

Academic Quality and Student Success Committee Agenda

1. **Call to Order/Roll/Declaration of a Quorum** (9:30 am) (5 min) *Interim Chairs John Davis and Vince Jones*
2. **Consent Agenda** (9:35 am) (5 min) *Interim Chairs Davis and Jones*
 - 2.1 **Approve the minutes of the meeting on January 9, 2024.**
3. **Action Items**
 - 3.1 **Bachelors in Construction Management** (9:40 am) (15 min) *Dean of ETM, Dr. Nesli Alp*
4. **Discussion Items**
 - 4.1 **A.I.R.E – Research Presentation** (9:55 am) (15 min) *Center Director, Dr. Kyle Chapman*
 - 4.2 **Student Involvement and Belonging National Conference Presentations** (10:10 am) (15 min)
Director of Student Involvement & Belonging, Thomas Arce, Associate Director for Student Leadership Development & Cultural Engagement, Shawni Cayetano-Ramos, Assistant Director for First Year Experience & Student Engagement, Zoé Smiley, Assistant Director for Portland-Metro Student Involvement & Belonging, Kim Faks
5. **Reports**
 - 5.1 **Student Affairs** (10:25 am) (25 min) *Vice President for Student Affairs, Dr. Mandi Clark*
 - 5.2 **Provost’s Report** (10:50 am) (25 min) *Provost and Vice President for Academic Affairs & SEM, Dr. Joanna Mott*
6. **Other Business/New Business** (11:15 am) (5 min) *Interim Chairs Davis and Jones*
7. **Adjournment** (11:20 am)

All times are approximate.

Academic Quality and Student Success Committee
DRAFT Minutes

Trustees Present:

John Davis, Interim Co-Chair	Vince Jones, Interim Co-Chair	Phong Nguyen
Cec Amuchastegui	David Cauble	Celia N�nez-Flores
Don Gentry	Nagi Naganathan, President (<i>ex officio</i>)	

Trustees not in Attendance:

Vijay Dhir	Johnnie Early
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University Staff and Faculty Present in person:

Abdy Afjeh, Vice Provost for Research and Academic Affairs, Interim Dean of ETM & Acting Provost
Neslihan Alp, Dean of Engineering, Technology & Management
Ruth Claire Black, Dean of Online Education & Global Engagement
Mandi Clark, Associate Vice President & Dean of Students & Interim VP for Student Affairs
Ken Fincher, Vice President of University Advancement & Interim Board Secretary
Lori Garrard, Executive Assistant to VP of University Advancement
David Groff, General Counsel
John Harman, Vice President of Finance & Administration
Joanna Mott, Provost, Vice President, Academic Affairs & Strategic Enrollment Management
Josephine Ness, Director of Admissions
Adria Paschal, Senior Executive Assistant to the President
Dan Peterson, Dean College of Health, Arts & Sciences
Bryan Wada, Information Technology Consultant 2

- 1. Call to Order/Roll/Declaration of a Quorum, *Interim Chairs Davis and Jones***
Co-Chair Davis called the meeting to order at 9:31 am. The Board Secretary called roll, and there was a quorum.
- 2. Consent Agenda *Chairs Davis and Jones***
 - 2.1 Approve minutes of the December 15, 2023 meeting.**
Minutes for the meeting were approved with no changes noted.

3. Reports

3.1 **Provost's Report** *Acting Provost and Vice Provost for Research and Academic Affairs, Dr. Abdy Afjeh*

- **Dr. Afjeh** shared about new faculty and staff, faculty and staff who received awards, student scholarship award recipients, and research and publications by faculty. He addressed accreditation and assessment, new academic staff positions, and funded academic initiatives and shared information regarding student enrollment and retention.
- **Dr. Afjeh also** discussed new degree programs, shared details of the Boeing Collaboration Laboratory at Oregon Tech and partnerships and recruitment, including dual credit student enrollment and articulation agreements.

3.2 **Student Affairs** *Interim Vice President and Dean of Students, Dr. Mandi Clark*

- **Dr. Mandi Clark** shared highlights on Student Affairs and their goals and how they support the strategic plan. She shared about athletics, position updates, and new staff, partnerships that foster student success. She shared information on career fairs and their success. She advised that Career Services continue to connect students with industry and real-world experience opportunities. She talked about Student Involvement and Belonging and their efforts to support students.
- **Dr. Clark** talked about multiple student events and community engagements. She talked about student health and their resilience campaign. She also shared updates on College Union, the TechNest store, and student housing and their efforts to create a more cohesive Oregon Tech community.

4. Other Business/New Business *Chairs Davis and Jones*

- **Chair Davis** reminded trustees of the upcoming committee and full board meetings this week and encouraged those who can attend to come to a scheduled tour of OMIC.

5. Adjournment - 11:04 am

Action Item 7.1

B.S. in

Construction

Management

CONSTRUCTION MANAGEMENT PROGRAM

College of Engineering, Technology and Management

April 2024

Dean Neslihan Alp, Ph.D., P.E., ASEM Fellow

Why Construction Management?

- Employment of construction managers is projected to grow 5% from 2022 to 2032 according to the 2023 U.S. Bureau of Labor Statistics.
- About 38,700 openings for construction managers are projected each year, on average, over the decade.
- Currently, there are 3,230 job openings in the construction managers field in the state of Oregon with a \$105,000 median annual salary.
- Oregon State University (OSU) is the only university in Oregon offering Construction Engineering Management bachelor's degree, which is aligned with more engineering than management.

What is a Construction Management Program?

- Construction Management is a program that prepares individuals to manage, coordinate, and supervise the construction process.
- It includes instruction in commercial, residential, mechanical, highway/heavy civil, electrical, environmental, industrial, and specialty construction.

