**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Room 225, Portland-Metro Campus
November 21, 2019
8:10am – 10:15am**

# Academic Quality and Student Success Committee Agenda

**Meeting of the**
**Oregon Tech Board of Trustees**
**Academic Quality and Student Success Committee**
**Mt. Thielsen Room, Klamath Falls Campus**
**May 30, 2019**
**8:00am – 11:00am**

# Academic Quality and Student Success Committee
# DRAFT MINUTES

**Trustees Present:**

| | | |
|---|---|---|
| Jeremy Brown, Chair | Rose McClure | Kelley Minty Morris |
| Kathleen Hill | Jill Mason | Liam Perry |

**University Staff and Faculty Present:**

Abdy Afjeh, Associate Provost Research and Academic Affairs
Becky Burkeen, Alumni Relations Manager
Krista Darrah, Development Operations Manager
Erin Foley, VP of Student Services/Dean of Student Affairs
Lori Garrard, Development Executive Assistant
Desiree Kelley, Development Program Representative
Tom Keyser, Dean, College of ETM
Gary Kuleck, Provost/Vice President of Academic Affairs
Christina Martinez, Native American Student Union Graduate Assistant
Rosanne Overholser, Assistant Professor, Mathematics
Adria Paschal, Senior Executive Assistant to the President
Dan Peterson, Interim Associate Dean, College of HAS
Mason Terry, OREC Director
Erika Veth, AVP Strategic Enrollment Management
Wakaya Wells, Multicultural Student Services Coordinator

1. **Call to Order/Roll/Declaration of a Quorum**
   Chair Brown called the meeting to order at 8:02am. The President's Senior Executive Assistant called roll and a quorum was declared.

2. **Consent Agenda**
   2.1 **Approve Minutes from the March 21, 2019 Meeting**
   Trustee Mason moved to approve the minutes of the March 21, 2019 meeting. Trustee Hill seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3. **Action Items**
   3.1 **Recommendation to the Board to Recommend Approval of the Data Science Program to HECC**

**Provost Kuleck** reviewed the program development and approval processes and gave an overview of the proposed Data Science program, timeline for approval, and estimated budget. **Assistant Professor Overholser** explained new faculty might be needed in year three or four as most of the courses are currently being taught. Discussion regarding enrollment potential, student draw and retention, effects on other programs, and curricula.

**Trustee Minty Morris moved to recommend approval of the Data Science Program to the Full Board. Trustee Mason seconded the motion. With all trustees present voting aye, the motion passed unanimously.**

3.2 **Recommendation to the Board to Recommend Approval of the Doctorate in Physical Therapy Program to HECC**
**Provost Kuleck** acknowledged the work of, and thanked, faculty and especially Dean Maupin, on creating this program and moving it forward. He gave an overview of the Doctorate in Physical Therapy program, timeline for approval, and estimated budget. Discussion regarding rural health focus, mission statement and accreditation, tuition differentials, commitment of resources, required campus upgrades, and potential effects on other departments.

**Trustee Mason moved to recommend approval of the Doctorate in Physical Therapy Program to the Full Board. Trustee Minty Morris seconded the motion. With all trustees present voting aye, the motion passed unanimously.**

4. **Discussion Items**
   4.1 **Provost Update**
   **Provost Kuleck** provided an update on the Southern Oregon Higher Education Consortium (SOHEC), the accreditation application for our partnership with Lake Washington Tech, successful hire of Director of Global Engagement, a possible MOU for student recruitment from China, faculty merit pay process, programs before Statewide Provost Council, and Summer Creativity Grants.

   4.2 **Campus Life Initiatives**
   **Coordinator Wells** presented a PowerPoint giving an overview of the Multicultural Life program focusing on the underserved student population and communities. He referenced one of the eleven short-term action plan goals is to grow student campus diversity. He reviewed the activities and programs offered, mission and vision statements, committees and clubs, events, and outreach initiatives. He stated there is a lot of work yet to be done and the newest proposal is to establish a Multicultural Department. Discussion regarding upcoming projects including required reports and plans. **Trustee Mason** was impressed with how much has been accomplished in the past two years. **Ms. Martinez** shared her experience as a Native American student and the impact the multicultural center had on her. **Trustee Hill** appreciated the inclusionary aspect of the center with participation from a variety of people and mentioned SB13 regarding tribal history/shared history, noting diversity is not just about non-whites, it's about interactions with all groups. **Trustee Brown** appreciated the outreach to prospective students.

