

**Academic Quality and Student Success Committee
Agenda**

	<u>Page</u>
1. Call to Order/Roll/Declaration of a Quorum (10:00am) <i>Chair Brown</i>	
2. Consent Agenda (10:05am) <i>Chair Brown</i>	
2.1 Approve Minutes of July 9, 2015 Meeting	1
3. Action Items - none	
4. Discussion Items (10:10am)	
4.1 Student Services Presentation <i>VP of Student Affairs/Dean of Students Foley</i> (30 min)	
4.2 Student Success <i>VP of Student Affairs/Dean of Students Foley</i> (10 min)	
4.3 Academic Plan Presentation <i>Provost Burda</i> (40 min)	3
5. Other Business/New Business <i>Chair Brown</i> (15 min)	
6. Adjournment (11:45am)	



**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Room 402, Wilsonville Campus
July 9, 2015
1:15pm-2:45pm**

**Academic Quality and Student Success Committee
Draft Minutes**

Committee Trustees Present:

Jeremy Brown, Chair	Kathy Hill	Dan Peterson
Melissa Ceron	Kelley Minty Morris	

Additional Board Members Present

Christopher Maples	Paul Stewart	Dana Henry
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University Staff and Faculty Present:

Brad Burda, Provost, VP for Academic Affairs
Lita Colligan, Assoc. VP for Strategic Partnerships and Government Relations
Jenee Hilliard, Legal Counsel Miller Nash Graham and Dunn
Erin Foley, VP for Student Affairs and Dean of Students
Sandra Fox, Board Secretary
Di Saunders, Assoc. VP for Communications and Public Affairs
Maureen Sevigny, Distance Education Program Manager
Terri Torres, Associate Professor of Mathematics

Others in Attendance:

Rafael Santiago, Oregon Tech Alumni Association President

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

Chair Brown called the meeting to order at 1:15pm. The secretary called roll and a quorum was declared.

2. Consent Agenda: Approve Minutes

Trustee Peterson moved to approve the minutes from the April 6, 2015 meeting. **Trustee Ceron** seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3. Action Items

3.1 Recommendation to Board to Recommend to Provost's Council Approval of a New Program: Master of Science in Allied Health

Provost Burda walked the Committee through the program approval processes (internal, HECC and for baccalaureate and graduate degrees); suggestion to have the External Review take place prior to coming to the Board. (Trustee Minty-Morris arrived at 1:30pm).

Explanation that the program is almost entirely taught on-line and projections for enrollment are based on alumni information. Discussion regarding the location of the program within the Medical Imaging program, the potential burden on faculty in the long-run, the possibility of combining this with a bachelor's degree for a 4 plus one program, and the entrance requirements.

Trustee Minty Morris moved to recommend to the Board recommendation to the Provost's Council approval of a new program: Master of Science in Allied Health, pending approval from external review. Trustee Hill seconded. With all Trustees present voting aye, the motion passed unanimously.

4. Discussion Items

4.1 Academic Quality Presentation

Provost Burda walked the Trustees through a PowerPoint presentation (on record) explaining how academic quality is defined, what it means, and how it is measured at Oregon Tech; addressed the accreditation bodies, processes, credentialing, student surveys of faculty, institutional learning outcomes, and assessments. **Provost Burda will provide Committee with a table outlining the accreditation for each program and the accrediting body.**

4.2 Title IX and Violence Against Women Act

VP of Student Affairs/Dean of Students Foley explained the university's compliance and history of Title IX, the Clery Act, and the Violence Against Women Act and new amendments which include the requirement for training. Discussion regarding reporting requirements. **VP Foley will research if Trustees are required to be trained.**

4.3 Enrollment, Retention and Graduation

VP of Student Affairs/Dean of Students Foley explained that the handout provided (on record) is for review and discussion at the October board meeting. If there are questions on any of the information, please provide them to Committee Chair Brown.

4.4 Future Agenda Items

Committee Chair Brown outlined the topics the committee has talked about addressing (see calendar). **Trustee Minty Morris requested more information about the success of community college transfer students and what we do to assist them. Trustee Peterson would like a presentation on what student success is and how it is measured.**

5. Adjournment

With no further business proposed, the meeting was adjourned at 2:56 p.m.

