuition Recommendation Committee (TRC)
*University Strategic Plan

Conclusions

This report outlines Oregon Tech's operational framework that engages faculty, staff, students, and administrators through councils and committees, ensuring their voices are integral to decision-making. The inclusive approach fosters transparency and accountability, emphasizing institutional effectiveness. The university employs qualified personnel, aligning recruitment with its mission to support student success. Clear expectations ensure new employees uphold academic integrity and program continuity.

Oregon Tech uses a systematic, data-informed evaluation process to assess its processes, metrics, and personnel. Data-driven reports inform decision-making and resource allocation, enhancing student learning and success.

The university engages stakeholders through standing committees, open forums, annual Convocation, and other feedback mechanisms in planning and budgeting. This collaborative approach ensures responsiveness to community needs and alignment with strategic objectives.

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Appendix A1: Composition of Councils, Commissions, and Committees

Table A1: Membership Composition of Councils, Commisions, and Committees

	Faculty		Staff		Student		External		Total
	#	%	#	%	#	%	#	%	#
Academic Affairs	**105**	**53%**	**78**	**40%**	**14**	**7%**		**0%**	**197**
Academic Council	16	55%	13	45%		0%		0%	29
Academic Progress and Petitions Committee - KF Campus	6	43%	8	57%		0%		0%	14
Academic Progress and Petitions Committee - PM Campus	3	38%	5	63%		0%		0%	8
Accreditation Committee	3	25%	9	75%		0%		0%	12
Assessment Committee	6	75%	2	25%		0%		0%	8
Commission on College Teaching	11	65%	4	24%	2	12%		0%	17
Curriculum Planning Commission	8	57%	4	29%	2	14%		0%	14
Faculty Advisory Committee on Emeritus Status	6	100%		0%		0%		0%	6
General Education Advisory Council	10	77%	3	23%		0%		0%	13
Graduate Council	9	56%	6	38%	1	6%		0%	16
International Committee	5	42%	4	33%	3	25%		0%	12
Library Resources Commission		0%	5	71%	2	29%		0%	7
Online Learning and Advisory Council	7	54%	6	46%		0%		0%	13
Resource Budget Commission		0%	5	56%	4	44%		0%	9
University Promotion Advisory Committee	7	88%	1	13%		0%		0%	8
University Research Committee	8	73%	3	27%		0%		0%	11
President	**43**	**26%**	**88**	**53%**	**33**	**20%**	**2**	**1%**	**166**
Oregon Tech President's Council	1	6%	14	82%	2	12%		0%	17
DICE Steering Committee	5	26%	9	47%	5	26%		0%	19
Facilities Planning Commission	4	21%	13	68%	2	11%		0%	19
Fiscal Operations Advisory Council	6	35%	9	53%	2	12%		0%	17
Marketing Advisory Committee	4	40%	4	40%	2	20%		0%	10
Student Awards Commission	9	64%	5	36%		0%		0%	14
Sustainability Committee	5	24%	6	29%	8	38%	2	10%	21
Title IX Steering Committee	3	14%	15	68%	4	18%		0%	22
Tuition Recommendation Committee	2	13%	7	47%	6	40%		0%	15
Wellbeing Committee	4	33%	6	50%	2	17%		0%	12
Finance & Administration	**12**	**21%**	**40**	**70%**	**5**	**9%**		**0%**	**57**
Parking and Traffic Commission	3	21%	8	57%	3	21%		0%	14
Radiation Safety Committee	6	50%	6	50%		0%		0%	12
Safety Commission	3	10%	26	84%	2	6%		0%	31
Strategic Enrollment Management and Retention	**15**	**31%**	**34**	**69%**		**0%**		**0%**	**49**
Admissions Committee	4	27%	11	73%		0%		0%	15
Financial Aid Committee	5	42%	7	58%		0%		0%	12
Retention Committee	6	27%	16	73%		0%		0%	22
Student Affairs	**15**	**27%**	**20**	**36%**	**19**	**34%**	**2**	**4%**	**56**
Americans with Disabilities Act Commission	2	13%	10	63%	2	13%	2	13%	16
College Union Commission	2	13%	6	40%	7	47%		0%	15
Student Hearing Commission	8	57%	1	7%	5	36%		0%	14
Veterans Action Committee	3	27%	3	27%	5	45%		0%	11
Grand Total	**190**	**36%**	**260**	**50%**	**71**	**14%**	**4**	**1%**	**525**

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Appendix A2: Decision-Making Within President's Division

Decisions:

Institutional-level decision-making that falls outside the scope of a singular division is housed within the President's Division.

Processes and Structures for Decisions:

Standing councils, commissions, and committees (CCC) are an important part of shared governance at Oregon Tech and offer the opportunity for faculty, staff, and students to assist administrators with tasks by providing input, recommending outcomes, and participating in operational decisions. There are 22 standing committees. The membership and the standing committee are published at Standing Councils, Commissions and Committees website.