**4.3 Oregon Renewable Energy Center Presentation**
**Director Terry** gave a PowerPoint presentation on the Oregon Renewable Energy Center (OREC) identifying the focus of students, hands-on projects, and applied research. He noted that last year was the first time OREC received state funding. He reviewed the values statement, entrepreneurial mindset with rural focus, and current projects.

**4.4 Alumni Relations Presentation**
**Manager Burkeen** presented a PowerPoint and gave an overview of the alumni relations work, goals, benefits offered to alumni, engagement practices, alumni advisory board, communications, involvement of existing students, industry events, upcoming events, and alumni and giving statistics.

**5. Other Business/New Business**
**Trustee Minty Morris** suggested a presentation on Title IX changes. **Chair Brown** acknowledged and thanked Trustee Perry for his service on the Board and Provost Kuleck for his work over the past two years.

**6. Adjournment**
**Trustee Mason moved to adjourn the meeting. Trustee Minty Morris seconded the motion. With all Trustees present voting aye, the motion passed unanimously. The meeting adjourned at 10:53am.**

Respectfully submitted,

Sandra Fox
Board Secretary

# ACTION
# Agenda Item No. 3.1
# Recommendation to the Board to Approve the Offering of BSME Program at Lake Washington Institute of Technology, Kirkland, WA

## Background

Lake Washington Institute of Technology (LWIT), located just outside Seattle in Kirkland, is the only public institute of technology in the state of Washington. LWIT offers eight applied bachelor's degrees, 43 associate degrees, and 91 professional certificates in 42 areas of study, with a student enrollment of over 6,500. While LWIT offers several bachelor's degree programs, they do not currently have a degree program in Engineering. They do however, offer Engineering Transfer programs in several fields, including Mechanical Engineering. Students complete their lower division engineering credits and general education requirements at LWIT and then transfer to other institutions in the state to complete their undergraduate degree in their chosen field.

LWIT and Oregon Tech have had discussions beginning several years ago about creating a collaborative agreement whereby Oregon Tech would offer the upper level engineering courses on LWIT's campus. This would enable LWIT's Mechanical Engineering students to complete their undergraduate degree at the same location without the requirement of transferring to a participating institution within the state at another location. Many of LWIT's students enrolled in the Transfer Programs are non-traditional students; consequently, the option of remaining in the community and completing their degree rather than relocating may be very appealing to them. Numerous meetings between executive staff at both institutions have ensued over the past few years, with a thorough exploration of the risks and potential benefits of this collaborative agreement. Offering a Bachelor of Science degree in mechanical engineering at LWIT will provide the opportunity for Oregon Tech to increase its enrollment, to create a pipeline of students from the state of Washington to Oregon Tech, and to strengthen connections with industries within the state of Washington. According to the U.S. Department of Labor, Bureau of Labor Statistics, mechanical engineering is the largest engineering discipline in the U.S. with 303,440 mechanical engineers (excluding self-employed) earning a median salary of $92,800 (May 2018 data). According to the same source, the state of Washington is in the category of states that have the highest number of employed mechanical engineers (not including self-employed engineers) with the highest median salaries ($96,860). Therefore, it is expected that there will abundant demand for the graduates of the proposed program.

Oregon Tech has been offering an accredited Bachelor of Science in Mechanical Engineering on three campuses, Klamath Falls, Portland Metro and Seattle. Enrollment has been growing steadily over the last five years from 298 in Fall 2015 to 357 in Fall 2019. The program curriculum, laboratory experiments, course contents and teaching materials have already been developed and tested in classrooms for years. Therefore, offering this program at a new location will require minimal development costs. LWIT has already allocated both office and lab space for the program and agreed to provide classroom space and student support services, such as library access,

registration, etc., for students continuing in the proposed program; hence, the program implementation will not demand significant logistics resources at LWIT.

Our proposal is to partner with Lake Washington Institute of Technology to offer students the opportunity to pursue a Bachelor of Science in Mechanical Engineering degree through a seamless transition from the two-year institution to Oregon Tech. If approved, Oregon Tech will have a physical presence on the LWIT campus with instructional classroom and laboratory space and administrative offices. The core courses will be taught by an Oregon Tech instructor and adjunct faculty on-site and some program courses and electives will be offered online. We will consider this a branch campus. The distance between LWIT campus and Oregon Tech's Seattle campus is approximately 11 miles.

