

**Board of Trustees
Agenda
November 15, 2016
1:15pm-6:30pm**

The Oregon Institute of Technology's Board of Trustees will hold an Executive Session per ORS 192.660(2)(a) and (7) to consider the employment of public officers, employees, and agents. This Executive Session meeting will be closed to the public. No final action or final decision may be made during the executive session.

**Board of Trustees
 Agenda
 November 16,2016**

	<u>Page</u>
1. Call to Order/Roll/Declaration of a Quorum (8am) <i>Chair Graham</i>	
2. Reports	
2.1 President’s Report and Discussion (30 min) <i>Interim President Kenton</i>	
2.2 ASOIT Wilsonville Report (10 min) <i>President Kevin Malstrom</i>	
2.3 Faculty Senate Report (20 min) <i>President David Thaemert</i>	
2.4 Legislative Session Update – written material only	1
2.5 Academic Quality and Student Success Committee Report (5 min) <i>Trustee Brown</i>	
2.6 Finance and Facilities Committee Report (5 min) <i>Vice Chair Sliva</i>	
2.7 Executive Committee Report (5 min) <i>Chair Graham</i>	
3. Consent Agenda (9:15am) (5 min) <i>Chair Graham</i>	
3.1 Approve Minutes of the October 3, 2016 Meeting	6
3.2 Approve the Creation and Funding of a Quasi-Endowment Fund	
3.3 Approve the Emergency Electrical and Storm Drainage Project and Authorize the Issuance of State Funded Debt	
3.4 Recommendation to Provost’s Council to Approve a New Program: BS in Professional Writing (20 min) <i>Acting Provost/Dean Maupin;</i>	
4. Discussion Items (9:20am)	
4.1 Advanced Credit Program Presentation (45 minutes) <i>Director of Academic Agreements, Marla Edge</i>	11
4.2 Marketing/Communications/Public Affairs Update - written material only	19
4.3 Annual Ethics and Conflict of Interest Training (15 min) <i>Board Secretary Fox</i>	
5. Action Item (10:20am)	
5.1 Search Committee Report and Appointment of a New President (40 min) <i>Search Chair Minty Morris and Chair Graham</i>	
BREAK 11:00am-11:30am	
6. Other Matters (11:30pm) (15 min)	
7. Public Comment (11:45am) (15 min)	
8. Adjournment (noon)	



**Legislative Update
November 2016**

This Legislative Update provides background information on current issues of note for Oregon Tech Trustees, faculty, staff and students who may be asked about university-related topics by legislators, friends, colleagues, or community members. These are not “official positions” of the Board or the University, but will provide some consistency in messaging among Oregon Tech’s campus community.

Issues and Explanations

Oregon Tech’s Legislative Agenda for 2017 Session

1. Thanks for support

- a. The universities are energized by the support the legislature provided during the 2015 session. The **27% increase in funding for university operations** has enabled us to make significant investments in new activities to **support student success** across the continuum, from enrollment through retention and ultimately graduation.
- b. Oregon Tech is grateful for the HECC’s and Legislature’s support in 2016 for Oregon Tech’s \$5M emergency capital project for major electrical and storm drain repairs.

2. Budget and Current Service Level

- a. For two decades, universities have been forced to raise tuition and cut student services that help with retention and completion. This dilemma has been caused by rapid state disinvestment and cost drivers largely outside of the universities’ control.
- b. For universities to keep tuition increases at or below 5% and preserve current financial aid and student support services, state investment in the Public University Support Fund (PUSF) would need to increase by roughly 15% - or \$100M – in the 2017-2019 biennium, to **\$765M**. This is necessary due to large state-mandated cost increases related to insurance, retirement, and contracted labor cost increases.
- c. \$765M is considered a funding floor. \$765M would allow universities to maintain their current service level, but does not provide additional investment for improved student outcomes.

3. Cornett Hall/Center for Excellence in Engineering and Technology – \$40M for phase 2; Reorder of project phases; changes to bonding language for HECC and Ways & Means; plus \$5M in F bonds for student recreational facilities.

- a. **Capital request of \$42M for next phase of Cornett Hall Renovation/Center for Excellence in Engineering and Technology.**
- b. Last session, HECC asked us to break this project into phases, and recommended \$10.4M XI-Q bonds + \$.8M XI-G bonds plus \$.8 Oregon Tech match;
- c. Roughly \$12M is not enough to build Phase 1 Center for Excellence in Engineering and Technology. We seeking to reorganize project phases and apply the \$12M awarded last

session to the Renovation of Cornett Hall, including seismic, environmental and ADA. This session we are now seeking \$38M in XI-Q and \$2M in XI-G bonds (\$40M in state-paid debt) matched by \$2M in campus funds in 2017 for the new engineering building. Approximately \$2M of the total will be used to finish the Cornett Renovation.

- d. Oregon Tech is also seeking \$5M in F-bonds to renovate the student recreational facilities.