OIT Construction Management Proposal

- Bachelor of Science (B.S.) degree in Construction Management with options in:
 - Construction Management
 - Heavy Construction Management
- B.S. in Construction Management will consist of 180 total credit hours.
- The program will be housed in the Business Management Department and will be supported by other departments like Civil, Electrical, and Mechanical Engineering and Geomatics.
- A minor and an online certificate in heavy construction management essentials will be also offered in addition to the B.S. program.
- Heavy Construction means work consisting of construction activities located on or below the earth's surface (horizontal construction).

New Construction Management Courses & Requirements

- Introduction to Construction Management
- Building Information Modeling
- Structural Analysis and Design
- Construction Project Scheduling
- Construction Cost Estimating & Control
- Equipment, Methods, & Materials
- Construction Law
- Mechanical, Electrical, and Plumbing Systems
- Building Energy Management
- Smart City Transformations
- Sustainable Construction
- Infrastructure Security
- Utility Management
- Construction Safety
- Required Internships
- Senior Project

Accreditation

- Bachelor of Science in Construction Management program will be accredited by the American Council for Construction Education (ACCE).
- Currently there are 77 BS and 5 MS Construction Management programs accredited by the ACCE in the U.S.



Anticipated BS Enrollment & Graduation

Enrollment

1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
20	40	60	80	100

Graduation

1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
0	5	10	20	30

Estimated Budget

	FY25	FY26	FY27	FY28
Total Revenues	\$500,000	\$372,502	\$771,470	\$1,124,123
Total Expenditures	\$729,185	\$474,431	\$946,274	\$961,852
Net Income	(\$229,185)	(\$101,929)	(\$174,805)	\$162,271

Financial Support

The Beavers Charitable Trust (BCT) has agreed to provide \$500,000 to support the creation of the Construction Management program at Oregon Tech. This initial funding will be used as follows in the next 4 years:

- \$300,000 will be used to hire a Program Director.
- \$200,000 will be used to provide scholarships for students.



Other Collaborations

- Associated General Contractors (AGC) Oregon-Columbia Chapter
- Klamath Community College (KCC)
- Kingsley Air National Guard
- Oregon State University (OSU)
- Other construction companies and contractors

Timeline

- Internal Approvals – Spring '24
- External Approvals – Summer '24
- Hiring Director – Summer '24
- Marketing & Recruitment – 2024-25 Academic Year
- Starting the Program – Fall '25

Thank You!

- **Business Management Department:** Sonja Bickford, Jared Emard, and Don DaSaro
- **Civil Engineering Department:** Roger Lindgren
- **Geomatics Department:** Jack Walker
- **Electrical Engineering Department:** Naga Korivi
- **Registrar:** Wendy Ivie
- **Advancement:** Julie Levine and Mira Wonderwheel
- **OIT Administrators, Faculty, Staff**
- **OIT Board of Trustees**

Q & A

Thank you for your support!



Proposal for a New Academic Program

Institution: Oregon Institute of Technology (Oregon Tech)
College/School: College of Engineering, Technology and Management
Department/Program Name: Business Management
Degree and Program Title: Bachelor of Science in Construction Management

1. Program Description

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

52.2001. A program that prepares individuals to manage, coordinate, and supervise the construction process. Includes instruction in commercial, residential, mechanical, highway/heavy civil, electrical, environmental, industrial, and specialty construction; facilities management; budgeting and cost control; logistics and materials management; organization and scheduling; personnel management and labor relations; site safety; construction contracting; construction processes and techniques; and applicable codes and regulations.

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

We propose a new Bachelor of Science in Construction Management (with options in Construction Management and in Heavy Construction Management) at the Oregon Institute of Technology (Oregon Tech).

This will be an addition to our existing programs offered by the Management Department and will be supported by other departments like Civil Engineering, Geomatics, Electrical Engineering, and Mechanical Engineering. The program will play a vital role in supporting the growing demand for qualified professionals in the construction field. With infrastructure development projects on the rise, there is an increasing need for individuals who can effectively plan, execute, and manage these projects while adhering to industry standards and regulations. This program helps bridge this skills gap by producing well-prepared graduates to meet the industry's demands.

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

Bachelor of Science in Construction Management consists of 180 total credit hours. Two options are offered: construction management or heavy

construction management. A minor in heavy construction management and an online certificate in heavy construction management essentials will be offered.

Freshman Year - Fall

CM 101	Introduction to Construction Management	4 credit hours
GIS 103	The Digital Earth	3
MATH 111Z	College Algebra	4
WRI 121Z	English Composition	4
Total: 15 credit hours		

Winter

GIS 134	Geographic Info Systems	3
MIS 102	Spreadsheet Software Lab	1
ECO 201	Principles of Microeconomics	3
MATH 112Z	Trigonometry	4
CM 226	Construction Law (x-list with BUS 226)	4
Total: 14 credit hours		

Spring

CE 203	Engineering Graphics	3
SPE 111	Public Speaking	4
WRI 227	Technical Report Writing	4
Laboratory Science Elective		4
Total: 15 credit hours		

Sophomore Year - Fall

CE 212	Civil Engineering Materials	4
GME 161	Plane Surveying	4
BA 211Z	Prin of Accounting	4
General Elective		3
Total: 15 credit hours		

Winter

CM 315	Building Information Modeling	4
BUS 356	Business Presentations	4
Communication Elective		3
Humanities Elective		3
Total: 14 credit hours		

Spring

CM 320	Mechanical, Electrical, and Plumbing Systems	4
BA 213Z	Principles of Managerial Accounting	4
ECO 202	Principles of Macroeconomics	3
MATH 361	Statistical Methods	4
Total: 15 credit hours		

Summer

CM 280	Construction Internship	4
Total: 4 credit hours		

Junior Year - Fall

MGT 321	Operations Management	3
BUS 308	Principles International Business	3
CM 410	Simplified Structural Analysis and Design	4
CM 331	Heavy Construction Project Scheduling	4

Total: 14 credit hours**Winter**

ENV 314	Env Policy & Law	3
CM 341	Heavy Construction Cost Estimating & Control	4
MGT 322	Supply Chain Management	3
BUS 349	Human Resource Management	3