Impact on Existing Programs

This program will be staffed and supported by additional Oregon Tech on-site personnel, as described earlier. Offering and management of the program at this new location will be similar to that at the Seattle campus; therefore, it is not expected to appreciably impact existing programs or faculty and staff workload. The only exception will be the expansion of the program department chair's responsibilities to ensure that the current mechanical engineering program standards are enforced, and that continuous program assessment and improvements are implemented at the new site. The application for institutional accreditation to the Northwest Commission of Colleges and Universities (NWCCU) to offer the mechanical engineering program at a new location will be submitted upon the Board's approval of the program and before executing an agreement with LWIT.  The application for program specific ABET accreditation will not take place until a degree is awarded; therefore, efforts needed for attaining program accreditation will occur after the end of the first two years.

Projected Enrollment

During the initial two-year period of operation, we anticipate enrollment to begin in year one with incoming juniors at LWIT; year two projected enrollment will include students from year one as well as incoming juniors into the program.  We project enrollment to be:

|  | Year 1 | Year 2 |
|---|---|---|
| BS Mechanical Engineering | | |
| Full-time | 20 | 37 |
| Part-time | 0 | 0 |
| Total | 20 | 37 |

Budget

|  | 2020 | 2021 |
|---|---|---|
| Revenue * | $224,100 | $435,314 |
| Expenses | $220,500 | $279,490 |
| Profit (Loss) | $3,600** | $155,824 |

> \* Revenue based on projected number of students enrolled in Year 1 and Year 2 (see projected enrollment table)
> \*\* It is anticipated that the first year profit will be budgeted for miscellaneous expenses before the program's first year scheduled start.

We anticipate hiring one full-time faculty and utilizing adjuncts to cover additional courses. We will also hire one classified staff member and have included Services and Supplies, travel and OPE in the projected budget. As an incentive, LWIT is offering lab and classroom space in their facilities to Oregon Tech rent-free for the first nine years of the program's existence.

## Gains and Risks

- GAIN: The current program on our Boeing campus is a revenue-generator for Oregon Tech, we anticipate that the program at LWIT also has the potential to generate revenue for our institution, particularly in year two and beyond.
- GAIN: Establishing a second campus in the state of Washington creates a pipeline of students from LWIT and potentially other campuses in the state. It will expand our regional reach.
- GAIN: The proposed program aligns with Oregon Tech's mission to provide educational opportunities and technical expertise to national constituents as well as to Oregonians.
- RISK: The high cost of living in the Puget Sound area may make it difficult to attract and retain competent faculty and staff.
- RISK: Insufficient student enrollment would negatively impact the financial feasibility of the program.
- RISK: Competition with other Washington State institutions who are currently offering or actively developing a BSME degree program could challenge enrollment.

## Staff Recommendation

Staff recommends that the Academic Quality and Student Success Committee recommend that the full Board approve offering the BSME degree completion program at Lake Washington Institute of Technology.

## Attachments

- Budget Overview. Note that in the Budget tables student FTE means student head count.

## BSME: Lake Washington Institute of Technology

**College/University:**                                    **Program:**

### I. PLANNED STUDENT ENROLLMENT

|  | FY 0 | | FY 1 | | FY 2 | | FY 3 | |
|---|---|---|---|---|---|---|---|---|
|  | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments (FTE=Head Ct.) |  |  | 20 | 20 | 37 | 37 | 37 | 37 |
| B. Enrollment from existing programs |  |  |  |  |  |  |  |  |
|  | 0 |  | 20 | 20 | 37 | 37 | 37 | 37 |

### II. REVENUE

|  | FY 0 | | FY 1 | | FY 2 | | FY 3 | |
|---|---|---|---|---|---|---|---|---|
|  | 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 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3. Federal (e.g. grant, appropriation) | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 4. New Tuition Revenues from Increased Enrollment |  |  | $224,100 | $0 | $435,314 | $0 | $444,020 | $0 |
| 5. Student Fees | $0 | $0 | $3,000 | $0 | $5,550 | $0 | $5,550 | $0 |
| 6. Other (e.g., Gifts, Program Revenue) | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| **Total Revenue** | $0 | $0 | $227,100 | $0 | $440,864 | $0 | $449,570 | $0 |