4. **State Program Funding for OREC**

- a. OREC is a public purpose applied research center authorized in statute in 2001 to advance renewable energy solutions in Oregon.
- b. OREC is a “state program” with an unfunded state mandate.
- c. Oregon Tech is seeking \$985K in 2017-2019 to support the backbone operations of OREC to fulfill its mission, and support student experiential learning and applied research.
- d. To date, OREC has helped raise \$11.7M in federal, state and other grants to support its mission, but this model is no longer sustainable, given changes in federal funding priorities and processes, and state changes in the funding model for universities.
- e. Building the capacity of OREC will help faculty and students respond to emerging opportunities for energy system integration, grid security, clean tech testing, prototyping, and validation, ultimately developing talent and creating jobs in high-demand occupations.
- f. OREC is included in the Policy Option Packages in the HECC’s Agency Request Budget. It is aligned with Oregon Tech’s and the HECC’s strategic plans and student outcomes. Oregon Tech is seeking the Governor’s and the Legislature’s support so we can deliver on the mission of this talent and economic development applied research center.

5. **Oregon Manufacturing Innovation Center – a partnership with Portland Community College, Oregon State University, Portland State University, Oregon Tech, Boeing and other industry, governmental and economic development organizations.**

- a. Oregon’s colleges, universities and industry partners are working to replicate an applied research center in Scappoose that has been modelled by Boeing in Sheffield, England, and has transformed a struggling rural economy.
- b. The state of Oregon authorized \$7.5M in bond funds for the project in 2016, of which \$5M will be awarded to PCC to leverage additional resources to develop an apprenticeship training center on the site, and \$2.5M to Oregon Tech to purchase an applied research facility.
- c. Oregon Tech will purchase an existing 30,000 sf building and transform it into an applied research center. PSU and OSU are committed to leasing space from Oregon Tech to engage in applied research projects on the site.
- d. Senator Betsy Johnson is the lead legislative advocate for this project. Funds are earmarked in the Business Oregon agency request budget to support start-up operations and equipment purchases. It is expected that industry partners will donate most of the equipment.

6. Topics of Interest

a. Equities

Universities received authority to invest part of their revenues in equities under SB270, but legal counsel advised that a constitutional amendment is required to clarify the authority due to conflicting statutes. The 2016 legislature referred this issue to the ballot for a vote in November.

b. Campus Safety

The Governor convened a Campus Safety Advisory Group during the interim, and it is expected that she will include some funds in her Governor's Recommended Budget for community colleges and universities to increase safety measures on campuses.

c. Applied Baccalaureates at Community Colleges

Several community colleges are seeking authorization to award applied baccalaureate degrees, with narrow applications for Nursing and Early Childhood professionals.

- i. Since 2009, Oregon's Technical and Regional Universities have started 10 Applied Baccalaureate (AB) degree programs; enrolled 115 students; and awarded 83 AB degrees. These programs all have additional capacity and many are offered online, removing location barriers for rural students.
- ii. The universities want to utilize what we have learned in our current Applied Baccalaureate programs to support student success and expand enrollment in existing degrees, such as expanded transfer advising and student support services.
- iii. The universities want to avoid unnecessary duplication of effort and understand the problem we are trying to solve.
- iv. The public universities are willing to fill any gaps in the market to respond to regional and state employer needs and are working with the community colleges and the governor's office to understand those needs.

d. Free Community College

- i. In 2015, the legislature passed SB81 to establish the "Oregon Promise," to provide tuition waivers to recent high school graduates who wish to enroll in community college within six months of graduating from high school, starting with the class of 2016. During the legislative session, the public universities expressed concern about the effect that such a program might have on both colleges and universities. The impacts include potentially shifting capacity from universities and potentially overburdening community colleges, directing resources to less needy students, and potential reduction in students who persist and transfer from "free" community college status to fully paid university status.
- ii. In addition, the legislature allocated only \$10M for the first year of the program, and the cost of the program in the next biennium is estimated to be \$40M, which has now been included in the HECC's agency request budget.
- iii. At the request of the Provost Council, UO has convened an academic policy work group to develop a scope of work to determine the efficacy and impacts of Oregon Promise of students and universities. Since the Oregon Promise program has just admitted its first class of students, and the universities and

colleges will not publish enrollment numbers until the fourth week of fall term, it is premature to discuss any impacts on either students or the public universities.

- iv. The work group has organized this research project into three phases: short-, mid-, and long-term. The short-term phase is focused on gathering institution-wide baseline data for the past five years that can be used for messaging in the next legislative session. Using these data over the next several years and biennia, Oregon Opportunity Grant and Oregon Promise recipients can be disaggregated, allowing for our longer-term goal of an impact analysis.
- v. The provosts also agreed that HECC made the most sense as a central repository of these data and that our workgroup should work with HECC in an advisory/oversight function.

e. **Corporate Tax Measure**

Measure 97 is on the ballot in November. It proposes a gross sales tax on corporations with annual sales of \$25M or more in sales in Oregon. The proponents are seeking increased revenue for education, health and public safety programs. The opponents say it will raise prices for consumers, and unfairly tax businesses, resulting in job losses in Oregon. The Governor has said that she will support it. This is a very contentious issue that has huge budget implications for Oregon Tech and all education providers. All of the universities are currently running three budget models: a “cut” budget in the event that the ballot measure does not pass; a CSL budget (see issue #2 in this update); and a growth budget if M97 passes. The voters will decide if this is the correct way to raise new revenue in November.