Respectfully submitted,



Sandra Fox
Board Secretary



Oregon Tech 2020: Academic Master Plan

ACADEMIC MASTER PLAN PURPOSE

Oregon Tech's 2020 Strategic Action Plan calls for the development of an Academic Master Plan. The purpose of the Academic Master Plan is to:

- Meet the academic goals and strategies of the Oregon Tech 2020 Strategic Action Plan;
- Serve as a guide for creating new and delivering existing applied-degree programs that are affordable, responsive to industry and student demand, and meet graduate success targets; and reducing or eliminating programs that do not meet these requirements; (*Strategic Action Plan, Page 2, Bullet 2*)
- Contribute to meeting the targets in the university's enrollment management plan;
- Influence university financial investments in facilities, labs and classrooms to achieve projected academic growth and relevance;
- Guide the hiring, retention, and professional development of faculty and academic staff; and
- Expand strategic partnerships to advance applied research and student projects.

BACKGROUND AND CONTEXT

The Academic Master Plan begins with an environmental scan of Oregon Tech's current degree programs and capacity.

Educational Programs

Oregon Tech's curriculum is focused on applied technologies, engineering, health professions, applied sciences, and management. The faculty teach theory and application of theory through hands-on learning with the latest technology. Students are in laboratories, clinics, and out in the field by their junior year. Faculty members know their areas of expertise because they have worked in their field and maintain those professional connections.

Small class sizes and a low student to faculty ratio of 20:1 make for an intimate learning environment at Oregon Tech. The university is a student-centered learning atmosphere where faculty teach their own classes and instruct their own labs, mentor and advise students, and provide guidance on research and externships. Oregon Tech offers its degree programs by **leveraging the assets** of Oregon Tech: A rural residential campus in Klamath Falls (Oregon Tech Klamath Falls), a non-residential urban campus in Wilsonville (Oregon Tech Wilsonville), an online campus (Oregon Tech Online), and extension operations (Oregon Tech Extension).

Current Oregon Tech degree programs include:

College of Engineering, Technology and Management

Civil Engineering (BSCE, MSCE)	Management
Computer Engineering Technology (AE, BS)	Accounting
Electrical Engineering	Entrepreneurship/Small Business
Optical Engineering (dual major)	Marketing
Electronics Engineering Technology	Manufacturing Engineering Technology (BS, MS)
Embedded Systems Engineering Technology	Mechanical Engineering
Geomatics	Mechanical Engineering Technology
Surveying	Operations Management
Geographic Information Systems	Renewable Energy Engineering (BS, MS)
Health Care Management	Software Engineering Technology (BS, AE)
Health Informatics	Systems Engineering (dual major)
Information Technology	Technology and Management (BAS)
MS in Engineering	

College of Health, Arts and Sciences

Applied Behavior Analysis (ABA)	Applied Mathematics
Biology-Environmental Sciences	Marriage and Family Therapy (MS)
Biology –Health Sciences	Nuclear Medicine Technology
Clinical Laboratory Science	Nursing (OHSU)
Communication Studies	Applied Psychology
Dental Hygiene AS,BS)	Population Health Management
Diagnostic Medical Sonography	Radiologic Science
Echocardiography	Respiratory Care
Paramedic (AAS)	Vascular Technology
Emergency Medical Services Management (BS)	Polysomnography

Accreditation

Almost all of the Engineering and Engineering Technology degrees are ABET accredited through EAC, ETAC or ASAC. In addition, the Management degrees are accredited through IACBE. Several of the Allied Health Programs are already accredited, in process or have plans for accreditation through their affiliate agency.

INSTRUCTIONAL FACULTY

Oregon Tech is a teaching university that emphasizes the connection between our academic programs and industry. To maintain that connection Industrial Advisory Councils (IAC) are used to help determine new directions for our programs. Oregon Tech employs many faculty who have industrial backgrounds and have experience within the industries for which they are preparing our students. University faculty work in collaboration with the Office of Strategic Partnerships to expand current connections with industry associations and individual business partners for ongoing program relevance for students and responsiveness to industry needs.

Oregon Tech has 157 full time faculty, which equates to a student-to-faculty ratio of 20:1. This student-to-faculty ratio means that Oregon Tech faculty are able to provide a hands-on learning experience for students.

Rank	Full Time	Highest Level of Education Completed			
		Associate	Bachelor	Masters	Doctorate
Professor	42	--	--	18	24
Associate Professor	43	--	--	22	21
Assistant Professor	63	--	2	27	34
Instructor	9	--	7	2	--

*Oregon Tech has no faculty in positions as lecturer, teaching assistant, research staff, or research assistant.