Additional provisions for the consideration of the views of interested parties:

Faculty Senate: Faculty Senate reviews policies, procedures, and processes related to academic decisions and makes recommendations for change to President's Council for approval consideration.

Unclassified Staff: Administrative Council serves in an advisory capacity to the President and other administrators. The council strengthens connections between unclassified staff and the university community. It reviews proposed Oregon Tech policies and procedures and advises appropriate parties accordingly.

Classified Staff: The working conditions and compensation matters are negotiated exclusively with the SEIU union.

Appendix A3: Decision-Making Within Academic Affairs Division

Academic Decisions:

- academic standards relating to admission to study at the university
- curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the university
- standards of student competence in discipline
- compliance with disciplinary accreditation standards

Processes and Structures for Academic Decisions:

There are 15 standing committees within the Academic Affairs Division, and 3 standing committees within Strategic Enrollment Management and Retention, that are delegated with authority related to institutional-level Academic decision-making. Those committees with Academic Decision-making responsibilities are listed in Table A2.

Additional Provisions for Consideration of Views of Interested Parties

Faculty Senate: Faculty Senate reviews policies, procedures, and processes related to academic decisions and makes recommendations for change to President's Council for approval consideration.

Students: ASOIT reviews policies, procedures, and processes related to Academic Decisions and makes recommendations for change to Academic Leadership (Deans, Provost), President, and BOT directly. ASOIT actively gathers feedback and input from the general student body on Academic Affairs concerns and provides information directly to these same decision-makers.

Student leaders regularly seek input and collect perspectives from the broader student body. This enables the student members on university committees to accurately represent students' views and to actively participate in affecting their educational experience. Student organizations use different opportunities to gather input from students on matters that they have an interest in. In addition to small focus groups, online platforms, and informal discussions, students meet in formal meetings.

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Table A2: Standing Committees, Councils, and Commissions (CCC) with Academic Decision-Making Responsibilities

CCC Name	Key Responsibilities
Academic Council	provide recommendations on policies, procedures, and guidelines affecting Academic Affairs; discussion, deliberation and recommendations on action for academic issues that impact supervisory leadership
Academic Progress and Petitions Committee	Review grades and academic records of students placed on probation or academic suspension. Determine the status of these students for the following term; Receive and act upon student appeals concerning academic suspension; Review student requests for special academic consideration.; Act as an advisory group to the Registrar on academic irregularities.
Assessment Committee	Developing, reviewing, and implementing an institutional assessment plan; Recommending and overseeing program assessment.
Curriculum Planning Commission	Review and make recommendations regarding curricular changes at the undergraduate level; Review the documentation of proposed curricular changes for impact on the curricula of other academic units; Review proposals for new degrees, minors, and certificates to ensure they follow Oregon Tech guidelines.
Faculty Advisory Committee on Emeritus Status	Review nominees for Emeritus status; make recommendation to Faculty Senate
General Education Advisory Council	Make recommendations concerning the structure of the bachelor's degree general education program; Consult with Department Chairs to frame that structure to support student success
Graduate Council	principal curriculum review and recommendation body for graduate programs; Propose, recommend, and review admission policies for graduate programs; Propose, recommend, and review policies relating to the efficient academic administration of graduate programs and the well-being of graduate students; Consider student petitions for program exceptions, extensions, and reinstatement; Conduct periodic and systematic program reviews
International Committee	Assist in development of goals and objectives for international student and faculty programs; Consider issues related to the admission of international students, including TOEFL requirements, scholarships, and immigration; Ensure hospitality mechanisms are in place, including host family programs for students; Work with the International Students Club to assist with appropriate activities; Consider and review opportunities for faculty exchanges.; Review and make recommendations regarding student exchange programs.; Maintain an inventory of international activities and areas of expertise within Oregon Tech.
Library Resources Commission	Recommend the funds required for establishing desirable acquisition levels and a discerning allocation of budgeted funds to support the need for books, periodicals, and other educational materials.; Develop, implement, and revise policies that govern the use of library resources within and outside the library proper.; Meet at least once each quarter during the academic year; College Deans -- responsible for assessing material needs for new or expanding programs; Programmatic liaisons (departmental faculty) -- provide continuous input to librarian counterparts about ongoing needs.
Online Learning and Advisory Council	Make recommendations to the Provost regarding online learning policies and guidelines; Assist in resolving online learning problems, issues, and concerns
Resource Budget Commission	Meet unique needs within academic and non-academic departments at Oregon Tech ; Allocation of financial resources for student-submitted projects and initiatives; Consider budget proposals and provide for overlooked needs at the University, specifically student projects and other curricular activities.
University Promotion Advisory Committee	Represent the institution; not respective departments, disciplines, or colleges.; Ensure candidates meet criteria and submission requirements outlined in OIT-20-040 and 20-041, respectively.; Review faculty promotion nominations and portfolios.; Make recommendations to the Provost, who makes final promotion decisions.
University Research Committee	Promote a culture of research and creative works among faculty members and students at Oregon Tech.; Support and encourage faculty to advance their research programs or other creative works, particularly work with students via mentorship, funding, and various platforms and events that will facilitate research opportunities at Oregon Tech.; Organize events to train faculty members and students on the research process; inform faculty members and students about research-related resources at Oregon Tech (e.g. IRB and Sponsored Projects).; Organize and facilitate an internal and external speaker series.; Representation on various internal grant selection committees.; Work with departments to integrate research mentorship programs or research group initiatives.; Make recommendations to the Provost regarding the advancement of research at Oregon Tech in the committee's annual report.