f. **Veterans bill**

The public universities are working proactively with legislative sponsors to broaden and clarify priority registration for Veterans, so they have a small preference when signing up for classes and can ensure that they can graduate while their veterans benefits are available.

g. **Textbook affordability and “Open Education Resources” (OERs)**

The Higher Education Coordinating Commission (HECC) recognizes that affordability plays a key role in student success, and that textbooks are a significant factor in the affordability equation. Oregon House Bill 2871, passed during the 2015 Legislative Session, provides a legislative investment in the area of textbook affordability, with a specific focus on the development of Open Educational Resources (OERs). Open Educational Resources are free and accessible teaching, learning and research resources that can be legally adapted and redistributed for students’ use at low or no cost. A list of awardees is available, including the award to Oregon Tech, Alishia Huntoon, for Psych 201-202. <https://www.oregon.gov/HigherEd/Pages/oer.aspx>

h. **Measure 98**

This ballot initiative will expand funding for CTE and high school completion programs. If districts participate, they will receive an additional \$800 per high school student per year, at an estimated cost of \$294M per biennium. The funding is triggered by new General Fund revenues, but does not take into consideration other state programs or expenses to sustain CSL, such as PERS and PEBB increased costs. Funds must be used by

districts to improve graduation, CTE and STEM experiential learning, and accelerated credit programs.

The universities support efforts to increase high school graduation and experiential learning for students and their preparation for college and careers. We will be asking the Department of Education to include in the administrative rules for this program criteria that leverages the state's investments in STEM Hubs, Regional Achievement Compacts, and Accelerated Credit programs in alignment with existing state initiatives to improve educational outcomes.

For more information, contact Lita Colligan, Associate VP, Strategic Partnerships and Government Relations at 503-544-1195 or lita.colligan@oit.edu, or Brittany Miles, Manager, Government Relations and Industry Outreach, Brittany.miles@oit.edu.



**Meeting of the
Oregon Tech Board of Trustees
Teleconference
(Public Participation in Sunset - Klamath Falls Campus and Room 402 - Wilsonville Campus)
October 3, 2016
9am-noon**

Draft Minutes

Trustees Present:

Chair Graham	Jessica Gomez	Kelley Minty Morris
Vice Chair Sliwa	Kathy Hill	Celia Nunez
Jeremy Brown	Vince Jones	Dan Peterson
Nicole Galster	Jay Kenton, Interim Pres.	
Bill Goloski	Jill Mason	

University Staff and Faculty Present:

Sandra Bailey, (KF)
Lita Colligan, AVP Strategic Partnership and Government Relations (W)
Erin Foley, VP Student Affairs and Dean of Students (KF)
Brian Fox, VP Finance and Administration (KF)
LeAnn Maupin, Dean of the College of Health, Arts, and Sciences (KF)
Laura McKinney, VP Wilsonville (W)
Mike Myers, Associate Professor Manufacturing and Mechanical Engineering and Technology (W)
Hallie Neupert, Dean of the College of Engineering, Technology, and Management (KF)
Paul Rowan, AVP Information Technology Services (KF)
Di Saunders, AVP Marketing and Communication (W)
Erika Veth, Dean of Online Learning (KF)
Larry Wolfe, Professor Manufacturing and Mechanical Engineering Technology (W)

Others Present:

Senator Betsy Johnson (Phone)
William Gerry, Boeing (Phone)
Chris Harder, Oregon Business Development Department (Phone)
Allison Hart, Public Affairs Council and OMIC (Phone)
Carl Wolfe (W)

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

Chair Graham called the meeting to order at 9:01am. The Secretary called roll and a quorum was declared.

2. Consent Agenda

2.1 Approval of Minutes from June 29 and June 30, 2016 Meetings

Trustee Minty Morris moved to approve the consent agenda. Trustee Peterson seconded the motion. With all Trustees present voting aye, excluding Trustee Hill who abstained, the motion passed unanimously.

3. Action Items

3.1 Recommendation to Approve the Oregon Manufacturing and Innovation Center (OMIC) Project and Authorize Staff to Proceed in Closing the Transaction and Opening the OMIC in Scappoose, Oregon

Interim President Kenton walked through the agenda report including the first and second phases of due diligence and recognized Scott Parker and John Jersey for donating land to the project for road development. **VP McKinney** explained the Business and Academic plan she and Mr. Myers drafted. She outlined the intent of OMIC, the benefits to faculty and students, the university partners, and the financial makeup. She explained the roles Oregon Tech will have: landlord and research partner.

Mr. Gerry stated this is the first time Boeing has successfully executed this model in the US; they have successful implementation at 14 other locations world-wide. He explained the North West Collaboration on Sustainable Manufacturing transitioned to OMIC; they are working on formal member agreements with businesses; there is interest from tool manufacturers to participate in the project; and there are offers and interest to donate equipment. He expressed thanks to Oregon Tech for participating in the project.

Mr. Harder explained the state is investing in the project via a loan agreement to fund the purchase of the building and property. He hopes the project will have positive impact locally, regionally, and state-wide. He explained the research and development at the Scappoose site fits well with the workforce and training site Portland Community College is establishing in Scappoose.

Ms. Hart stated the collaborative mind-set has made this effort possible. She appreciates the work that went into the project as it will have positive impacts in research and development, the workforce, and on the industry.