Total: 13 credit hours**Spring**

CM 335/MGT335	Const Project Mgmt	4
ENGR 415	Occupational Safety	3
CM 351	Heavy Const. Equip, Methods, & Materials	4
Humanities Elective		3

Total: 14 credit hours**Summer**

CM 380	Heavy Construction Internship /Senior Project	4
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Total: 4 credit hours**Senior Year - Fall**

CM 451 / 551	CM Technical elective	4
CM 461 / 561	CM Technical elective	4
BUS 441	Leadership I	3
PHIL 331	Ethics in the Professions	3

Total: 14 credit hours**Winter**

CM 480	Construction Management Senior Project	4
ACC 325	Finance	4
ANTH 452	Globalization	3
MIS 334	Business Analytics	4

Total: 15 credit hours**Spring**

CM 471 / 571	CM Technical Elective	4
BUS 478	Strategic Management	3
PSY 347	Organizational Behavior	3
Communication Elective		3

Total: 13 credit hours**Total for a B.S. in Construction Management: 180 Credit Hours**

Two options for BS in Construction Management are as follows:

OPTION IN CONSTRUCTION MANAGEMENT

CM 330	Construction Planning & Scheduling	4
CM 340	Construction Budgeting & Takeoffs	4
CM 350	Const. Equipment, Methods, and Materials	4

OPTION IN HEAVY CONSTRUCTION MANAGEMENT

CM 331	Heavy Construction Project Scheduling	4
CM 341	Heavy Construction Cost Estimating & Control	4
CM 351	Heavy Const. Equipment, Methods, & Materials	4

Technical Electives for Construction Management are:

Even Year Technical Electives

CM 450/550	Building Energy Management	4
CM 460/560	Smart City Transformations	4
CM 470/570	Special Topics in CM	4

Odd Year Technical Electives

CM 451/551	CSR & Sustainable Construction	4
CM 461/561	Infrastructure Security	4
CM 471/571	Infrastructure & Utility Management	4

Minor in Heavy Construction Management – 18 credits

Required: 11-12 credits

CM 101 or BUS 304	Intro Cons Mgmt or Eng Mgmt
CM 331	Heavy Construction Project Scheduling
CM 341	Heavy Construction Cost Estimating & Control

Electives: 6-7 credits

CM 351	Heavy Const. Equipment, Methods, and Materials
CM 315	Building Information Modeling
CM 320	Mechanical, Electrical, and Plumbing Systems
ENGR 415	Occupational Safety
GME 161	Plane Surveying
GIS 134	Geographic Info Systems
CE 212	Civil Engineering Materials
CE 203	Engineering Graphics
CM 460/560	Smart City Transformations
CM 461/561	Infrastructure Security
CM 471/571	Infrastructure & Utility Management
CM 450/550	Building Energy Management
CM 451/551	CSR & Sustainable Construction
CM 470/570	Special Topics in CM

Online Certificate in Heavy Construction Management Essentials

The online heavy construction management certificate provides you with entry-level skills and foundational knowledge for a career in heavy construction management. Most certificate students will be able to complete the certificate within six academic quarters. Well-trained construction managers are needed to oversee projects to completion due to the increase in megaprojects worldwide. Project growth is in all areas from residential, commercial, to infrastructure.

This certificate program is designed for professionals working in the heavy or related construction fields, who are interested in pursuing a more advanced management role or those interested in learning more about the opportunities in construction and heavy construction management. Certificate program is also ideal for current field or office staff seeking a practical understanding of the construction industry or looking to earn credit toward a construction management or heavy construction management degree. Also, those interested in a career change into the construction industry.

For the Online Certificate in Heavy Construction Management Essentials a minimum 18 Credits must be taken from the course list based on the requirements and for the honors option a total of 21 credits must be taken from the course lists based on the certificate requirements.

CM 101 or BUS 304 must be taken as the first course in the certificate. At least 6 credits and a maximum of 9 credits must be taken from the 200-300 Level Elective list. And at least 6 credits must be taken from the 300-400 Level Elective list. For the Honors version of the certificate, 21 credit hours are required with a cumulative GPA of 3.5 in the selected certificate courses out of which at least 6 credits and a maximum of 9 credits from the 200-300 Level Elective list and at least 12 credits from the 300-400 Level Elective list.

Required Course: 3-4 Credits

CM 101/BUS 304 Intro Cons Mgmt or Eng Mgmt

200-300 Elective Course List: 6-9 credits

ACC 201 Principles of Accounting

ECON 201 Macro Economics

CM 226 Construction Law

BUS 349 Human Resources

300-400 Elective Course List: 6-9 credits

CM 331 Heavy Construction Project Scheduling

CM 341 Heavy Construction Cost Estimating & Control

CM 351 Heavy Const. Equipment, Methods, and Materials

CM 320 Mechanical, Electrical, and Plumbing Systems

- e. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of**

technology (for both on-campus and off-campus delivery).

The program will be delivered on campus and online on both Klamath Falls and Portland-Metro campuses.

f. Adequacy and quality of faculty delivering the program.

Program Director: 50% administrative and 50% faculty teaching load

Current faculty: Two full-time faculty. Four part-time faculty.

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

Coursework supporting the degree is currently developed and delivered by the existing full-time and part-time faculty with expertise in construction management and heavy construction industries. Plans for hiring in AY25 include 1 full-time director who will have 50% teaching and 50% leading responsibilities. As the program achieves the desired growth, the program may need to hire additional faculty. Adjuncts will be hired to reach developed courses when needed.

h. Other staff.

In addition to the faculty dedicated to the program, dedicated support to the program resides in each of the staff groups on campus. The advising duties will be supported by the existing advising team within the College of Engineering, Technology and Management.

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

Library, space, and facilities have been deemed to be adequate by the appropriate Oregon Tech Library staff and Facilities Management.

j. Anticipated start date.