Appendix A4: Opportunities for Input – Convocation Open Forums

Oregon Tech builds a culture of inclusion and transparency in decision-making and budget-building processes. The annual Convocation is a muti-day event that brings together faculty and staff from all Oregon Tech campuses and sites. Every year at Convocation, Oregon Tech President's address informs the campus of the state of the university and provides opportunity for questions and answers. Similarly, the division Vice Presidents (Academic Affairs, Student Affairs, and Finance & Administration), deans, and academic chairs present their respective organizations' plans for the academic year. Presenters provide opportunities for faculty and staff to ask questions and offer suggestions for improvement.

Other activities at convocation provide many opportunities for faculty and staff to engage in discussions surrounding the operation of the university and provide input and suggest ideas. This annual, multi-day event demonstrates Oregon Tech's commitment to continuous improvement, transparency, and enabling stakeholders to participate in the university's decision-making process that impacts them.

The annual event serves as a platform for the consideration of the views of faculty, staff, administrators, and students in addition to data sharing and welcoming new faculty and staff members. These Convocation events celebrate the dedication and contributions of Oregon Tech's faculty, staff, and administrators with several employees receiving special recognition for their commitment to the university and its students. Awards, such as the Oregon Tech Foundation Excellence in Teaching Awards, highlight the achievements of individuals who embody the spirit of Oregon Tech.

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Appendix A5: Ongoing and Systematic Evaluation Processes

Table A3 below depicts the steps outlined for institutional effectiveness through evaluation and assessment. The following assessment evaluation tools provide examples of tracking the progress and aid in the cycle of assessment and improvement.

Table A3: Examples of Ongoing and Systematic Evaluation of Institutional Effectiveness

IE Tool	Key Performance Indicators (KPI)
2021-2026 Strategic Plan	Oregon Tech's Strategic Plan metrics include several key performance indicators aimed at measuring success in student achievement and support services: 1. **Graduate Success Rate**: The university aims to maintain a graduate success rate of 90% or higher annually, defined as the percentage of graduates employed or in graduate/professional schools within six months of graduation. 2. **Retention and Graduation Rates**: Oregon Tech seeks to improve student retention and graduation rates by increasing pathways to relevant degrees and providing comprehensive support services. 3. **Student-to-Faculty Ratio**: The plan emphasizes maintaining a low student-to-faculty ratio of 20:1 or less to enhance the quality of learning and overall student experience. 4. **Enrollment Growth**: The university aims to increase its enrollment by approximately 1,000 students over five years, reaching a total of 5,500 students. 5. **Diversity Metrics**: Oregon Tech is committed to increasing the diversity of its student body to reflect the demographics of the regions it serves, focusing on historically underserved populations. 6. **Financial Viability**: The university plans to grow its endowment and develop a Facilities Master Plan to ensure financial stability and support for academic programs. These metrics are designed to guide the university's progress and ensure alignment with its strategic goals.
2022-2027 Academic Master Plan	Key Performance Indicators (KPIs) for assessing the success of the Academic Master Plan (AMP) at Oregon Tech include many measurements from program success, student outcomes, and institutional growth. These include 1) identifying six strong programs that are mission-aligned, meet workforce needs, and have enrollment by January 2023; 2) increasing the 4-year graduation rates by 10% collectively by Spring 2025; 3) instituting a regular program review process, including external reviews every 7 years; 4) achieving < 100% of all students obtaining an applied learning experience prior to graduating by Fall 2024; 5) adding measures for faculty and staff retention ; and 6) requesting that departments submit annual reports that summarize faculty accomplishments and progress on goals. Collectively, these KPIs ensure that the AMP successfully supports the academic mission of Oregon Tech and student success.
Budget Build	The budget build goals typically include enhancing fiscal responsibility, ensuring strategic alignment with institutional priorities, and promoting transparency and accountability in financial operations. Specifically, the objectives may involve setting measurable targets for revenue generation, optimizing expenditure management, and fostering stakeholder engagement in the budgeting process. By establishing clear goals, organizations can effectively allocate resources to support their mission and strategic initiatives, ultimately leading to improved operational efficiency and effectiveness. For further details, you can refer to the following resources: Budget Build FOAC, January 2025 FOAC Slideshow, and Budget Basics FOAC.
Fiscal Operations Committee (FOAC)	The Fiscal Operations Advisory Council (FOAC) utilizes several key performance indicators (KPIs) and evaluation tools to assess financial operations. These include budget adherence, financial reporting accuracy, and operational efficiency metrics. Additionally, FOAC employs systematic evaluation tools such as performance reviews and stakeholder feedback mechanisms to ensure continuous improvement and alignment with institutional goals. FOAC.
Tuition Review Committee (TRC)	The Tuition Recommendation Committee (TRC) at Oregon Tech plays a pivotal role in shaping the financial landscape of the institution by recommending tuition and mandatory fee rates to the President. To effectively evaluate the performance and impact of the TRC, several Key Performance Indicators (KPIs) can be established. These KPIs will not only measure the committee's efficiency but

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also ensure that its recommendations align with the institution's financial health and student accessibility.