Faculty annual performance evaluations (APE) are tied directly to teaching, service, and professional development. Teaching is the key component of that evaluation. It is central to promotion and tenure criteria.

PROGRAM CAPACITY

ETM Program Capacity		
*Assuming no new full-time faculty, labs, classrooms, etc.		
Degree Program	Current Enrollment	Maximum Enrollment
Civil Engineering BSCE/MSCE	109	110
Computer Engineering Technology AE/BS/Dual	80	100
Electrical Engineering	146	240
Optical Engineering (dual major)		NA – counted in primary major
Electronics Engineering Technology	51	75
Embedded Systems Engineering Tech	32	80
Geomatics, Surveying/GIS	36	80
Health Care Management	16	50

Health Informatics	48	115
Information Technology	101	140
Management, Accounting	35	65
Management, Entrepreneurship/Sm Bus	38	50
Management, Marketing	35	55
Manufacturing Engineering Technology, BS	52	85
Manufacturing Engineering Technology, MS	18	35
Mechanical Engineering	246	225
Mechanical Engineering Technology	121	150
Operations Management	40	85
Renewable Energy Engineering, BS	172	240
Renewable Energy Engineering, MS	31	40
Software Engineering Technology, AE/BS	289	245
Systems Engineering (dual major)		NA – counted in primary major
Technology and Management	18	35

HAS Program Capacity		
*Assuming no new full-time faculty, labs, classrooms, etc.		
Degree Program	Current Enrollment	Maximum Enrollment
Applied Behavior Analysis	3	80
Biology- Environmental Sciences	51	60
Biology- Health Sciences	149	160
Clinical Laboratory Science	94	50
Communication Studies	39	85
Dental Hygiene, AS	37	52
Dental Hygiene, BS	121	140
Diagnostic Medical Sonography	82	90
Echocardiography	57	60
EMT/ Paramedic, AAS	29	32
Emergency Medical Services Management	17	50
Applied Mathematics	44	80
Marriage and Family Therapy	0 new program	60
Nuclear Medicine Technology	48	54
Applied Psychology	122	160
Population Health Management	3	80
Radiologic Science	139	144
Respiratory Care	54	75
Vascular Technology	53	60