Fall 2025.

2. Relationship to Mission and Goals

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

The Construction Management degree aligns with Oregon Tech's vision as a student-centered, world-class polytechnic university that inspires students to become tomorrow's leaders.

Heavy Construction is a sector that deals with complex construction projects that include highways, bridges, tunnels, waste management, and other massive city or government projects. The establishment of a Construction Management program with an emphasis in Heavy Construction is crucial for several reasons. Firstly, it addresses a significant gap in the education and training of professionals in the construction industry, particularly in the heavy construction sector. By offering specialized coursework and training, this program equips individuals with the specific skills and knowledge required for managing complex heavy construction projects efficiently and safely.

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

Both on-campus and online natures of the program will allow different types of students from any part of Oregon to participate, without the need to commute or relocate. Traditional students can stay on campus and non-traditional students may continue their current employment, integrating knowledge from the program into Oregon organizations and communities.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

i. improve educational attainment in the region and state;

Employment of construction managers is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations according to the 2023 U.S. Bureau of Labor Statistics.

About 38,700 openings for construction managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or retire. Currently, there are 3,230 job openings in the construction managers field in the state of Oregon with a \$105,000 median annual salary according to the 2023 U.S. Bureau of Labor Statistics.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

This program allows students to continue to advance their education, without disrupting their lives or their careers. Moving to a new city to begin graduate school can mean losing key support relationships. Allowing students to remain in their home communities ensures those relationships remain intact. The flexibility of the program allows students the opportunity to continue to work, minimizing economic impact. Over 75% of our students are given tuition help by their employers. The online program means students are not using physical resources on the Oregon State University campus or engaging in increased travel to visit their home communities, reducing environmental impacts.

iii. address civic and cultural demands of citizenship.

The curriculum of this program is intended to engage students at a global level. Courses are offered in leadership, ethics, and legal aspects of management. The challenges facing all communities continue to grow. This is also addressed in the tech focused elective courses such as smart city transformations and infrastructure security. This program strives to create graduates who will not only be aware of those, modern day, challenges but be prepared to address them.

3. Accreditation

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

American Council for Construction Education (ACCE) will be sought as soon as the program starts. The program will also be accredited under the Management department's IACBE accreditation.

- b. **Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

The program is designed based on the ACCE accreditation requirements as well as meeting the existing IACBE accreditation requirements.

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, the proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

N/A

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

- Initial accreditation begins with the application for candidacy.
- The Program is considered an Applicant Program upon completing the application fee payment.
- When the Program has completed this submittal, the Candidate Application Screening Committee shall review the documents and decide if the Program shall be admitted to Candidate status.
- A Program remains in candidacy status until it can demonstrate that it meets the ACCE Standards requirements.
- The Self-Evaluation Study (SES) documents the compliance with ACCE standards. After completion of the SES report, ACCE sends a Visiting Team, composed of academics and industry professionals, to verify information provided in the SES, assess factors that cannot be documented, and inspect physical facilities.
- The Visiting Team prepares a report to record its impressions, opinions, and observations. This report is then reviewed by the Accreditation Committee and Board of Trustees for a final accreditation decision.

4. Need

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

1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
20	40	60	80	100

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

1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
-	5	10	20	30

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

Students served by the Construction Management program include: Oregon residents, out-of-state students, transfer students, and international students.

d. Evidence of market demand.

The Bureau of Labor (2023) identified the following data for construction managers:

- 2023 median pay: \$105,000/year
- Job outlook for construction managers: 2022-2032: 5% growth

This program is crucial because it addresses a specific industry need, supports workforce development, and contributes to the ongoing progress and excellence within the heavy construction sector.

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

N/A

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

This degree will help students transition to roles such as:

- Construction manager
- Heavy construction manager
- Construction superintendent
- Construction estimator
- Contractor

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Upon graduating, Management Department graduates should be able to:

- Apply core concepts in a business environment.
- Apply the legal, social, ethical, and economic environments of business in a global context.
- Contribute to the development of a team-oriented and collaborative environment.
- Solve business problems using decision-support tools and/or research skills.
- Demonstrate professional communication skills using a variety of delivery methods.
- Analyze business concepts and apply strategic planning skills to effect change in an integrated manner.

Upon graduation from an accredited bachelor's degree program, ACCE requires that all graduates shall be able to:

1. Create written communications appropriate to the construction discipline.
2. Create oral presentations appropriate to the construction discipline.
3. Create a construction project safety plan.
4. Create construction project cost estimates.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze methods, materials, and equipment used to construct projects.
8. Apply electronic-based technology to manage the construction process.
9. Apply basic surveying techniques for construction layout and control.
10. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
11. Understand construction accounting and cost control.
12. Understand construction quality assurance and control.
13. Understand construction project control processes.
14. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
15. Understand the basic principles of sustainable construction.
16. Understand the basic principles of structural behavior.
17. Understand the basic principles of HVAC, electrical and plumbing systems.

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

All program learning outcomes must be assessed on a two-year cycle. Each learning outcome will be assessed using both direct and indirect methods. The process is led by the program director and will require input from all relevant faculty.

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

At this time, the director position description will not include any expectation of future research and/or scholarly work.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

Oregon State University (OSU) offers a BS degree in Construction Engineering Management. That program is more engineering than management and is housed in the engineering department. Also, the OSU program is only offered on campus.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. The proposal should identify the potential for collaboration.

The Heavy Construction Management program is open to the potential for collaboration with other programs as appropriate.

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

N/A

d. Potential impacts on other programs.

The program will complement other related programs in the state. We anticipate no negative impacts on other programs.