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

Tuition rates are based on 2019-20 University of Washington rates. A 2% increase is calculated for each FY

BSME: Lake Washington Institute of Technology

## III. EXPENDITURES

| | FY 0 On-going | FY 0 One-time | FY 1 On-going | FY 1 One-time | FY 2 On-going | FY 2 One-time | FY 3 On-going | FY 3 One-time |
|---|---|---|---|---|---|---|---|---|
| **A. Personnel Costs** | | | | | | | | |
| 1. FTE (total for all personnel types) | | 0.00 | 3.20 | 0.00 | 6.20 | 0.00 | 6.20 | 0.00 |
| 2. Faculty | | $0 | $65,000 | $0 | $66,300 | $0 | $67,626 | $0 |
| 3. Adjunct Faculty | | $0 | $21,600 | $0 | $77,112 | $0 | $78,654 | $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 | $40,000 | $0 | $40,800 | $0 | $41,616 | $0 |
| 8. Fringe Benefits | | $0 | $52,500 | $0 | $53,550 | $0 | $54,621 | $0 |
| 9. Other: | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| **Total Costs** | $0 | $0 | $179,100 | $0 | $237,762 | $0 | $242,517 | $0 |

Budget Notes:

III.A.2. Faculty and staff Salaries are increased by 2% each year

III.A.8. Fringe calculated as 50%; Note that adjunct salary not used in calculation for OPE

## BSME: Lake Washington Institute of Technology

| | FY 0 On-going | FY 0 One-time | FY 1 On-going | FY 1 One-time | FY 2 On-going | FY 2 One-time | FY 3 On-going | FY 3 One-time |
|---|---|---|---|---|---|---|---|---|
| **B. Operating Expenditures** | | | | | | | | |
| 1. Travel | $1,200 | $0 | $2,400 | $0 | $2,448 | $0 | $2,497 | $0 |
| 2. Professional services | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3. Other services: Contingency | | $0 | $4,000 | $0 | $4,080 | $0 | $4,162 | $0 |
| 4. Communications | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 5. Materials & supplies | $2,500 | $0 | $5,000 | $0 | $5,100 | $0 | $5,202 | $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 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 9. Miscellaneous: Lab supplies | | $0 | $5,000 | $0 | $5,100 | $0 | $5,202 | $0 |
| **Total Operating Expenses** | $3,700 | $0 | $16,400 | $0 | $16,728 | $0 | $17,063 | $0 |

## BSME: Lake Washington Institute of Technology

| | FY 0 On-going | FY 0 One-time | FY 1 On-going | FY 1 One-time | FY 2 On-going | FY 2 One-time | FY 3 On-going | FY 3 One-time |
|---|---|---|---|---|---|---|---|---|
| **C. Capital Outlay** | | | | | | | | |
| 1. Library Resources | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 2. Equipment | | $0 | | $0 | | $0 | | $0 |
| **Total Capital Outlay** | | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| **D. Capital Facilities Construction or Major Renovation** | | | | | | | | |
| | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| **E. Indirect Costs (overhead)** | | | | | | | | |
| 1. Utilities | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 2. Maintenance & repairs | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| 3. Other: Lab equipment | | $0 | $25,000 | $0 | $25,000 | $0 | $25,000 | $0 |
| **Total Indirect Costs** | $0 | $0 | $25,000 | $0 | $25,000 | $0 | $25,000 | $0 |
| **TOTAL EXPENDITURES** | $3,700 | $0 | $220,500 | $0 | $279,490 | $0 | $284,580 | $0 |
| **Net Income (Deficit)** | ($3,700) | $0 | $6,600 | $0 | $161,374 | $0 | $164,990 | $0 |

# DISCUSSION
# Agenda Item No. 4.1
# Provost Report

The Provost will give a verbal report.

Below is the annual reporting of several data sets from the Human Resources Department showing the demographics of employees at Oregon Tech and the racial, ethnic and gender diversity of faculty and staff search applicant pools and hires. It is recognized that developing a diverse candidate pool at the university's primary location can, at times, be challenging and must be a long-term initiative of the university. Following these charts is background information on Klamath Falls and the Portland-Metro area regarding racial and ethnic diversity.