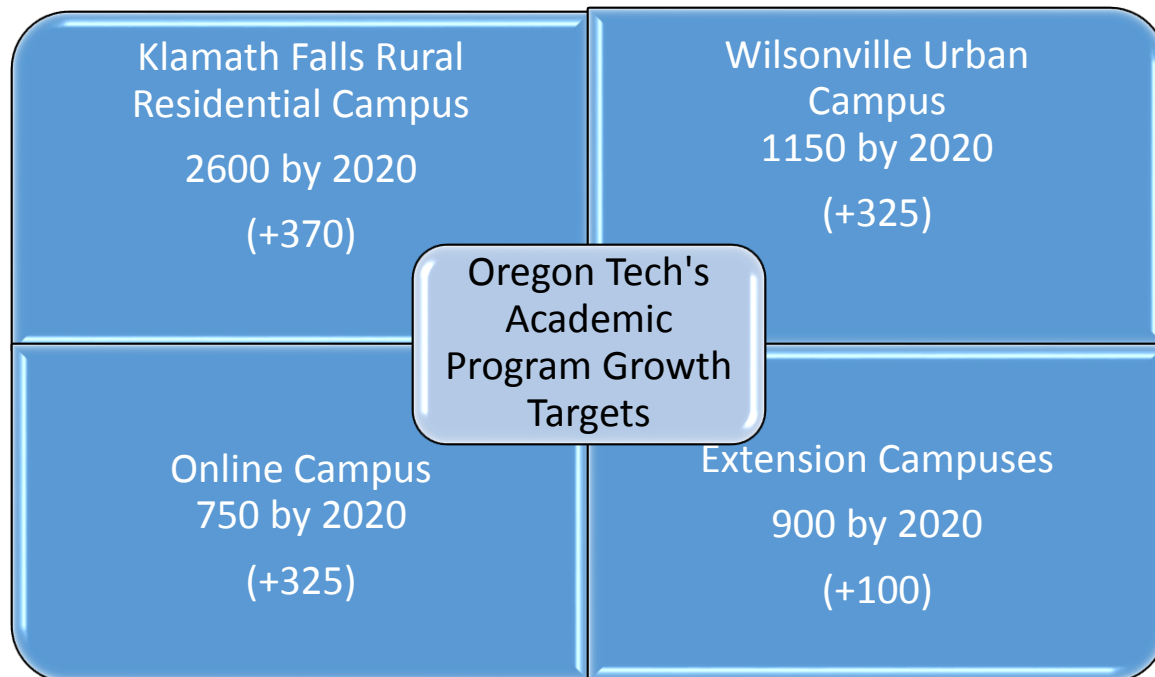
GROWTH AND INNOVATION

The Higher Education Coordinating Commission’s (HECC) 2014 Strategic Plan speaks to the state’s 40-40-20 goals. Oregon Tech has embraced the opportunity to develop an academic master plan to meet or exceed these goals.

The Oregon University System’s previous calculation for enrollment at Oregon Tech, based on historical proportions of OUS graduates, is 5,400 student headcount by 2025. Oregon Tech's headcount in Fall 2013 was 4,414, with 670 graduates in 2012-2013, but dropped to 4,273 in Fall 2014. To achieve the state's graduation targets, Oregon Tech will need to enroll over 1,100 additional students by 2025 to reach its projected headcount and graduation targets, an overall increase of 23% over 10 years, or approximately a 2.5% net gain per year. To achieve Oregon Tech’s strategic plan targets, we need to reach the state’s goal within five years, and to reach 8,000 students within 10 years. Oregon Tech will also need to engage in robust student support strategies to increase the retention and graduation rates of its student body. These are ambitious goals.

Leveraging Oregon Tech’s Assets *(Strategic Action Plan, Page 2, Bullet 7)*

Oregon Tech will focus its academic investments in four key areas, tied to its strategic assets: Klamath Falls, Wilsonville, Online and Extension Campuses. Each campus serves a different type of student and a unique learning model. With appropriate strategic investments in faculty, facilities, equipment and support services, each asset quadrant has the potential for realistic, measured enrollment growth, catering to traditional, place-bound, non-traditional, diverse, and technology-supported students and learning environments.



In addition to leveraging its human, physical plant and technological assets, Oregon Tech's academic plan calls for a multi-pronged approach to reaching its growth targets:

- Increasing the number of students enrolled through **academic program growth and innovation**;
- Offering more **flexible pathways** to degrees and certificates through partnerships and non-traditional educational delivery methods;
- Increasing the **diversity, retention and success** of the students it serves.

Many of the specific actions and investments for achieving growth that are currently underway or planned for the next five years, are briefly described in the section below.

Academic Program Growth and Innovation *(Strategic Action Plan, Goals 1, 2, 3)*

1. *Opportunity-driven program growth*

a. **Online Campus Growth to 1500 Students**

Growth in online education at Oregon Tech could be significant in the next five years, far exceeding the targets set in this 2020 plan. Oregon Tech’s Director of Online Learning is developing an Online Campus Strategic Plan that has the potential to grow online enrollment beyond 325 to a possible 1500 students, respond to emerging employment opportunities, utilizing different types of faculty tracks, enhancing student success support services for online students, providing more faculty development and online support, and making use of new technology.

To realize this vision, Oregon Tech will need to make a significant investment in the Online Campus, with the expectation of realizing a high return on investment, based on projected revenue from online enrollment, relatively low infrastructure costs and the ability to leverage existing resources and faculty.

[See the Online Campus Strategic Plan and Appendix A: Online Projections](#)

http://prezi.com/ap8iqlkhr3k/?utm_campaign=share&utm_medium=copy&rc=ex0share

b. **Departmental Program Innovation**

Oregon Tech’s academic departments have each analyzed the opportunities for growth and emerging trends in their fields of expertise, and developed Departmental Academic Strategic Plans to reach their goals by FY 2020. These plans represent each department’s best estimates and analysis at this time, yet recognize that academic planning is a dynamic process, given changing industry and student needs and the four-to-five year timeline to graduation.