7. External Review

N/A

Revised March 2024 |

Construction Management

Degree Offered

- Bachelor of Science in Construction Management with options in:
 - Construction Management
 - Heavy Construction Management

Objectives

The BS in Construction Management prepares graduates for a variety of career options in the rapidly growing construction field. With infrastructure development projects on the rise, there is an increasing need for individuals who can effectively plan, execute, and manage these projects while adhering to industry standards and regulations. This program helps bridge this skills gap by producing well-prepared graduates to meet the industry's demands. The Construction Management degree aligns with Oregon Tech's vision as a student-centered, world-class polytechnic university that inspires students to become tomorrow's leaders.

The option in Heavy Construction is a sector that deals with complex construction projects that include highways, bridges, tunnels, waste management, and other massive city or government projects. The establishment of a Construction Management program with an emphasis in Heavy Construction is crucial for several reasons. Firstly, it addresses a significant gap in the education and training of professionals in the construction industry, particularly in the heavy construction sector. By offering specialized coursework and training, this program equips individuals with the specific skills and knowledge required for managing complex heavy construction projects efficiently and safely.

Two internships are required. One in construction management and the second in heavy construction management. Students will complete a capstone course and a senior project. Oregon Tech's Construction Management degree includes two options to meet the student's specific needs and interests.

The BS in Construction Management is offered in Klamath Falls, Portland-Metro, and through Oregon Tech Online.

Program Learning Outcomes

Upon graduating, Construction Management graduates should be able to:

- Apply core concepts in a business and construction environment.
- Apply electronic-based technology to manage the construction process.
- Apply basic surveying techniques for construction layout and control.

- Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
- Understand the basic principles of sustainable construction.
- Apply the legal, social, ethical, and economic environments of business and construction management in a global context.

Student Preparation and Admissions

Students must meet the standard Oregon Tech admission requirements. Transfer students must arrange for official transcripts from each college and university attended to be sent to Oregon Tech.

Note: The Portland-Metro campus is a laptop-required campus. Laptop specifications, financial aid, and helpful instructions may be found at <http://www.oit.edu/portland-metro/college-costs/bring-your-own-device>.

Career Opportunities

Graduates of the construction management program work as Careers as construction managers, construction superintendents, construction estimators, and contractors. These professionals are called upon to design and use emerging information technologies in the construction field.

For the Heavy Construction Management, Option

Program Learning Outcomes

Upon graduating, Heavy Construction Management graduates should be able to:

- Apply core concepts in a business and heavy construction environment.
- Apply electronic-based technology to manage the construction process.
- Apply basic surveying techniques for heavy construction layout and control.
- Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
- Understand the basic principles of sustainable construction.
- Apply the legal, social, ethical, and economic environments of business and construction management in a global context.

Career Opportunities

Graduates of the construction management program work as Careers as construction managers, heavy construction managers, construction superintendents, construction

estimators, and contractors. These professionals are called upon to design and use emerging information technologies in the construction field.

Student Preparation and Admissions

Students must meet Oregon Tech general admissions requirements. Transfer students must arrange for official transcripts from each college and university attended to be sent to Oregon Tech.

Note: The Portland-Metro campus is a laptop-required campus. Laptop specifications, financial aid, and helpful instructions may be found at <http://www.oit.edu/portland-metro/college-costs/bring-your-own-device>.

Approval to Proceed: [Bachelor of Science in Construction Management | Curriculum](#)

CM - 101 - Intro Cons Mgmt - [CM - 101 - Introduction to Construction Management | Curriculum](#)

CM - 226 - Construction Law - [CM - 226 - Construction Law | Curriculum](#)

CM – 280 - Construction Internship - [CM - 280 - Construction Internship | Curriculum](#)

CM - 315 - Building Information Modeling - [CM - 315 - Building Information Modeling | Curriculum](#)

CM - 320 - Mechanical, Electrical, and Plumbing Systems - [CM - 320 - Mechanical, Electrical, and Plumbing Systems | Curriculum](#)

CM - 330 - Construction Planning & Scheduling - [CM - 330 - Construction Planning & Scheduling | Curriculum](#)

CM - 331 - Heavy Construction Project Scheduling - [CM - 331 - Heavy Construction Project Scheduling | Curriculum](#)

CM – 335 - Const Project Mgmt - [CM - 335 - Construction Project Management | Curriculum](#)

CM - 340 - Construction Budgeting & Takeoffs - [CM - 340 - Construction Budgeting & Takeoffs | Curriculum](#)

CM - 341 - Heavy Construction Cost Estimating & Control - [CM - 341 - Heavy Construction Cost Estimating & Control | Curriculum](#)

CM - 350 - Const. Equipment, Methods, and Materials - [CM - 350 - Const. Equipment, Methods & Materials | Curriculum](#)

CM - 351 - Heavy Const. Equipment, Methods, and Materials - [CM - 351 - Heavy Construction Equipment, Methods, and Materials | Curriculum](#)

CM – 380 – Heavy Construction Management Internship - [CM - 380 - Heavy Construction Management Internship | Curriculum](#)

CM – 410 - Simplified Structural Analysis and Design - [CM - 410 - Simplified Structural Analysis and Design | Curriculum](#)

CM - 450 - Building Energy Management - [CM - 450 - Building Energy Management | Curriculum](#)

CM - 451 - CSR & Sustainable Construction - [CM - 451 - CSR & Sustainable Construction | Curriculum](#)

CM - 460 - Smart City Transformations - [CM - 460 - Smart City Transformations | Curriculog](#)

CM - 461 - Infrastructure Security - [CM - 461 - Infrastructure Security | Curriculog](#)

CM - 470 - Special Topics in CM - [CM - 470 - Special Topics in Construction Management | Curriculog](#)

CM - 471 - Infrastructure & Utility Management - [CM - 471 - Infrastructure & Utility Management | Curriculog](#)

CM - 480 - Construction Management Senior Project [CM - 480 - Construction Management Senior Project | Curriculog](#)

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third-year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

College/University:

Program:

I. PLANNED STUDENT ENROLLMENT

	FY 25	FY 26	FY 27	FY 28	
	FTE	FTE	FTE	FTE	
Headcount					
A. New enrollments to institution	0	20	40	60	Based on Projections in Application
B. Enrollment from existing programs	0	3	10	10	
C. Minors	0	10	20	30	
D. Certificates	0	10	20	30	