Senator Johnson stated this is the most exciting project she has worked on during her tenure. She is committed to making OMIC her highest legislative priority. She believes this will be transformational for the region and the nation. She thanked all participants in the project.

Interim President Kenton continued to walk through the agenda material. He explained the details of the signed agreement and loan document with OBDD. He stated through the partnership with PCC it is possible they could use the structure for classes as soon as spring term 2017; there are six committed industry partners but at this time businesses cannot be named; and offers to transfer equipment. He gave an overview of his meeting with the Economic Development Association Director who encouraged Oregon Tech and PCC each to apply for \$3M capacity building grants. EDA is looking at the remaining adjacent property as a potential purchase for expansion of the project. Explained the university would have a seat on the Board of OMIC along with other investors. Oregon Tech's investment is limited to \$1.75M.

Vice Chair Sliwa moved to approve the OMIC project and authorize staff to proceed in closing the transaction and opening the Oregon Manufacturing Innovation Center in Scappoose, Oregon as of January 1, 2017. and authorize the President be authorized to negotiate with sellers a satisfactory amount to be withheld from closing to ensure agreed upon improvements to property as noted above are made. Said holdback would be held in escrow and released upon completion of these improvements. Trustee Gomez seconded the motion.

Vice Chair Sliwa, as Chair of F&F Committee, stated this project required redirecting funds from the sale of the Harmony campus, and the committee created a portion of the due diligence list. He stated there are not any questions because the university has kept the committee informed of progress and some members have been involved in OMIC meetings. His general observation is that it is a good model to learn from. **Trustee Brown**, Chair of the Academic Quality and Student Success Committee, stated educational opportunities, partnering will increase internship opportunities for students; leverage the facility to attract more faculty, vibrant project. **Trustee Minty Morris** suggested contacting Klamath County Economic Development Association to discuss involving them in the project. **Interim President Kenton** clarified that item c under the second phase of due diligence in the agenda report has extraneous information. The sentence should read: Buyer obtains commitments to participate in the Project from private industry partners acceptable to Buyer ~~(including approval from such parties that the matters listed in hat.~~ He agreed with **Trustee Jones** that this project could be an opportunity for a student project including road design. He outlined the phases to buildout the cul-de-sac which will include sidewalks and all utilities, and that the estimated cost is \$1.8M, of which EDA could fund half and ODOT could fund the other half.

A roll-call vote was called: with all trustees present voting aye the motion passed unanimously.

3.2 Request for Approval of Interim President Kenton's Goals Interim President Kenton

Vice Chair Sliwa moved to approve Interim President Kenton's goals for the next 4-9 months. Trustee Mason seconded the motion.

Interim President Kenton explained his proposed goals. **Vice Chair Sliwa** stated the most important job of the board is to hire and evaluate a president; he appreciates Interim President Kenton's willingness to walk through the evaluation process. **Trustee Brown** recommended measuring or encouraging goals which are on a multi-year timeline as not everything can be accomplished in one year. **Trustee Peterson** stated Interim President Kenton shared these ideas with faculty and staff at convocation and they were well received; he agreed that many of the goals could become the goals of the new president. **Trustee Jones** stated he looks forward to learning about some of the challenges facing the university.

With all trustees present voting aye, the motion passed unanimously.

3.3 Approval of 2017 Board Meeting Dates

Trustee Jones moved to approve the 2017 meeting dates. Trustee Minty Morris seconded the motion.

February 23 and 24	Regular and committee meetings
May 25 and 26	Regular and committee meetings
July 20 and 21	Retreat
October 26 and 27	Regular and committee meetings
December 7 and 8	Regular and committee meetings

With all trustees present voting aye, the motion passed unanimously.

4. Reports

4.1 University Update

Interim President Kenton stated VPF&A Brian Fox is on board and Dr. Steve Neiheisel was hired as VP of Strategic Enrollment Management; he will be on campus next week. There are a few measures on the ballot that can have a profound influence on state budget; we are planning on both reduction and additional funding scenarios. The university ended the year with a strong fund balance. In 2015-16 the university had record enrollments, retention rates, and degrees; regardless of the outcome of the elections the university is in a strong position. He stated fall enrollment numbers are volatile as Boeing and dual credit enrollments came in early; credit hours are up 10% and head count is up 29% from last year. We will be looking at the dual credit program, prices, and process. Anticipate making revenue goals. We are the #1 regional university according to US News. We received a \$75K donation to the Rural Health initiative through the OT Foundation. AVP Colligan and Dean Maupin drafted an MOU to formalize the partnership with SLMC and OHSU. We continue to work with MGT on the faculty compensation study.

VP/Dean Foley responded to Trustee Brown's inquiry regarding placement data/success of 2016 graduates. She stated we usually wait 6 months from graduation to survey grads with a 4-6 week survey period. **VP Fox** addressed the costs associated with the dual credit program and that there is not a state-wide agreement on prices to charge. **Interim President Kenton** stated we need to study cost of program and impacts of the program on the university, such as are students with OT credits coming to OT.