The deans have prioritized academic programs as the highest priorities at this time for developing and implementing programs:

College of ETM New Programs:

Total enrollment of 203

College of ETM Potential Growth in Existing Programs:

Klamath Falls 325

Wilsonville 325

Extension 15

Online 266

College of HAS New Programs:
Total enrollment of 330

College of HAS Potential Growth in Existing Programs:
Klamath Falls 157
Wilsonville 140
Extension 14
Online 236

Departmental Academic Strategic Plans for each department and an Academic Strategic Plan Analysis, with a summary of potential growth by campus asset, is included as Appendix B.

c. Program Innovation Team (PIT) Crew

Oregon Tech authorized the formation of the Program Innovation Team (PIT) Crew in 2014, based on a recommendation of an academic leadership task force. The purpose of the PIT Crew is to track national trends in polytechnic education and program innovation, such as 4+1 programs, certificates, badges, minors, and off-ramp program development tied to industry relevance. The PIT Crew is expected to make active investments in program initiatives beginning in 2015.

2. Center for Excellence in Engineering and Technology

Oregon Tech will develop the Center for Excellence in Engineering and Technology (CEET) in Klamath Falls, a new engineering building, including entrepreneurship and innovation space in collaboration with the Klamath Falls community and industry partners. The university received authorization from the Oregon legislature in July 2015 to sell bonds to finance the construction of a two-level 40,000 gsf building directly adjacent to Cornett Hall for \$12.632M (\$10.92M state general fund in the GRB: \$0.750M XI G and \$10.17M XI-Q Bonds), \$1.712M of Oregon Tech institutional funds. This building may house special-purpose labs such as a Wind Tunnel, Tensile Strength Testing Machine, and Welding Labs that all need upgrading to effectively deliver programmatic content.

Current and future generations of students in Klamath Falls will ultimately have access to a new 40,000 square foot building that is a safe, ADA-compliant, efficient engineering facility, with updated and improved classrooms and labs that meet workforce education needs, and set the stage for the full renovation of Cornett Hall. Construction of Phase One will allow Cornett Hall building renovation to be phased in without affecting program delivery. In addition to fully utilizing existing space and completing renovations in other facilities in Klamath Falls, the CEET is expected to provide adequate space for growth for the college of ETM for 10 years.

3. Wilsonville Capital Project Expansion

An expansion of the Wilsonville campus facility has a high potential for return on investment due to the potential for enrollment growth in the metro area, size of the markets served, connections with industry partners, enhancement of our statewide presence, and continued opportunities for lease agreements with private tenants, similar to the Rockwell Collins contract.

Prior to any decision, the academic team will need to do a thorough analysis of the market opportunity, and the resources needed to develop and deliver programs, services, partnerships,

outreach and marketing to attract sufficient students. Any executive decision to proceed would mean an update to this academic plan in accordance with that analysis and the long term goals set out for Wilsonville growth.

4. **General Education Transformation** *(Strategic Action Plan, Goal 1)*

Oregon Tech established a General Education Task Force in 2013 to evaluate the quality and effectiveness of general education within the context of a polytechnic university mission. The Task Force recommended a transformation that will define essential learning outcomes for all Oregon Tech students. The university will be moving from the awarding of credits counted toward general education to achieving learning outcomes for all students, and distributing general education credits throughout a student's education. The result will be a distinctive general education program, called Essential Studies, that is unique to Oregon Tech and meets the objectives of the types of students we serve and the quality programs that we deliver. <http://www.oit.edu/faculty-staff/provost/general-education-review/overview>

5. **Oregon Renewable Energy Center Revitalization**

Oregon Tech has a unique role in clean energy education and technical assistance in Oregon. In 2001, the Oregon legislature created the Oregon Renewable Energy Center (OREC), administered by the Oregon Institute of Technology (ORS352.221), to engage in renewable energy system engineering and applied research. This legislative mandate complemented Oregon Tech's existing expertise in geothermal energy, through its Geo-Heat Center, a one-of-a-kind technical assistance service for communities and businesses interested in using geothermal energy.

While the legislature created OREC, they did not provide any funding for its applied research and technical assistance services. OREC was responsible for raising all of its operating funds through grants, and Oregon Tech has supported its administration. This has resulted in a suboptimal financial environment and underutilization of services, due to limited staffing and resources. During its first 10 years of operation, OREC produced a 10-year ROI for Oregon of 4.3-to-1, raising \$10.3 million in public and private funds to leverage the state's \$2.4 million investment. The state's investment came through the Engineering Technology Industry Council, and was focused solely on engineering education and not on the primary functions of OREC – applied research and technical assistance.