1. **Tuition Increase Justification Rate**: This KPI measures the percentage of proposed tuition increases that are accompanied by thorough documentation and rationale, particularly for increases exceeding five percent. A high rate indicates that the TRC is diligent in its transparency and accountability efforts.
2. **Student Impact Assessment**: This indicator evaluates the extent to which the TRC considers the financial impact of tuition increases on students. Surveys or feedback mechanisms can be implemented to gauge student sentiment regarding proposed changes, ensuring that the committee remains attuned to student needs.
3. **Budget Alignment**: This KPI assesses how well the recommended tuition rates align with the institution's overall budgetary goals and funding needs. It can be measured by comparing the proposed rates against the projected budget shortfalls or surpluses, ensuring that the TRC's recommendations support the institution's financial sustainability.
4. **Stakeholder Engagement Level**: This indicator tracks the level of engagement and feedback from various stakeholders, including students, faculty, and administration, during the tuition-setting process. High engagement levels suggest that the TRC is fostering a collaborative environment, which is essential for informed decision-making.
5. **Timeliness of Recommendations**: This KPI measures the time taken by the TRC to finalize and submit its recommendations to the President. Timely submissions are crucial for effective financial planning and allow the institution to communicate changes to students well in advance.
6. **Accessibility Metrics**: This indicator evaluates the impact of tuition rates on student enrollment and retention. By analyzing enrollment trends in relation to tuition changes, the TRC can assess whether its recommendations are maintaining or enhancing accessibility for students.
7. **Compliance with Regulatory Standards**: This KPI ensures that the TRC's recommendations adhere to state and federal regulations regarding tuition and fees. Regular audits can be conducted to verify compliance, reinforcing the committee's commitment to ethical financial practices.

By implementing these KPIs, the Tuition Recommendation Committee at Oregon Tech can enhance its effectiveness, ensuring that its recommendations are not only financially sound but also considerate of the diverse needs of the student body. This balanced approach will ultimately contribute to the institution's long-term sustainability and accessibility.

Appendix A6: Student Demographic Data

Student Gender

In 2022, the student gender distribution was 48% male and 52% female. By Fall 2023, it changed to 47% male and 53% female and remained essentially the same in Fall 2024. This trend reflects not only the university's commitment to recruiting a balanced student population on campus but also to fostering a diverse and inclusive academic environment. The university has implemented various programs and initiatives to support these goals, such as mentorship opportunities, and outreach efforts to recruit and retain under-represented students.

Student Age

The average student age was 23 years in 2022, dropping to 22 years in 2023 and staying the same in Fall 2024. This trend indicates the university is attracting slightly younger students over the past three years. This decline in average age could be attributed to various factors such as outreach programs targeting high school students, or the university's recent efforts to increase interest and enrollment of early college programs. These programs are referred to as dual credit or accelerated learning programs in the state of Oregon. These programs are offered across the state and allow high school students to earn college credit while still in high school. In addition, the university's strategic initiatives that encourage high school partnerships and engage with younger demographics seem to be yielding positive results. The efforts led by the university's Educational Partnerships and Outreach aims at attracting younger students and has resulted in significant increases in the population of the dual credit students at Oregon Tech.

Student Ethnicity

The university's student ethnic background during the last three years is summarized in the table below.

Table A4: Student Demographic Data - Ethnicity

Ethnicity	Fall 2022	Fall 2023	Fall 2024
AFRICAN AMERICAN	2.5%	1.6%	1.5%
ASIAN	7.4%	6.7%	7.4%
HISPANIC	16.0%	15.6%	16.5%
INTERNATIONAL	1.3%	1.0%	1.1%
MULTI-ETHNIC	4.7%	6.5%	6.2%
NATIVE AMERICAN	1.2%	1.1%	0.8%
PACIFIC ISLANDER	0.5%	0.6%	0.5%
WHITE	64.6%	63.5%	63.0%
UNKNOWN	1.8%	3.3%	3.0%

The breakdown of students' ethnicity in the past three years exhibits no obvious trends, except that the percentage of white students has continuously decreased. The proportion of Hispanic students has seen a slight uptick, but the figures remain modest. Similarly, the percentage of Asian students has experienced minor fluctuations but has yet to show substantial growth. To improve the university's recruiting and foster a multicultural and expansive student community, the university implemented plans to intensify its outreach and support programs. Collaboration with high schools in underrepresented communities, offering scholarships, and creating a more supportive campus environment are key steps the institution has taken to recruit a student population that represents the broader society.