Student Credit Hour

E. Student Credit Hour (SCH)					
Major- Full time		900	1,800	2,700	Assumes 15 credits per term -resident
Major - Part time		81	270	270	Assumes 9 credits per term - resident; assuming some of the enrollment from existing programs would have otherwise dropped entirely
Minor		180	360	540	Assumes 18 credits over one year
Certificate		180	360	540	Assumes 18 credits over one year
	0	1,341	2,790	4,050	

II. REVENUE

	FY 25	FY 26	FY 27	FY 28	
	One Time	On-going	On-going	On-going	
1. New Appropriated Funding Request	\$0	\$0	\$0	\$0	
2. Institution Funds	\$0	\$0	\$0	\$0	
3. Federal (e.g. grant, appropriation)	\$0	\$0	\$0	\$0	
4. New Tuition Revenues from Increased Enrollment	\$0	\$ 328,612.05	\$ 683,689.50	\$ 992,452.50	Based on New Enrollments * Undergraduate Tuition * Full Time Enrollment (45 Credits) - Doesn't Factor Tuition Increases
5. Student Fees	\$0	\$43,890	\$87,780	\$131,670	Based on New Enrollments * Student & Mandatory Fees * 3 Terms - Doesn't Factor Student Fee Increases
6. Other (e.g., Gifts, Program Revenue)	\$500,000	\$0	\$0	\$0	
Total Revenue	\$500,000	\$372,502	\$771,470	\$1,124,123	

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

III. EXPENDITURES

	FY 25	FY 26	FY 27	FY 28
	One-time	On-going	On-going	On-going

A. Personnel Costs

1. FTE (total for all personnel types)	0	2.0	3.00	3.00
No. Faculty	0	2	2	2
2. Faculty	\$ -	\$ 248,713	\$ 252,841	\$ 257,052
No. Adjuncts	5	2	2	2
3. Adjunct Faculty	\$38,135	\$15,254	\$15,254	\$15,254
No. GA's	0	0	1	1
4. Grad Assts	\$0	\$0	\$0	\$0
5. Research Personnel	\$0	\$0	\$0	\$0
No. Administrators	1	1	1	1
6. Directors Administrators	\$192,958	\$196,464	\$200,042	\$203,620
7. Administrative Support Personnel	\$0	\$0	\$0	\$0
8. Fringe Benefits	\$0	\$0	\$0	\$0
9. Other:	\$0	\$0	\$0	\$0
Total Costs	\$231,093	\$ 460,431	\$468,137	\$475,926

1 FTE = 36 credits

Assumes we will need to replace two current management faculty (\$75k salary/each) with full teaching loads if they are moved to construction management program. Factors in 2% increase to salary per year; does not factor in increases to OPE

1 adjunct = 9 credits

Assumes that each adjuncts will teach 1 section of 3 credits per term (guesstimate). \$720 per credit. Includes OPE

Assumes 1 administrator (50% director/50% faculty) to develop and oversee program. \$130,000 salary (guess) * OPE, 2% increase to salary per year; does not factor in increases to OPE

Included in Line Items Above

Budget Notes:

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

III.A.8. Fringe calculated as 37.61% for retirement/other and \$21,149 for health

FY 25	FY 26	FY 27	FY 28
On-going	On-going	On-going	On-going

B. Operating Expenditures

1. Travel	\$2,000	\$2,000	\$2,000	\$2,000	Travel to Portland-Metro, industry, recruitment & CM events
2. Professional services	\$0	\$0	\$0	\$0	
3. Other services	\$0	\$0	\$0	\$0	
4. Communications	\$0	\$0	\$0	\$0	
5. Materials & supplies	\$0	\$3,000	\$3,000	\$3,000	For S&S
6. Software	\$0	\$5,000	\$5,000	\$5,000	Per Sonja email 03/09
7. Materials & goods used for product sale (e.g. fabrication auto repair) Please reflect revenue in II.6	\$0	\$0	\$0	\$0	
8. Marketing materials and advertising	\$15,000	\$0	\$0	\$0	One-time marketing of program
9. Miscellaneous:	\$0	\$4,000	\$0	\$0	Computers for new faculty
Total Operating Expenses	\$17,000	\$14,000	\$10,000	\$10,000	

Budget Note:

III.B.8. \$____K of operating expense is provided for each new faculty line

	FY 25	FY 26	FY 27	FY 28
	One-time	On-going	On-going	On-going

C. Capital Outlay

1. Library Resources	\$0	\$0	\$0	\$0
2. Equipment	\$250,000	\$0	\$0	\$0
Total Capital Outlay	\$250,000	\$0	\$0	\$0

One-time equipment investment of \$250,000 needed

D. Capital Facilities Construction or Major Renovation

	\$0	\$0	\$0	\$0
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E. Indirect Costs (overhead)

1. Utilities	\$0	\$0	\$0	\$0	N/A
2. Maintenance & repairs	\$0	\$0	\$0	\$0	
3. Other	\$0	\$0	\$0	\$0	
Total Indirect Costs	\$0	\$0	\$0	\$0	
TOTAL EXPENDITURES	\$729,185	\$474,431	\$946,274	\$961,852	
Net Income (Deficit)	(\$229,185)	(\$101,929)	(\$174,805)	\$162,271	

COURSE SYLLABUS

COURSE NUMBER: CM 101

COURSE TITLE: Introduction to Construction Management

CREDITS: 4

PREREQUISITE / COREQUISITE: None

COURSE DESCRIPTION

Introduction to general and heavy construction fields, methods & projects. This course is the first in a program designed to prepare the student for a professional career for management in a variety of construction projects.