Oregon Tech has an opportunity to utilize the expertise of OREC, its Geo-Heat Center, and Oregon Tech's Electrical Engineering and Renewable Energy faculty to further define its mission and its role in expanding Oregon Tech's profile and expertise related to renewable energy and economic development. It will take an investment from Oregon Tech to support a backbone infrastructure at OREC that would allow faculty and staff to apply for federal and state program grants, build effective partnerships with Energy Trust of Oregon and other industry partners, and to integrate the applied research and community engagement activities of OREC with Oregon Tech's curriculum and student projects. Oregon Tech will establish an OREC task force, with a budget to hire a consultant, if needed, to conduct a market analysis of OREC's potential service and revenue model, within the context of the current energy environment and in relation to other service providers in the market, such as BEST.

6. **Scholarship track for faculty** (Strategic Action Plan, Goal 2)

Approved by Faculty Senate, the scholarship track provides opportunities for faculty to engage in applied research and scholarship, and to be recognized in annual performance evaluations, tenure and promotion for scholarly activities. This is the first time in Oregon Tech's history that scholarship has been acknowledged as an important part of faculty evaluation and recognizes the change in the interests of new and current faculty members, and the need to support their academic and career development.

7. **Non-tenured teaching track for faculty** (Strategic Action Plan, Goal 2)

A high percentage of Oregon Tech faculty (82%) are tenured or on a tenure track. According to the [Delaware Cost Study](#) on Institutional Research and Effectiveness that documented cost drivers in higher education, the two major cost drivers for a university are the types of programs it offers and the percentage of tenure-track faculty. In general, tenure is 20-year commitment of employment to a faculty member. To provide more flexibility in staffing, a non-tenure track needs to be developed at Oregon Tech. A non-tenure-track option could be offered to faculty who are more interested in teaching and less interested in committing time in service to the university. This option could be a valuable avenue for hiring non-tenure-track faculty for online course delivery.

8. **Change in stipend release model** (Strategic Action Plan, Goal 2)

Oregon Tech's new stipend release model is based on enrollment in academic programs. Release time and stipends (professional development funds) are directly related to the number of students enrolled in a program. Department chairs have the flexibility to assign release time and professional development funds that best suit the needs of the department and their faculty. The university has committed a significant increase in professional development funds (\$80,000/year) that is based on a direct correlation to program enrollment.

9. **Change in the Advance Credit Program (ACP) stipend model**

Faculty who participate as high school teacher-mentors or "faculty of record" for awarding dual credit to high school students are now eligible for stipends of between \$300 - \$400 per course to align high school and college course outcomes, be an ongoing liaison to the high school teacher, and ensure the quality of the course offered. This investment provides incentives to faculty to act as ACP liaisons, to increase the preparation and success of students who enroll at Oregon Tech, and to raise awareness and increase enrollment in Oregon Tech's degree programs.

<http://www.oit.edu/academics/youth-programs/advance-credit-program-acp>

10. **Enhanced quality through expanded program accreditation and other quality standards**

Oregon Tech is reviewing all its non-accredited programs and evaluating whether there is an option for programmatic accreditation and whether to proceed with programmatic accreditation, which is a hallmark of quality. Another quality enhancement will be to expand the use of the IDEA Center, student numerical evaluations of academic courses, for online courses in addition to on-campus courses. Oregon Tech will also pursue the Quality Matter certification for applicable online courses.

Flexible Pathways to degrees and certificates *(Strategic Action Plan, Goal 3)*

- **Oregon Tech Online Campus (See above and Appendix A)**

- **OHSU Campus for Rural Health Partnership**

Oregon Tech is partnering with OHSU to provide rural healthcare to more Oregonians, using a hub and spoke model of care delivery. The first pilot Hub, to be implemented fall 2015, will be located in Klamath Falls. The Dow Center for Health Professions will be utilized as part of this partnership. Two additional Hubs will be implemented, with one in Coos Bay (2016) and the other at a location yet to be determined. A team of coordinated care providers will be located at each spoke location. These locations will be inclusive of the rural areas of the state within a 100 mile radius of the Hub. OHSU will hire a dean and associated staff to coordinate the work and they will reside at the Klamath Falls Hub.