4.2 Presidential Search Committee

Trustee Minty Morris stated we received about 40 applicants with a wide range of experience. There is a sub-committee, chaired by Trustee Brown, dedicated to refining interview questions. She feels the board should be pleased with the efforts of inclusiveness of stakeholders through the entire process including the on-campus interviews. **Trustee Brown** explained that the committee will review applicants and narrow down the pool for airport interviews and then on-campus interviews. Clarification that the search committee will present one candidate if there is clear decision but can bring more than one. **Trustee Minty Morris will work with Board Secretary to create the agenda for the November 15-16 meeting depending on the search committee recommendation and coordinate contact with Ben Cannon, Director of HECC and Governor Brown.**

5. **Public Comment** – none

6. **Other Matters**

Chair Graham reminded the Trustees they were tasked with completing a training module for Title IX.

Chair Graham stated the next meeting is scheduled for November 15-16 in Wilsonville.

7. **Adjournment**

Chair Graham adjourned the meeting at 10:52am.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'S. Fox', is written over a faint circular stamp.

Sandra Fox
Board Secretary

Oregon TECH

Accelerated Credit Program

Marla Edge
Director of Academic Agreements

Board of Trustees, November 16, 2016

Oregon TECH

Accelerated Credit

- Educational experiences that provide **high school students with the opportunity to earn college credit** while in high school.
- Accelerated Learning has many forms in Oregon:
 - ACP - high school students taking college courses at the high school, taught by a high school teacher who is “qualified” and mentored by Oregon Tech faculty
 - HST - high school students taking courses at the college/university independently
- Accelerate is not “learning faster”, rather it is accelerating student success. Students start college when ready.

Hands-on education for real-world achievement.



Higher Education Coordinating Commission

HECC is committed to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

Hands-on education for real-world achievement.



Oregon's Agenda

- **Preparation and Access**
 1. Increase rigor of Oregon Diploma
 2. Align H.S. standards with Post Secondary Academic Requirements
 3. Utilize accelerated credit to reach 40-40-20 goals for educational attainment and economic prosperity
 4. Focus on under-represented students – equity lens
- **Affordability**
 1. Tuition savings for students
 2. Shorter time to degree completion when courses are applicable to the pathway/major
- **Student Success**
 1. Prepares students for subsequent college course work
 2. Higher college participation and persistence
 3. 2011 study showed 44% of admitted OUS students who bring accelerated credit
 4. Accelerated credit students have higher college GPAs
 5. *Statewide standards and certification process in place*

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Oregon TECH

Dual Credit at Oregon Tech

- Statewide presence, serving Oregon for over 2 decades
- Targeting underrepresented, rural, first-generation and low-income students to close the opportunity gap
- Focused on STEM preparation so students are prepared for our programs.

Fall 2016:

- *36 partner high schools*
- *12 subject areas*
- *90 course sections*

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Oregon TECH

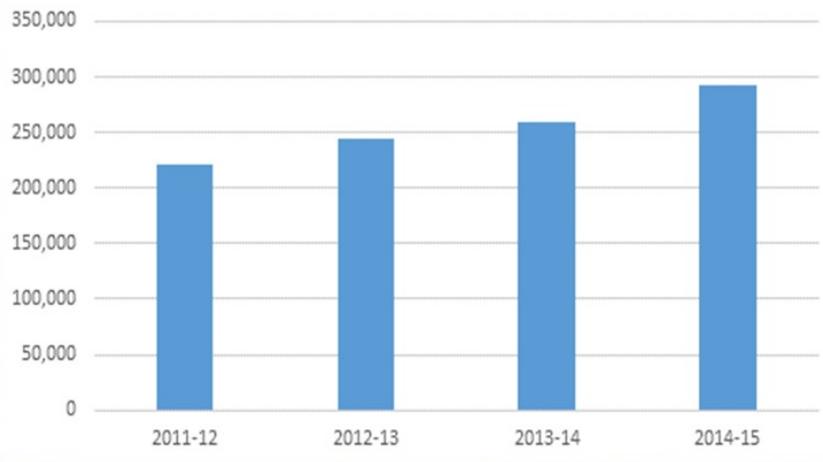
Why Tremendous Growth in Past 3 Years?

- State direction to high schools: Offer at least nine college credits, to all students before they leave high school
- Oregon Tech's reputation, quality, and available STEM courses
- Oregon's Tech's clearly defined pathways
- Contributing to developing college-going culture and STEM identity for students
- Increased direct funding (Promise grants, STEM Hubs, small individual grants to colleges and universities)
- Universities receive \$50 per credit from state funding formula
- Increased faculty involvement: Two dozen faculty involved – sharing rigorous curriculum and building strong, long lasting relationships with HS teachers and students

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Oregon TECH

Total Dual Credits Earned in Oregon (includes CTE)