## Oregon Tech Employee Diversity Report
## November 1, 2019

| Race | Total | Percentage |
|---|---|---|
| American Indian or Alaska Native | 9 | 1.99% |
| Asian | 26 | 5.74% |
| Black or African American | 6 | 1.32% |
| Hispanic or Latino | 25 | 5.52% |
| Multiple Races | 9 | 1.99% |
| Native Hawaiian or Other Pacific Islander | 1 | 0.22% |
| Other - Unknown | 1 | 0.22% |
| Unknown | 2 | 0.44% |
| White | 370 | 81.68% |
| Declined to Respond | 4 | 0.88% |
| Grand Total | 453 | 100.00% |

| Ethnicity | Total | Percentage |
|---|---|---|
| Hispanic or Latino | 25 | 5.52% |
| Not Hispanic or Latino | 420 | 92.72% |
| Declined to Respond | 8 | 1.77% |
| Grand Total | 453 | 100.00% |

| Age Range | Total | Percentage |
|---|---|---|
| 20-30 | 34 | 7.51% |
| 31-40 | 121 | 26.71% |
| 41-50 | 117 | 25.83% |
| 51-60 | 129 | 28.48% |
| 61 & up | 52 | 11.48% |
| Grand Total | 453 | 100.00% |

| Gender | Total | Percentage |
|---|---|---|
| F | 243 | 53.64% |
| M | 210 | 46.36% |
| Grand Total | 453 | 100.00% |

Data was self reported by the employee

Data as of November 1, 2019

"Declined to Respond" indicates that the employee did not disclose Race and/or Ethnicity

## OREGON TECH EMPLOYEE DIVERSITY REPORT
## NOVEMBER 1, 2018 - OCTOBER 31, 2019

| Faculty Applicants by Race | Count | Percentage |
|---|---|---|
| American Indian or Alaska Native | 0 | 0.00% |
| Asian | 156 | 35.06% |
| Black or African American | 26 | 5.84% |
| Native Hawaiian or Other Pacific Islander | 1 | 0.22% |
| White | 203 | 45.62% |
| Declined to Respond | 46 | 10.34% |
| Multiple Races | 13 | 2.92% |
| Grand Total | 445 | 100.00% |

| Staff Applicants by Race | Count | Percentage |
|---|---|---|
| American Indian or Alaska Native | 35 | 2.84% |
| Asian | 58 | 4.70% |
| Black or African American | 52 | 4.21% |
| Native Hawaiian or Other Pacific Islander | 6 | 0.49% |
| White | 911 | 73.82% |
| Declined to Respond | 102 | 8.27% |
| Multiple Races | 70 | 5.67% |
| Grand Total | 1234 | 100.00% |

| Faculty Applicants by Gender | Count | Percentage |
|---|---|---|
| Female | 114 | 25.62% |
| Male | 303 | 68.09% |
| Declined to Respond | 28 | 6.29% |
| Grand Total | 445 | 100.00% |

| Staff Applicants by Gender | Count | Percentage |
|---|---|---|
| Female | 645 | 52.27% |
| Male | 535 | 43.35% |
| Other | 8 | 0.65% |
| Declined to Respond | 46 | 3.73% |
| Grand Total | 1234 | 100.00% |

| Filled Faculty Postings by Race | Count | Percentage |
|---|---|---|
| American Indian or Alaska Native, White | 1 | 12.50% |
| Asian | 0 | 0.00% |
| Black or African American | 0 | 0.00% |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00% |
| White | 7 | 87.50% |
| Declined to Respond | 0 | 0.00% |
| Multiple Races | 0 | 0.00% |
| Grand Total | 8 | 100.00% |

| Filled Staff Posting by Race | Count | Percentage |
|---|---|---|
| American Indian or Alaska Native | 1 | 1.92% |
| Asian | 0 | 0.00% |
| Black or African American | 0 | 0.00% |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00% |
| White | 46 | 88.46% |
| Declined to Respond | 2 | 3.85% |
| Multiple Races | 3 | 5.77% |
| Grand Total | 52 | 100.00% |

| Filled Faculty Posting by Gender | Count | Percentage |
|---|---|---|
| Female | 6 | 75.00% |
| Male | 2 | 25.00% |
| Other | 0 | 0.00% |
| Grand Total | 8 | 100.00% |

| Filled Staff Posting by Gender | Count | Percentage |
|---|---|---|
| Female | 32 | 61.54% |
| Male | 18 | 34.62% |
| Other | 2 | 3.85% |
| Grand Total | 52 | 100.00% |