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Board - AQSS Committee

Agenda Item No. 4.1

B.S. in Artificial Intelligence – Early Notice for a New Program

Background

Oregon Tech is proposing a new Bachelor of Science (BS) degree in Artificial Intelligence (AI), designed to prepare students for high-demand careers in AI and data-driven technologies. As one of the first programs of its kind in the region, the BS in AI will position Oregon Tech as a leader in applied AI education and workforce development.

The program addresses industry needs in areas such as machine learning, robotics, computer vision, natural language processing, and AI ethics. With a strong foundation in computer science and applied engineering, the program will provide hands-on learning, industry internships, and opportunities for undergraduate research and innovation.

The BS in AI will be a collaborative effort between the College of Engineering, Technology, and Management (ETM) and the College of Health, Arts, and Sciences (HAS). It will leverage existing faculty expertise, state-of-the-art laboratories, and strong regional industry partnerships to provide students with an applied and interdisciplinary education in AI.

Program Highlights
- **Degree**: Bachelor of Science in Artificial Intelligence
- **Duration**: 4 years, 180 credits
- **Location**: Klamath Falls and Online
- **Units Involved**: Colleges of ETM & HAS
- **Launch Date**: Fall 2026 (proposed)

Key Features
- Core courses in AI, machine learning, data science, and ethics
- Hands-on labs in robotics, computer vision, and programming
- Interdisciplinary curriculum
- Senior capstone projects with industry and faculty mentorship
- Strong career outlook in software, manufacturing, healthcare, and more.

Note: No formal action required of the AQSS Committee at this time.

Board - AQSS Committee

Agenda Item No. 4.2

UX (User Experience) Research and Design - Undergraduate Certificate Program

Background

The UX Research and Design Certificate is the result of a HECC Future Ready Oregon Workforce Ready Grant (Round 3T: Technology). The Certificate addresses state/national workforce gap in "transferable technology skills" in user experience (UX) design and research.

Oregon Tech's UX Research and Design Certificate will be the first stand-alone certificate in Oregon with 18 transferable college credits with a transdisciplinary focus in a fully online asynchronous format.

The program will address workforce needs by contributing to the production of specialists for roles such as UX research to understand users' needs and UX design to create products and services that best meet users' needs. The program emphasizes transferable skills that complement jobs in human factors engineering, AI and human-computer interaction, web and app design, computer programming, technical communication, instructional design, accessibility compliance, and mechanical and industrial engineering. Certificate students will learn how to analyze technological scenarios and devices to support user-centered design, including audience analysis, use cases, design principles and theory, accessibility, user research methods, and industry-standard UX tools. Certificate students can pursue career opportunities as UX professionals in fields like software development, IT, computer science, mechanical and medical device engineering, and instruction design and education. At current staffing, 15-22 students are expected to enroll annually.

Staff Recommendation

Staff request a motion for approval by the AQSS Committee to **recommend to the full Board to take due action to approve the offering of the UX (User Experience) Research and Design undergraduate certificate at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate.**

Board - AQSS Committee

Agenda Item No. 4.3

B.S. in Allied Health – New Degree Program

Background

The B.S. in Allied Health will create a multidisciplinary allied health major. This type of degree will be a good fit for students who know they want to work in the health industry but are not sure of the major to pursue. The program will include active experiential learning through engagement in real-world, real-time problems in collaboration across a multidisciplinary framework. Coursework will expose students to medical imaging technology, dental hygiene, nursing, respiratory care, bio-health science, psychology, healthcare management, and population health management. Coursework includes a broad-based foundation in global and national healthcare issues and trends, ethical and legal issues, health promotion and disease prevention, evidence-based practice, allied healthcare research, healthcare systems management, and healthcare-based informatics. Students will gain skills, knowledge, and values to advance in the allied health profession and to work in a variety of settings with diverse patients, families, and communities. The program is in direct alignment with Oregon Tech's strategic plan, specifically Pillar II - Commitment to Innovation and Pillar III - Commitment to Community.

According to the Association of Schools Advancing Health Professions (ASAHP), allied health professionals deliver services related to identifying, assessing and preventing diseases and disorders. They may also provide services related to diet and nutrition, rehabilitation, and health systems management. Because of the range of career opportunities students can pursue several types of degrees related to allied health or health sciences.

This program will provide significant benefits to Oregon Tech with minimal investments and no additional faculty. Among others, these benefits would include:
- Increased recruitment and retention of exceptional students
- Increased incoming tuition funding
- Enhanced awareness of the Oregon Tech brand locally, regionally, and nationally.