COURSE OBJECTIVES

Upon completion of this course, the student will have a basic understanding of:

- Explore the various disciplines and career opportunities associated with Construction Management
- An overview of the structure, functioning and contemporary issues within Architecture, Engineering & Construction
- An understanding of the construction process and its factors of production
- Concepts and tools for managing projects
- An introduction to industry best practices and future advances

TEXTBOOK: None/OER

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 226

COURSE TITLE: Construction Law

CREDITS: 4

PREREQUISITE:

Note: *X-Listed with BUS 226*

COURSE DESCRIPTION

Introduction to the American legal system, ethics and issues significant to business and construction industries. Teaches fundamentals of law governing organizational structures, administration law, contracts, Uniform Commercial Code; torts, zoning, liability, building code and criminal law in various industries.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- Understand legal terminology within civil and construction industries
- Describe construction contracts, roles, and responsibilities of parties
- The regulatory environment, bodies and licensing governing construction
- Understand procedures to avoid & resolve disputes & arbitration
- Identify sources of law and recognize the function and role of courts in the US legal system
- Analyze the ethical implications of business decisions and practices in a business/professional environment.
- Distinguish legal rules as they apply to business/professional decisions and practices.
- Demonstrate analytical critical thinking and problem solving by applying legal rules and ethical constraints to business scenarios.

TEXTBOOK:

Construction Law, Second Edition Edited by Allen L Overcash, Carol J Patterson, Ross J Altman, and Stephen A Hess (2019)

ISBN 9781641054645

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 280

COURSE TITLE: Construction Internship

CREDITS: 4

PREREQUISITE: None

COURSE DESCRIPTION

This course provides credit for an approved internship in the construction management industry. Students work in a supervised setting where they receive training to develop career-related skills while applying college-learned theory.

STUDENT LEARNING OUTCOMES

Upon completion of this course, which is 200 hours of work on a construction job, students will demonstrate the ability to understand:

- Construction management skills and concepts to successfully perform duties.
- Professional & safe conduct in the workplace.
- Independently solve problems that arise on construction projects.
- Work cooperatively as a team member on construction projects.
- Apply oral and written communication skills to facilitate project delivery.
- Common methods of dispute resolution

Textbook: N/A

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 315

COURSE TITLE: Building Information Modeling

CREDITS: 4

PREREQUISITE / COREQUISITE: GIS 134

COURSE DESCRIPTION

This course covers Building Information Modeling (BIM), including its use and application for small- and large-scale building construction projects. Students will learn building terminology, the theory and evolution of BIM, and how to develop BIM models using Autodesk Revit.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will:

- Develop building and infrastructure vocabulary to be able to describe a building, its components, and its systems.
- Be able to compare, including the advantages and disadvantages of BIM vs. 2D and 3D CAD.
- Demonstrate proficiency in commonly used BIM software (Autodesk Revit), including project document development and professional presentation of a BIM model.
- Understand applications of BIM, such as cost estimation, architectural renderings, interference checking, and modeling of energy consumption.

Textbook: BIM Handbook: A guide to building information modeling for owners, managers, designers, engineers and contractors (second edition) by Chuck Eastman, Paul Teicholz, Rafael Sacks, and Kathleen Liston ISBN-13: 978-0470541371 ISBN-10: 0470541377.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 320

COURSE TITLE: Mechanical, Electrical, and Plumbing Systems

CREDITS: 4

PREREQUISITE: None

COURSE DESCRIPTION

This course introduces students to the basic principles of mechanical, electrical, and plumbing (MEP) systems common to construction projects. It involves basic science principles, basic design principles, and an understanding of the components and installation of the MEP systems.

STUDENT LEARNING OUTCOMES

Upon the completion of the course, students will demonstrate the ability to:

- Understand the basic principles of MEP systems.
- Test and deploy MEP systems.
- Understand the construction manager's role with MEP systems.
- Describe the basic design principles of mechanical and electrical systems.
- Identify related building codes and standards.

TEXTBOOK:

Mechanical and Electrical Systems in Buildings, by Tao and Janis, Prentice Hall 6th Edition ISBN-13: 9780134701189.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 330

COURSE TITLE: Construction Planning & Scheduling

CREDITS: 4

PREREQUISITE: CM 101

COURSE DESCRIPTION

Introduces students to the life cycle of a construction project from conception through completion and commissioning. Students are given an overview and practice in construction management theory, real estate development, pre-construction, sub-contractor coordination, procurement, project administration, project closeout, and commissioning.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will demonstrate the ability to:

- Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
- Analyze construction documents for planning and management of the construction process.
- Write scopes of work, contracts, change orders, notice of liens,
- Utilize tools & applications to build & manage schedules
- Analyze professional decisions based on ethical principles.

Textbook: Construction Project Management: A Complete Introduction Author: Alison Dykstra
ISBN-13: 978-0982703496 ISBN-10: 098270349X.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 331

COURSE TITLE: Heavy Construction Project Scheduling

CREDITS: 4

PREREQUISITE: CM 101

COURSE DESCRIPTION

This course introduces students to the life cycle of heavy construction projects from conception through completion and commissioning. Students are given an overview and practice in construction management theory, equipment timing, sub-contractor coordination, procurement, project administration, project closeout, and commissioning.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will demonstrate the ability to:

- Coordinate with governing organizations for right-of-way, easements, environmental impacts, etc.
- Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
- Analyze construction documents for planning and management of the construction process.
- Write scopes of work, contracts, change orders, notice of liens.
- Utilize tools & applications to build & manage project schedules.
- Identify steps in project closeout and commissioning.
- Analyze professional decisions based on ethical principles.

TEXTBOOK:

Construction Project Management: A Complete Introduction

Author: Alison Dykstra

ISBN-13: 978-0982703496 ISBN-10: 098270349X.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 335

COURSE TITLE: Construction Project Management

CREDITS: 4

PREREQUISITE or COREQUISITE: CM 101, BUS 215, BUS 317, BUS 304

COURSE DESCRIPTION

Advanced application of the Critical Path Method to organize and control projects in the construction field. Applications software is used to create and evaluate project networks and to develop reports. Students are prepared to develop and manage their own projects.