Data was self reported by the employee

Data as of November 1, 2019

"Declined to Respond" indicates that the employee did not disclose Race and/or Ethnicity

Filled Faculty Positions do not include positions filled by Direct Appointment
(2 faculty positions were filled using Direct Appointment)

## 2000 and 2010 Census Profile
### Klamath Falls city

| POPULATION (continued) | 2000 | | 2010 | | Change | |
|---|---|---|---|---|---|---|
| **RACE** | | | | | | |
| Total population | 19,462 | 100.0% | 20,840 | 100.0% | 1,378 | 7.1% |
| White alone | 16,566 | 85.1% | 17,380 | 83.4% | 814 | 4.9% |
| Black or African American alone | 198 | 1.0% | 215 | 1.0% | 17 | 8.6% |
| American Indian and Alaska Native alone | 864 | 4.4% | 897 | 4.3% | 33 | 3.8% |
| Asian alone | 256 | 1.3% | 340 | 1.6% | 84 | 32.8% |
| Native Hawaiian and Other Pacific Islander alone | 26 | 0.1% | 24 | 0.1% | -2 | -7.7% |
| Some Other Race alone | 807 | 4.1% | 934 | 4.5% | 127 | 15.7% |
| Two or More Races | 745 | 3.8% | 1,050 | 5.0% | 305 | 40.9% |

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
Tabulated by Population Research Center, Portland State University.                    www.pdx.edu/prc

## 2000 and 2010 Census Profile
### Portland-Vancouver-Hillsboro MSA

| POPULATION (continued) | 2000 | | 2010 | | Change | |
|---|---|---|---|---|---|---|
| **RACE** | | | | | | |
| Total population | 1,927,881 | 100.0% | 2,226,009 | 100.0% | 298,128 | 15.5% |
| White alone | 1,630,183 | 84.6% | 1,803,705 | 81.0% | 173,522 | 10.6% |
| Black or African American alone | 51,455 | 2.7% | 63,650 | 2.9% | 12,195 | 23.7% |
| American Indian and Alaska Native alone | 17,074 | 0.9% | 20,857 | 0.9% | 3,783 | 22.2% |
| Asian alone | 87,993 | 4.6% | 126,965 | 5.7% | 38,972 | 44.3% |
| Native Hawaiian and Other Pacific Islander alone | 5,652 | 0.3% | 10,315 | 0.5% | 4,663 | 82.5% |
| Some Other Race alone | 72,181 | 3.7% | 109,776 | 4.9% | 37,595 | 52.1% |
| Two or More Races | 63,343 | 3.3% | 90,741 | 4.1% | 27,398 | 43.3% |

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
Tabulated by Population Research Center, Portland State University.                    www.pdx.edu/prc

## 2000 and 2010 Census Profile
### State of Oregon

| POPULATION (continued) | 2000 | | 2010 | | Change | |
|---|---|---|---|---|---|---|
| **RACE** | | | | | | |
| Total population | 3,421,399 | 100.0% | 3,831,074 | 100.0% | 409,675 | 12.0% |
| White alone | 2,961,623 | 86.6% | 3,204,614 | 83.6% | 242,991 | 8.2% |
| Black or African American alone | 55,662 | 1.6% | 69,206 | 1.8% | 13,544 | 24.3% |
| American Indian and Alaska Native alone | 45,211 | 1.3% | 53,203 | 1.4% | 7,992 | 17.7% |
| Asian alone | 101,350 | 3.0% | 141,263 | 3.7% | 39,913 | 39.4% |
| Native Hawaiian and Other Pacific Islander alone | 7,976 | 0.2% | 13,404 | 0.3% | 5,428 | 68.1% |
| Some Other Race alone | 144,832 | 4.2% | 204,625 | 5.3% | 59,793 | 41.3% |
| Two or More Races | 104,745 | 3.1% | 144,759 | 3.8% | 40,014 | 38.2% |