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Oregon TECH

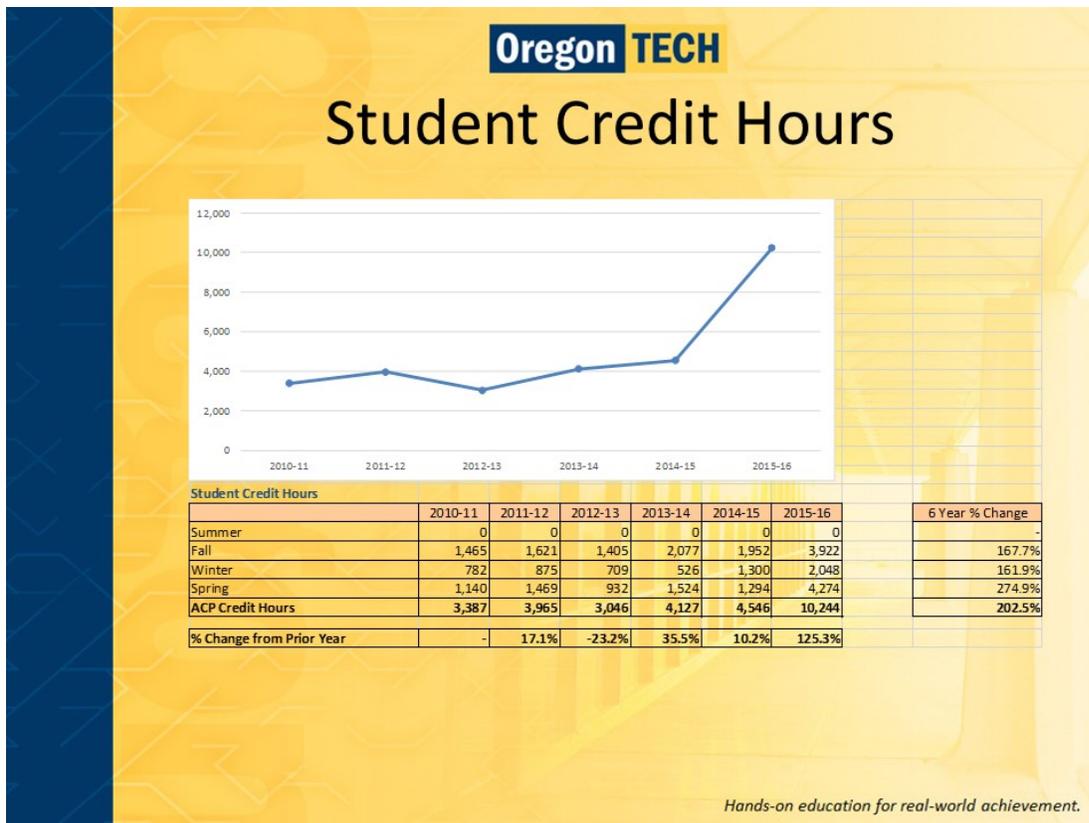
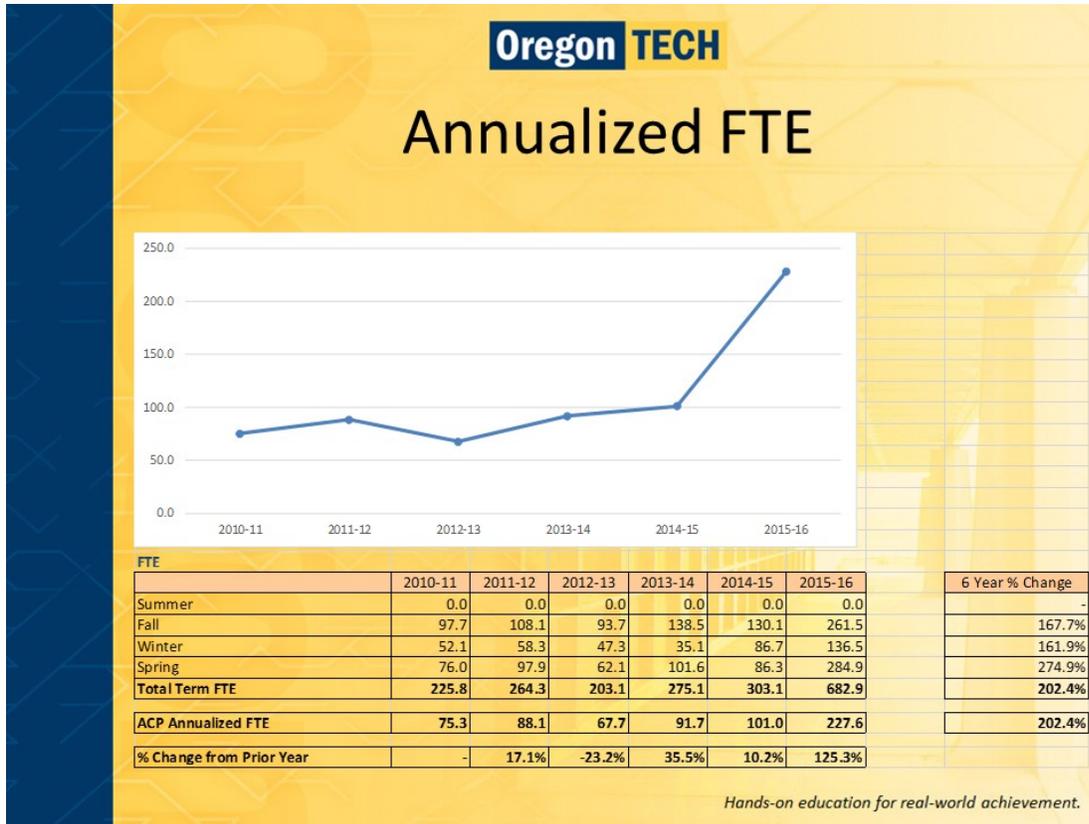
Unduplicated Headcount