Oregon Tech's role in the partnership is to integrate student health care professionals into the coordinated care teams, with a focus on Dental Hygiene, and planned new programs in Physical Therapy (DPT) and Family Therapy (MFT), and provide some technical training to medical professionals working in a rural environment. The partnership will provide expanded experiential learning opportunities for students, increased health services in underserved areas of the state, and the ability to collaborate closely with OHSU on the development of the DPT program.

- **South Metro-Salem STEM Partnership/ STEM Hub**

Hosted and convened by Oregon Tech, the South Metro-Salem STEM Partnership (SMSP) is a collaboration of school districts, community colleges, universities, out-of-school programs and business and community partners that is focused on increasing student access and success in STEM fields. In March 2014, the SMSP was named an Oregon Regional STEM Hub.

The South Metro-Salem STEM Partners have developed a shared vision for STEM education in the region that will increase the excitement and engagement of students in STEM courses and experiential learning that lead to increased achievement by providing all students with STEM experiences and courses at all grade levels.

The Partners are currently engaged in many effective methods for achieving the goals and have agreed to focus on three strategies:

- Forming a learning community of STEM teachers to share effective STEM teaching and project-based learning practices and engage in shared professional development, as well as to develop leadership capacity in our teachers to implement districtwide STEM priorities;
- Organizing and facilitating a STEM Network of mentors, programs and events that inspire students and sponsors to utilize the state's rich industry and community resources (STEMOregon.org);
- Increasing early access for students to college courses and credits, especially in STEM fields.

For Oregon Tech, the STEM Hub increases the preparation of students to enroll in Oregon Tech's degree programs, raises awareness about Oregon Tech, and advances accelerated credits and experiential learning throughout the state. The STEM Partnership is one of Oregon Tech's collaborative recruitment and retention strategies. A report on the STEM Hub's accomplishments

during its first year is available at

<https://drive.google.com/file/d/0BzgJ2k349yb2ZTNWMXgzdEJBQnc/view?usp=sharing>

Videos that describe the work of the STEM Partnership can be found at the following links.

[SMSP STEM Attributes Framework](#) (teachers)

<http://stemoregon.org/connections/> (business and community partners)

<http://stemoregon.org/jumpstart/> (students)

- **Klamath Promise and Klamath IDEA**

Oregon Tech is a member of the Klamath Promise, a collaboration of education and community partners dedicated to improving high school graduation rates in the Klamath region, providing pathways for local students to high education, including Oregon Tech's degree programs, and increasing access and awareness about career opportunities.

<http://klamathpromise.org>

Oregon Tech is also involved in a regional economic development effort, called the Klamath IDEA, with the purpose of starting and accelerating businesses in the Klamath region. Oregon Tech students that develop new inventions or services, and have entrepreneurial aspirations will benefit from the resources and expertise of the Klamath IDEA partners. Oregon Tech's engagement supports experiential learning for students and may provide more ongoing internships and jobs for students in the future.

<http://orsolutions.org/osproject/KlamathIDEA>

- **Advanced Credit and High School Transition Programs and Academic Agreements**

Oregon Tech's Office of Academic Agreements (OAA) cultivates and maintains partnerships with area high schools, community colleges, and universities that result in increased access and acceleration of pathways to certificates, degrees, and careers for Oregon students. In accordance with institutional and state goals, Oregon Tech's OAA will continue to forge meaningful relationships with educational partners by connecting faculties, providing internal and external communication, building dual enrollment agreements, Advance Credit Program/High School Transition (ACP/HST), articulation, and other academic agreements. Oregon Tech currently has over 100 articulation agreements with strategic education partners and is expanding its advanced credit program in collaboration with the STEM partnerships and Klamath Promise.

<http://www.oit.edu/academics/academic-agreements>

Diversity, Retention and Success of Students *(Strategic Action Plan, Goal 4)*

- **Supporting more diverse, first-generation students to reach success by enhancing faculty training and skill development**

Faculty advisors need to stay current with the changes in both a student's and the university's environment and how these changes impact a student's ability to reach their academic and career goals. Frequent and recurrent training for faculty advisors would center on trends in student populations (i.e. risk-factors and their impact on learning, environmental stresses, goals, attitudes, and abilities) and changes in academic requirements, services, and processes.

- **Expanded academic advising to support on-time graduation, supported by professional academic advising staff**

Oregon Tech is evaluating a transition to a hybrid advising model that includes both professional and

faculty advisors. The professional advisors will conduct a more holistic approach to helping the student achieve their academic goals. The faculty advisor's focus will be on program requirements to ensure a student reaches their ultimate career goals. The two advisors will work closely ensuring the student receives all the support needed to be successful while at Oregon Tech and in the workforce.