Sources: U.S. Census Bureau, 2010 Census, Summary File 1; 2000 Census, Summary File 1.
Tabulated by Population Research Center, Portland State University.                    www.pdx.edu/prc

**DISCUSSION**
**Agenda Item No. 4.2**
**Disability Services Presentation**

## Disability Services – About us

**Portland-Metro Campus:**

Jamie Goodpaster, Coordinator

**Klamath Falls Campus:**

Dacarie Robertson, Specialist

Tanya Coty, SSC Director

*Hands-on education for real-world achievement.*

## Disability Services: Mission & Vision

**Mission:**

Disability Services facilitates access to Oregon Tech programs and services for individuals with disabilities through accommodations, education, consultation and advocacy.

**Vision:**

Disability Services strives to promote a diverse, inclusive, supportive, and accessible, learning and working environment individuals with disabilities. The vision of the office is to promote disability as diversity and ensure individuals with disabilities have full access, inclusion and belonging in the Oregon Tech community.

*Hands-on education for real-world achievement.*

## Disability Services: Services Provided

- Academic Accommodations
- Campus Accessibility (ADA)
- Advocacy

## Disability Services: Academic Accommodations

- Extended time for quizzes, exams and assignments
- Alternative testing environments
- Memory aides
- Interpreting/Captioning services
- Alternative formats
- Adaptive Technology
  - Speech-to-text, Text-to-speech
  - Audio Notetaking Software

## Disability Services: Campus Accessibility

- Annual campus ADA audits
- Partnering with Facilities, labs, and faculty
- Current projects at Klamath Falls campus:

- Current projects at PM campus:
  - Online accessible maps with braille signage at PM campus
  - Updating ADA accessible evacuation plans
  - Ongoing repairs and updates of classrooms, and general facilities

*Hands-on education for real-world achievement.*

## Disability Services: Processes

- Qualifying students for accommodations
  - Documentation/Registration
- Student self-reports
- Confidentiality
- Interactive Process
- Accommodation Letters to Faculty
  - Mediation/Advocacy
- Ensure accommodation implementation

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# Disability Services: Statistics

**Oregon TECH**

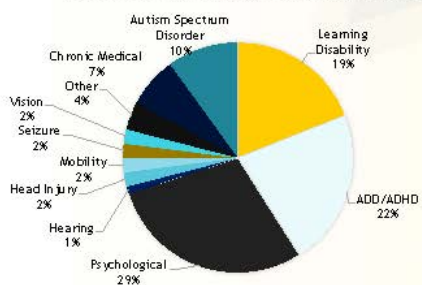## 2018-2019 Academic Year

| Klamath Fall Campus 2018/2019 | Number of Active Students | Total Number of Students Registered |
|---|---|---|
| Fall | 114 | 149 |
| Winter | 96 | 126 |
| Spring | 67 | 104 |
| Summer | 13 | 43 |

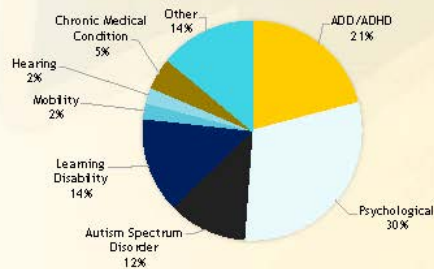| Portland-Metro Campus 2018/2019 | Number of Active Students | Total Number of Students Registered |
|---|---|---|
| Fall | 38 | 44 |
| Winter | 28 | 37 |
| Spring | 26 | 31 |
| Summer | 14 | 18 |

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# Disability Services: Statistics

**Oregon TECH**



DIAGNOSES OF STUDENTS REGISTERED WITH DISABILITY SERVICES: KLAMATH FALLS

Autism Spectrum Disorder 10%
Learning Disability 19%
Chronic Medical 7%
Other 4%
Vision 2%
Seizure 2%
Mobility 2%
Head Injury 2%
Hearing 1%
ADD/ADHD 22%
Psychological 29%



DIAGNOSES OF STUDENTS REGISTERED WITH DISABILITY SERVICES PORTLAND METRO CAMPUS

Chronic Medical Condition 5%
Other 14%
Hearing 2%
Mobility 2%
Learning Disability 14%
Autism Spectrum Disorder 12%
ADD/ADHD 21%
Psychological 30%