Staff Recommendation

Staff request a motion for approval by the AQSS Committee to **recommend to the full Board to take due action to approve the offering of new degree program, Bachelor of Science in Allied Health at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate.**

Curriculum Map for Allied Health with intention to apply for MIT

[degree requires all these freshman year courses]

Freshman Year (based on existing pre-MIT)	**46**
Fall	15
BIO 105 – Allied Health Careers	1
BIO 231 - Human Anatomy/Physiology I	4
CHE 101 - Intro to General Chemistry	3
CHE 104 - Intro to General Chemistry Lab	1
MATH 111Z - Precalculus I: Functions	4
Career exploration elective (1)	2
Winter	15
BIO 232 - Human Anatomy/Physiology II	4
MATH 112Z - Precalculus II: Trigonometry	4
WRI 121Z - Composition I	4
Humanities Elective	3
Spring	16
BIO 200 - Medical Terminology	2
BIO 233 - Human Anatomy/Physiology III	4
PSY 201 (or 202 or 203)	3
COM 111Z - Public Speaking	4
SOC 225 - Medical Sociology	3
Sophomore Year	**44**
Fall	16
PSY 203 (or 201 or 202)	3
ACC 201 - Prin of Accounting I	3
SOC 325 - Global Population Health	3
STAT 243Z or MATH 361	4
advisor-approved elective	3
Winter	13
SOC 345 - Aging and Society	3
BIO 234 - Microbiology	4
BUS 316 - Total Quality Health Care	3
PSY 311 - Human Growth & Dev I	3
Spring	15
BIO 205 - Nutrition	3
BUS 317 - Health Care Management	3
PSY 312 - Human Growth & Dev II	3
SOC 335 - Hlth Inequal & Cult Competency	3
advisor-approved elective	3

Junior Year	**45**
Fall	15
MIS 113 - Intro to Database Systems	3
WRI 227Z	3
BIO 336 - Essentials of Pathophysiology	3
Humanities Elective	3
advisor-approved elective	3
Winter	16
PSY 330 - Social Psychology I	3
SPE 321 - Small Group/Team Comm	3
BIO 212 - Principles of Biology II, or BIO 211	4
BUS 337 - Prin of Health Care Marketing	3
advisor-approved elective	3
Spring	14
ACC 203 - Prin of Managerial Acct	3
BIO 213 - Principles of Biology III	4
PSY 331 - Social Psychology II	3
advisor-approved elective	4
Senior Year	**46**
Fall	15
PSY 339 – Biopsychology	3
WRI 327 or 345 or 410	3
advisor-approved elective	3
advisor-approved elective	3
advisor-approved elective	3
Winter	15
BIO 341 - Medical Genetics	3
PSY 347 - Organizational Behavior	3
advisor-approved elective	3
advisor-approved elective	3
advisor-approved elective	3
Spring	16
BIO 436 - Immunology	4
PHIL 331 or 335 or 342 - Ethics	3
advisor-approved elective	3
advisor-approved elective	3
advisor-approved elective	3

Summary

total required natural science credits	44
total required social science credits	39
total required management credits	21

Curriculum Map for Allied Health with intention to apply for DH

Freshman Year (based on existing pre-DH) 48

Fall	17
BIO 105 – Allied Health Careers	1
BIO 231 - Human Anatomy/Physiology I	4
CHE 101 - Intro to General Chemistry	3
CHE 104 - Intro to General Chemistry Lab	1
SOC 204 - Sociology	3
PSY 201 (or 202 or 203)	3
DH 100	2
Winter	15
BIO 232 - Human Anatomy/Physiology II	4
BIO 234 - Microbiology	4
BIO 205 - Nutrition	3
WRI 121Z - Composition I	4
Spring	16
BIO 233 - Human Anatomy/Physiology III	4
STAT 243Z (or MATH 361)	4
COM 111Z - Public Speaking	4
WRI 122Z or WRI 227Z	4

Sophomore Year	**43**
Fall	15
BIO 200 - Medical Terminology	2
ACC 201 - Prin of Accounting I	3
SOC 225 - Medical Sociology	3
MATH 111Z - Precalculus I: Functions	4
advisor-approved elective	3
Winter	13
SOC 345 - Aging and Society	3
MATH 112Z - Precalculus II: Trigonometry	4
BUS 316 - Total Quality Health Care	3
PSY 311 - Human Growth & Dev I	3
Spring	15
Humanities Elective	3
BUS 317 - Health Care Management	3
PSY 312 - Human Growth & Dev II	3
SOC 335 - Hlth Inequal & Cult Competency	3
advisor-approved elective	3

Junior Year	**45**
Fall	15
MIS 113 - Intro to Database Systems	3
WRI 227Z	3
BIO 336 - Essentials of Pathophysiology	3
Humanities Elective	3
SOC 325 - Global Population Health	3
Winter	16
PSY 330 - Social Psychology I	3
SPE 321 - Small Group/Team Comm	3
BIO 212 - Principles of Biology II, or BIO 211	4
BUS 337 - Prin of Health Care Marketing	3
advisor-approved elective	3
Spring	14
ACC 203 - Prin of Managerial Acct	3
BIO 213 - Principles of Biology III	4
PSY 331 - Social Psychology II	3
advisor-approved elective	4
Senior Year	**46**
Fall	15
PSY 339 - Biopsychology	3
WRI 327 or 345 or 410	3
advisor-approved elective	3
advisor-approved elective	3
advisor-approved elective	3
Winter	15
BIO 341 - Medical Genetics	3
PSY 347 - Organizational Behavior	3
advisor-approved elective	3
advisor-approved elective	3
advisor-approved elective	3
Spring	16
BIO 436 - Immunology	4
PHIL 331 or 335 or 342 - Ethics	3
advisor-approved elective	3
advisor-approved elective	3
advisor-approved elective	3