- **Experiential learning for student success** *(Strategic Action Plan, Goal 3)*

Oregon Tech's tagline, "hands-on learning for real-world achievement," describes its applied education model, with integrated classroom and lab instruction, complemented by experiential learning. Oregon Tech will increase the success of its students by increasing experiential learning throughout a student's education, such as internships, externships, industry-supported senior projects, community service fieldwork, and student competitions, such as the Baja Car Competition and the Catalyze Klamath Falls Challenge. Many of Oregon Tech's offices, such Strategic Partnerships and Career Services, support faculty and students to develop learning experiences with business and community partners. In the future, Oregon Tech will collect data to ensure that all students are receiving applied learning experiences and to assess the impact on graduate success.

GOALS AND ACTIONS

How do we fulfill our part of 40-40-20 while maintaining quality and student success?

Oregon Tech must grow wisely and diversify.

To become the public polytechnic university that serves the Northwest, we must increase the size of some current programs, initiate new programs that are central to our mission, and provide broader access, whether that is expanding our extension campuses or offering more programs via online delivery, expanding our partnerships with industry, community colleges, high schools, or reaching into more diverse communities. However, growth without maintaining the quality of programs and the connection between faculty and staff at all our locations is unacceptable.

How do we do it?

- We will conduct an environmental scan of all programs to ensure quality and fiscal viability.
- We will work collaboratively with the deans, departments, PIT Crew, and industry partners to develop new academic programs that are central to our mission and meet student and industry needs.
- We will maintain open and collaborative shared governance across all our operations.
- We will sustain the innovative approaches to student success and enrollment growth, described above, that all contribute to meeting our goals;
- And, most importantly, we will move forward together with a focus on four measurable goals.

Oregon Tech's Academic SMART Goals:

1. **Transform General Education** at Oregon Tech by transitioning from a general education curriculum that counts credits in different subject areas to an **outcome-based model that incorporates general education throughout a student's tenure at Oregon Tech by 2018.**
2. **Grow Enrollment** by transitioning from a university with an enrollment of 4,273 to a university with an enrollment of **5,400 by 2020**, while achieving the enrollment growth targets in all four strategic asset quadrants;
3. **Expand the Current Portfolio** of 42 academic programs, based on evaluation of quality and fiscal viability, and in concert with industry needs, to **achieve a portfolio of 50 dynamic programs by 2020.**
4. **Build Oregon Tech's Online Campus**, by moving from an online operation with an enrollment of 425 to a fully functional Online Campus with an **enrollment of 1,500 by 2020** that provides greater access to students nationally and internationally, enhances online student services, and facilitates faculty development opportunities.

How do we fulfill our mission as Oregon's public polytechnic university?

- We need to dynamically manage multiple locations, partnerships and programs in a way that shows the important contribution that all our assets and locations make to the collective success of our students and our institution.
- We need to maintain our graduate success rate, while diversifying our revenue portfolio, and building on the strengths of our faculty and industry partnerships.
- We need to implement this Academic Master Plan, in unison with our Strategic Action Plan, with continuous review and improvement at all levels.
- We need to recognize that we are in a very fluid higher education environment and economic market place, and we must stay flexible and responsive to market and partnership-driven opportunities.

This plan does not have all the answers to all the questions. This Academic Master Plan for Oregon Tech attempts to set the academic direction of the university for the next five years.

It is the university's first academic plan; and it probably won't be right on target; yet it is intended to focus all of Oregon Tech's faculty and staff in a common direction to achieve our mission, with a clear path for becoming a top public polytechnic university in the nation.

The success of the Strategic Plan, Academic Plan and Oregon Tech in general requires collaboration and support from all areas of the university. We need all hands on deck and all hands matter. This plan cannot succeed without the support and creativity of Marketing, Admissions, Enrollment Management, Student Support Services, Facilities, Budget, Contracts, Administrative support at all levels, Development, the Oregon Tech Foundation, our Community and Industry Partners, Oregon Tech's exceptional Alumni, and Oregon Tech's Board of Trustees.

APPENDICES

Appendix A Online Campus Online Projections

Appendix B Departmental Academic Strategic Plans and Academic Strategic Plan Analysis