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## Disability Services: Successes

- Continuous process improvement
- Development and implementation of advisory committees for Emotional Support Animals and Online Accessibility
- Improved faculty/staff awareness
- Increase in student inquiries on both campus due
- Movement towards a more inclusive campus environment

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## Disability Services: Challenges

- Caseload of DS staff
- Campus physical accessibility
- Online accessibility
- Technical advances
- Buy-in from faculty

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Disability Services

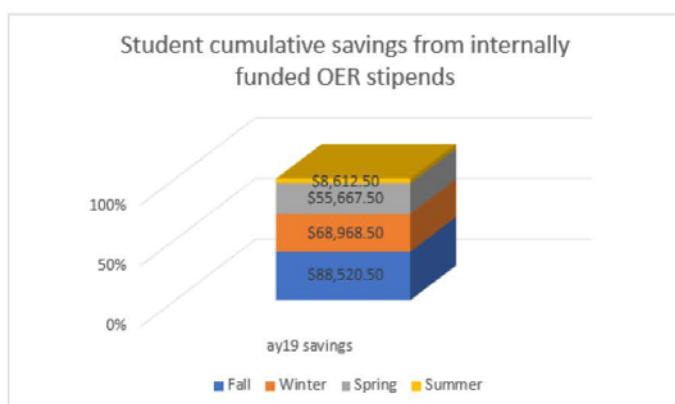# Questions?

# DISCUSSION
# Agenda Item No. 4.3
# Open Education Resources Presentation

## Oregon Institute of Technology

### University Libraries - Open Educational Resources and Textbook Affordability

*The zed degree model at Oregon Tech will improve advancement and engagement in pedagogy through re-purposing student funds to empower students in financial success, information access, retention through their education, and success beyond the university.*

*Why is this important now?* **Textbook prices have raised more than 800% since 1978.** To conflate the issue **publishers are making billion-dollar profits off students.** In 2014 Pearson made $7 billion dollars total revenue. According to a 2016 study, **66% of students choose to not buy their textbook due to cost.**

**Student cumulative savings from internally funded OER stipends**

| | |
|---|---|
| 100% | $8,612.50 |
| | $55,667.50 |
| | $68,968.50 |
| 50% | |
| | $88,520.50 |
| 0% | |

ay19 savings

■ Fall  ■ Winter  ▦ Spring  ■ Summer

In June 2018 the University Libraries gave $10,000 to 16 faculty to adapt/ adopt/ or create open educational resources for their classes.

**Total student savings in the first year was $221,769.**

**Average savings to an individual student taking one of these classes is $211.89.**

In June 2019 the library gave money to 9 faculty to convert 11 more classes to affordable text alternatives. **Comparing Fall terms 2018 and 2019 we see an increased $20,000 in student savings.**

**Fall term savings**

| | |
|---|---|
| 2020 | $108,164.50 |
| 2019 | $88,520.50 |
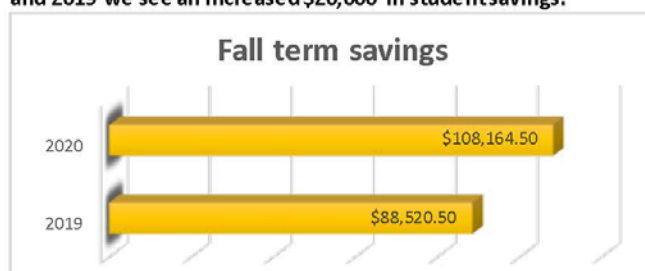
### Oregon Legislation

#### 2017 HB 2871

- Discoverability of low/ no cost alternatives in course search

#### 2019 HB 2213

- Establish a text affordability plan

### Actions at Oregon Tech

- Textbook affordability taskforce created Fall 2019
- Attendance to local and regional events
  - Oregon Tech OER day 2/25/19
  - Oregon OER Summit May 2019
  - Open Oregon Workshops June 2019
  - Southern Oregon regional event May 2020
- Adopt or create open texts
  - 16 faculty and 26 classes through internal programs
- Use renewable assignments
  - Ex. Students writing future test questions

### Support available

- Internal library grants
  - $10,000 available in Spring 2020
- Open Oregon Educational Resources
  https://openoregon.org/category/grants/
- Include open resource development in other grant projects

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