Career exploration elective (1)

MIT 103 - Intro to Med Imaging	3
RCP 100 - Matriculation	2
DH 100 - Introduction to Dental Hygiene	2
BIO 109 - Intro to Medical Sciences	2

Lower-division requirements   **37**

BIO 205 - Nutrition	3
BIO 234 - Microbiology	4
BIO 211 or 212 - Principles of Biology I or II	4
BIO 213 - Principles of Biology III	4
STAT 243Z - Elementary Statistics	4
PSY 203	3
ACC 201 - Prin of Accounting I	3
ACC 203 - Prin of Managerial Acct	3
MIS 113 - Intro to Database Systems	3
Humanities Elective	3
WRI 227Z	3

Upper-division required courses   **61**

BIO 336 - Essentials of Pathophysiology	3
BIO 341 - Medical Genetics	3
BIO 436 - Immunology	4
SOC 305 - Rural Health	3
SOC 325 - Global Population Health	3
SOC 335 - Hlth Inequal & Cult Competency	3
SOC 345 - Aging and Society	3
PSY 311 - Human Growth & Dev I	3
PSY 312 - Human Growth & Dev II	3
PSY 330 - Social Psychology I	3
PSY 331 - Social Psychology II	3
PSY 339 - Biopsychology	3
PSY 347 - Organizational Behavior	3
BUS 313 - Health Care Systems & Policy	3
BUS 316 - Total Quality Health Care	3
BUS 317 - Health Care Management	3
BUS 337 - Prin of Health Care Marketing	3
PHIL 331 or 335 or 342 - Ethics	3
WRI 327 or 345 or 410	3
SPE 321 - Small Group/Team Comm	3

Alternatives in place of required courses

BIO 346 - Pathophysiology I	3
BIO 347 - Pathophysiology II	3
BIO 345 - Medical Microbiology	5
MATH 361 - Statistical Methods I	4
PHM 321 - Community Program Planning	3
STAT 414 - Stat Methods in Epidemiology	4

PSY 202	3
PSY 336 - Health Psychology I	3
PSY 337 - Health Psychology II	3
PSY 301 - Basic Counseling Techniques	4
COM 205 or 218Z	3

College/University: **Program: Bachelor of Science in Allied Health**

I. PLANNED STUDENT ENROLLMENT

	One Time - Startup		FY 26		FY 27		FY 28	
	FTE	Headcount	SCH	Headcount	SCH	Headcount	SCH	Headcount
A. New enrollments to institution	0	0	0	0	0	0	0	0
B. Enrollment from existing programs	0	0	2,250	50	3,375	75	4,500	100
	0	**0**	**2,250**	**50**	**3,375**	**75**	**4,500**	**100**

	One Time - Startup		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

II. REVENUE

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$0	($76,750)	$0	($115,125)	$0	($153,500)	$0
3. Federal (e.g. grant, appropriation)	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollment	$0	$0	$548,213	$0	$822,319	$0	$1,096,425	$0
5. Student Fees	$0	$0		$0		$0		$0
6. Other (e.g., Gifts, Program Revenue)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	**$0**	**$0**	**$471,463**	**$0**	**$707,194**	**$0**	**$942,926**	**$0**

Budget Note: I. A Enrollments are assumed to be full time; therefore FTE=headcount

III. EXPENDITURES

A. Personnel Costs

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. FTE (total for all personnel types)	0.00	0.00	1.00	0.00	1.00	0.00	1.00	0.00
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0
3. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
4. Grad Assts	$0	$0	$0	$0	$0	$0	$0	$0
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
6. Directors Administrators	$0	$0	$0	$0	$0	$0	$0	$0
7. Administrative Support Personnel	$0	$0	$49,000	$0	$50,960	$0	$52,998	$0
8. Fringe Benefits	$0	$0	$42,206	$0	$42,206	$0	$43,048	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0
Total Costs	**$0**	**$0**	**$91,275**	**$0**	**$93,166**	**$0**	**$96,046**	**$0**

	One Time - Startup		FY 26		FY 27		FY 28	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

B. Operating Expenditures

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials & supplies	$2,500	$0	$2,500	$0	$2,500	$0	$2,500	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & goods used for product sale (e.g. fabrication auto repair) Please reflect revenue in II.6	$0	$0	$0	$0	$0	$0	$0	$0
8. Marketing materials and advertising	$4,000	$0	$4,000	$0	$4,000	$0	$4,000	
9. Miscellaneous:	$2,500	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenses	**$11,500**	**$0**	**$6,500**	**$0**	**$6,500**	**$0**	**$6,500**	**$0**