Unduplicated Headcount

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	6 Year % Change
Summer	0	0	0	0	0	0	-
Fall	389	478	349	565	490	948	143.7%
Winter	235	233	152	146	320	427	81.7%
Spring	294	432	261	394	309	1006	242.2%
ACP Unduplicated Headcount	588	723	515	743	811	1,631	177.4%
% Change from Prior Year	-	23.0%	-28.8%	44.3%	9.2%	101.1%	

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Oregon TECH

2015-16 Dual Credit Budget

Expenditures		
Salaries and OPE		\$206,974 Note 1
Dual Credit Travel Staff, Faculty and HS Teachers		24,452 Note 2
Hosting Groups and Guests		\$1,172
Memberships and Nat'l Conference Registrations		1,885
Faculty Stipends		\$52,545
Services and Supplies		12,973
Promotional Materials		\$20,600 Note 3
Oracle License 851 HC F15x\$157		\$133,607
Total Expenditures		\$453,808
Revenue		
Tuition	10,247 credits x \$25	\$256,175
Tuition waivers		(\$58,725) Note 4
Total Tuition		\$197,450
State Support	10,247 credits x \$50	\$512,350 Note 5
Total Revenue		\$709,800
Revenue over Expenditures		\$255,992

Notes:

1. Prorated time charged includes ACP, HST, State Committees (Accelerated Credit Task Force, Dual Credit Coordinators, Dual Credit Oversight) Southern Oregon and SMS STEM Hubs, Conferences, Promise Work, etc.
2. Travel to meetings workshops for HS Teachers and visits to High Schools, HS Teachers and some student visits to Oregon Tech.
3. 2015-16 costs primarily covered by Marketing, but included in these figures.
4. Includes ACP and HST waivers. Tuition Waivers are granted to students who meet the Federal Guidelines for Free and reduced lunch.
5. State funding is provided using a trailing three year rolling average, thus this figure represents revenue earned and not cash flow. Full funding for 2015-16 ACP SCH will be split over FY 17, FY 18 and FY 19

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Oregon TECH

Tuition Price Points

Oregon Tech	\$25.00 per credit
Southern Oregon University	\$41 per credit, \$20 back sent to HS teachers
Eastern Oregon University	\$31 per credit
Willamette Promise – transfers credits through WOU	\$30 flat rate per year for unlimited credits; amount divided by Willamette Promise and WOU
Northwest Promise, working with several institutions to transcript credits	\$30 flat rate per year for unlimited credits
PCC, KCC, Lane, Rogue, SWOCC, Tillamook Bay,	No fee or tuition
Umpqua, Linn-Benton, MHCC, Clatsop	\$25-\$35 One time fee
Chemeketa	\$25 per year for unlimited Credits
COCC	\$10-15 per credit
Oregon Coast	\$35 per course
Treasure Valley	\$0-\$40

Costs from 2013-14 data
Majority that charge tuition/fees have special or no tuition for students with free/reduced lunch

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Opportunities to Improve the Program

- Supporting ACP Student Success in College
 - Ensure academic completion
 - Coaching students on “being a college student”
 - Communicating with families and teachers
 - Academic advising
 - More bonding with Oregon Tech through cohort activities
- Attracting students to enroll at Oregon Tech as Full-time, tuition-paying students
 - Systematic work with Admissions and IT
 - Implementing ACP and HST Communications Plan
 - Getting HS teachers on our campuses so they learn more about us promote Oregon Tech
 - Oregon Tech branded items: in the classroom and for teachers and students
- Expansion through Professional Learning Communities to improve efficiency

Hands-on education for real-world achievement.



Next Steps to Increase Efficiency, Revenue and Scalability

- Improve infrastructure: needed to better manage the enrollment processes
- Expand communication: setting up an automated system to reduce administrative work
- Examine impact on Faculty Workload, as part of the larger work load conversation with Provost, VP Enrollment Management and VP Finance
- Continue faculty stipend model until workload issue is addressed
- Examine Price Point and impact on revenue

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Oregon TECH

Staff

- Marla Edge, 1983,
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- Carleen Starr, 2007,
Academic Partnership
Coordinator,
Wilsonville



- Grace Rusth, 2011,
Academic Partnership
Coordinator,
Klamath Falls



Questions?

Hands-on education for real-world achievement.

DISCUSSION

Agenda Item No. 4.2

Marketing/Communication/Public Affairs Update

Background

A continuing priority for the Marketing/Communications/Public Affairs Department (MarCoPa) of Oregon Tech is strengthening the infrastructure of our public facing outreach – whether Oregon Tech’s website, advertising, media outreach, branding, legislative materials or what have you -- so that the “bones” upon which we build our support system for the university are sound and aligned with the strategic short- and long-term goals of those departments and divisions. Thus, a portion of the MarCoPa Team’s work is foundational or infrastructure initiatives, upon which strategic initiatives, the other portion of our work supporting the university, is built and delivered. Below is a portion of the work of recent focus in MarCoPa.

A longer progress report with additional analytics, as well as detail not included below on various media, social media and other public affairs efforts, will be provided to the Board and campus community at year-end (12-31-16).