C. Capital Outlay

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

D. Capital Facilities Construction or Major Renovation

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	$0	$0	$0	$0	$0	$0	$0	$0

E. Indirect Costs (overhead)

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Utilities	$0	$0	$0	$0	$0	$0	$0	$0
2. Maintenance & repairs	$0	$0	$0	$0	$0	$0	$0	$0
3. Other	$0	$0	$0	$0	$0	$0	$0	$0
Total Indirect Costs	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL EXPENDITURES	**$11,500**	**$0**	**$97,775**	**$0**	**$99,666**	**$0**	**$102,546**	**$0**
Net Income (Deficit)	**($11,500)**	**$0**	**$373,688**	**$0**	**$607,528**	**$0**	**$840,379**	**$0**

Allied Health - B.S.   Budget Worksheet

Board - AQSS Committee

Agenda Item No. 4.4

M.S. Applied Behavior Analysis – Substantive Program Revision

Background

The Applied Behavior Analysis, MS (MS-ABA) program designed to meet the national certification requirements for Board Certified Behavior Analysts. Curriculum revision is being conducted in anticipation of upcoming changes to the requirements and the soon-to-be-available accreditation requirements from the Association for Professional Behavior Analysts. The revision involves changing some course credits from 3 to 5 to meet the standard of "45 hours in a free-standing course". Total credits for MSABA will be 63. The proposed changes will take effect for students starting the program Fall 2024. Students enrolled prior to Fall 2024 will continue with the existing curriculum. The proposed curricula revisions do not require additional faculty, staff or other resources.

The MS-ABA program intends to seek accreditation from the Association for Behavior Analysts (APBA). The proposed curriculum changes are designed to meet the accreditation standards.

Staff Recommendation

Staff request a motion for approval by the AQSS Committee to **recommend to the full Board to take due action to approve the substantive revision of the current degree program -- Master of Science in Applied Behavior Analysis at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate.**

Board - AQSS Committee

Agenda Item No. 4.5

Applied Behavior Analysis Graduate Certificate - Substantive Program Revision

Background

The Certificate in Applied Behavior Analysis (CABA) program is designed to meet the national certification requirements for Board Certified Behavior Analysts. Curriculum revision is being conducted in anticipation of upcoming changes to the requirements and the soon-to-be-available accreditation requirements from the Association for Professional Behavior Analysts. The revision involves changing some course credits from 3 to 5 to meet the standard of "45 hours in a free-standing course". The CABA courses are embedded in the M.S. Applied Behavior Analysis (MS-ABA) program and thus any changes to the MS-ABA result in changes to the CABA curriculum. Total credits for the CABA will be 35 credits. The proposed changes will take effect for students starting the certificate program Fall 2024. Students enrolled prior to Fall 2024 will continue with the existing curriculum. The proposed curricula revisions do not require additional faculty, staff or other resources.

Staff Recommendation

Staff request a motion for approval by the AQSS Committee to **recommend to the full Board to take due action to approve the substantive program revision for the Applied Behavior Analysis Graduate Certificate at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate.**

Board - AQSS Committee

Agenda Item No. 4.6

B.S. Population Health Management – New Location (Online)

<u>**Background**</u>

This proposal is for our existing B.S. in Population Health Management program to be offered online. This does not involve any curricular changes as the current courses already exist in an online format. Proposed changes will not have a significant impact on program assessment. No additional faculty, staff or physical resources are needed as a result of these changes.

The rationale for this format change is the high enrollment in the medical sociology minor, which serves as a feeder for this program. Recent years have resulted in lower enrollment in the on-campus Population Health Management, B.S. program. Offering the degree program in an online format allows us to serve a broader audience. Additionally, as the courses are already taught online, students can now earn a degree aligned with the coursework.

<u>**Staff Recommendation**</u>

Staff request a motion for approval by the AQSS Committee to **recommend to the full Board to take due action to approve the offering of the current degree program, B.S. in Population Health Management additionally in a new location (as an online degree program) at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate.**

Board - AQSS Committee

Agenda Item No. 4.7
Population Health Innovation Graduate Certificate

Background

The Population Health Innovation Graduate Certificate is an 18-credit hour certificate that builds upon the Population Health Management, B.S. curriculum. The certificate is the result of collaboration with industry partners. It will provide valuable training to health professionals and serve as a new marketing opportunity for Oregon Tech. By moving one of our Population Health faculty members to the Portland Metro campus, the Population Health Innovation Graduate Certificate will expand our reach to the Portland Metro area. No new resources are needed to implement this certificate program.

<u>**Staff Recommendation**</u>

Staff request a motion for approval by the AQSS Committee to **recommend to the full Board to take due action to approve the offering of the Population Health Innovation Graduate Certificate at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate.**