Recent Projects in Brief

1. Website

The primary goal of Oregon Tech’s public website is recruitment of prospective students, consistent and aligned with other collateral, social media, media outreach, and other types of activities. Because the first impression of Oregon Tech is often its website, it is imperative that improvements and investments continue to be made in the site. As we work toward making an investment to utilize an external firm to revamp our website, MarCoPa staff and campus partners have been working to improve the content and user experience of our current site to support university efforts.

Academic Web Pages Project: Beginning this past summer, a major project commenced to revamp the 40+ Oregon Tech academic program websites so that these match the quality of our degrees and faculty. This includes working with faculty to develop a template that is effective across all degree programs, with some built-in flexibility for unique degree components. Following from Oregon Tech’s Online program pages, the regular academic web pages will also soon be adding more multimedia as a way to drive inbound traffic from prospective students (see section on video below). The redesigned sites target prospective students with the text and tone rather than the current mix of content for both prospective and enrolled students, serving as a recruitment tool rather than an information hub for multiple internal and external users with different needs. The redesign is also ensuring that we are driving a common message between all degree pages across programs and Colleges. Even if we are able to fully revamp the entire website in 2017-18, for example, the current effort to create new content and determine optimal design for the user experience and enabling an action from the user (request more info, apply, etc.), will be able to be applied to the new design. It is expected that all 40+ sites will be revised by end of Fall 2017 based on current resources.

Admissions: MarCoPa is working with Admissions and ITS departments to re-do content on Admissions pages, and revise the Admissions application in order to ensure a higher percentage of users have a good experience, easily find what they need, and “convert” to some type of action, e.g., request information or fully complete and send an application. This work will support increased response from users related to taking a recruitment related action, as well as a more positive first impression of Oregon Tech.

Revamping the Oregon Tech Viewbook – used by Admissions as part of their recruitment outreach – was completed in the summer based on MarCoPa staff research and external review of our materials, to a more targeted, easier to read and visually engaging piece. Using the “Ignited” theme that was created a few years ago, the collateral piece reinforces our key recruitment messages to prospective students in their teens and up to early twenties. The mini-Viewbook for this same audience and a separate piece for Transfer Students were also revamped this summer, separating the content into two pieces reflecting the distinct audience segments, as well as content and design alignment with the Ignited theme.

Data Informing Decisions: Following web trends in the higher education industry is important to keep Oregon Tech updated and responsive, and able to make proactive changes that drive web traffic. Improvements to Oregon Tech’s site over the last year have included areas such as: adapting website with responsive design for optimal mobile usability; implementing search engine optimization so search algorithms work in favor of Oregon Tech and our placement order in search results; and ensuring ADA accessibility and equity. A set of key data are being used to track user traffic and experience, and inform our investments in areas such as advertising, admissions pages, and academic degree sites. For example, data shows us that visits to our site by Desktop device dropped from 72% to 64% (8% drop) this past year, and Mobile increased from 31% to 36% (5% increase). This information informs how we optimize our site for mobile use, and how we target advertising channels and formats. Analytics show us that Google is 46% of unique visitors now, up from 39% prior year; this channel was improved after Oregon Tech ran 3 months of paid AdWords and worked with our ad agency to complete Search Engine Optimization project on our site in 2016.

2. Advertising

Over the last 18 months, Oregon Tech has developed a strategic approach to determining the best use of its modest advertising budget to support recruitment primarily, but also increase name recognition. A year ago we engaged an ad agency under a small contract to help us develop a unique digital campaign aligned with current and developing recruitment markets, and to take advantage of creative campaigns that had a good track record of driving users to websites and producing good conversions (e.g., complete an action such as applying and then enrolling). Some of the top results were achieved through use of social media sites, most notably Facebook, retargeting of ads to those expressing interest in Oregon Tech, a unique high result Twitter campaign, and limited use of terrestrial radio to promote recruitment/registration events on campus in Klamath Falls and for regional branding. In most cases, Oregon Tech’s advertising results to date show higher click through, site time, and completion of actions than the standard returns experienced by others.

The analytics gained over the past year-plus are helping us to continue to hone the advertising strategy. We are also working towards more of a year-round approach to advertising, with

more investment in key months, and lower investment in months where we can based on the timing of the annual recruitment timeline. Although still not at a full 12-month approach, we have moved from 5 months to 8 months, and hope to continue to expand this as the university is able to make greater investments in advertising. The current budget is not adequate for a full-year solid campaign without ‘thinning the soup’ to such an extent as to make it less effective.

3. Video Project

A first-time investment was made this fall to develop a series of videos that will support recruitment, degree program recognition and branding efforts. A southern Oregon based firm was engaged, and 6 days of filming on both campuses was completed in late October. Videos will be resident on the Oregon Tech website, You Tube, and distributed through social media channels. Today’s younger students prefer to create and share their own content and content from other trusted sources. The goal is for our current and prospective students to share the short .30 second videos, which will be dynamic, visual representations of what Oregon Tech has to offer to students: our unique applied approach to teaching and learning, the high ROI for our graduates, and their readiness for their chosen career field. Short digital ads will also be produced, ~.10 seconds, that will be used in social media platforms and drive traffic to the full videos and the Oregon Tech website. Videos will be completed and on Oregon Tech’s website in December, with video ads to follow early next year.

Staff Recommendation

No action required. Informational only.