STUDENT LEARNING OUTCOMES

At the end of this course, the student should be able to:

- Describe key characteristics and requirements of successful construction project management
- Apply key aspects of project management including: planning, scheduling, resource allocation, monitoring and control, evaluation, and termination
- Use common features and functionality of project management software
- Become conversant in project management nomenclature

TEXTBOOK:

OER- *Project Management Fundamentals*, J Scott Christianson

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 340

COURSE TITLE: Construction Budgeting & Takeoffs

CREDITS: 4

PREREQUISITE: C 101

COURSE DESCRIPTION

Fundamentals of estimating materials and labor costs in construction. Deals with feasibility & risk analysis, price estimating, including transportation and handling costs, mark-up discount procedures, equipment cost, and labor rates. Utilizes case studies to introduce & test various bidding principles & mechanisms.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will demonstrate the ability to:

- Create construction project cost estimates & takeoffs
- Apply top down vs bottom up budgeting
- Analyze professional decisions based on ethical principles
- Apply electronic-based technology to manage the construction process
- Understand bidding forms & templates
- Understand construction risk management

TEXTBOOK:

Fundamentals of Construction Estimating 4th Edition by David Pratt, ISBN13: 978-1337399395

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 341

COURSE TITLE: Heavy Construction Cost Estimating & Control

CREDITS: 4

PREREQUISITE / COREQUISITE: CM 101

COURSE DESCRIPTION

Rationale and technique of analysis of the work operations required for heavy construction work as distinct from residential and building construction. Format and preparation of competent heavy construction cost estimates with an emphasis on computer applications.

COURSE OBJECTIVES

Upon completion of this course, the student will have a basic understanding of:

- What a bid Item is and the difference between building estimating and heavy-construction cost estimating.
- What makes up the various cost types in an estimate.
- What type of equipment to use for a given situation.
- How to create an estimate using the Primavera (P6) and HCSS software programs.

TEXTBOOK:

Essentials of Heavy Construction Estimating by Lance deStwolinski, ISBN 1483492702, 2018.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 350

COURSE TITLE: Const. Equipment, Methods & Materials

CREDITS: 4

PREREQUISITE: CM 101

COURSE DESCRIPTION

This course will introduce the principles of various construction methods and materials with a focus on the procedures for vertical, residential, and commercial development. Emphasis on various pieces of construction equipment, their respective operating and performance parameters, and costs. Exposure to different materials and forms of building.

STUDENT LEARNING OUTCOMES

Upon completion of this course students will demonstrate the ability to:

- Analyze cost of ownership vs lease/rent vs sub-contracting heavy equipment
- Complete material and equipment life-cycle cost analysis
- Define and compare the benefits of different construction techniques
- Ability to differentiate justify project material decisions

TEXTBOOK:

Construction Planning, Equipment, and Methods, 9th Edition, by Robert L. Peurifoy, Clifford J. Schexnayder, Robert L. Schmitt, and Aviad Shapira.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 351

COURSE TITLE: Heavy Construction Equipment, Methods, and Materials

CREDITS: 4

PREREQUISITE / COREQUISITE: None

COURSE DESCRIPTION

Principles of horizontal construction, emphasizing methods and procedures to construct roads, dams, waterways, mines, pipelines. The course emphasizes the properties of heavy construction equipment, their performance parameters, methods for equipment maintenance throughout the project life cycle, and the estimating processes.

STUDENT LEARNING OUTCOMES

Upon completion of this course students will demonstrate the ability to:

- Identify various types of equipment and their applications in heavy construction projects
- Develop productivity rates (cost per unit) for various pieces of Heavy Construction Equipment, such as Dozers, Scrapers, Excavators, Trucks and Hauling Equipment, Soil Compactors, and Motor Graders.
- Identify job site and operating safety concerns
- Develop equipment proposals
- Analyze equipment product life-cycle, warranty, support and resale values.
- Analyze the economic implications of deciding between renting, leasing, or owning a piece of construction equipment.

TEXTBOOK:

Caterpillar Handbook

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 380

COURSE TITLE: Heavy Construction Management Internship

CREDITS: 4

PREREQUISITE: None

COURSE DESCRIPTION

This course provides credit for an approved internship in the heavy construction management industry. Students work in a supervised setting where they receive training to develop career-related skills while applying college-learned theory. Meets requirements for a Senior Project course.

STUDENT LEARNING OUTCOMES

Upon completion of this course, which is 300 hours of work on a heavy construction job, students will demonstrate the ability to understand:

- Heavy construction management skills and concepts to successfully perform duties.
- Professional & safe conduct in the workplace.
- Independently solve problems that arise on construction projects.
- Work cooperatively as a team member on construction projects.
- Apply oral and written communication skills to facilitate project delivery.
- Common methods of dispute resolution

Textbook: N/A

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 410/510

COURSE TITLE: Simplified Structural Analysis and Design

CREDITS: 4

PREREQUISITE: MATH 112Z

COURSE DESCRIPTION

Introduction to behavior and analysis of building structures. Structural loading, materials, and element types will be explored to understand the basic building blocks of buildings. Investigation and design of building structural systems for gravity, wind, and seismic loading.

STUDENT LEARNING OUTCOMES

Upon completion of this course students will demonstrate the ability to:

- Develop informed intuition for structural behavior.
- Develop skills to follow the load path from source to foundation.
- Identify relevant loading conditions and methods of assigning them to structural members.
- Use a structural analysis program to analyze simple structures.
- Develop basic skills to choose materials and optimize structural design to reduce carbon and achieve a more sustainable structure.

TEXTBOOK:

Simplified Engineering for Architects and Builders- 11th or 12th Edition; James Ambrose and Patrick Tripeny.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 450/550

COURSE TITLE: Building Energy Management

CREDITS: 4

PREREQUISITE or COREQUISITE: None

COURSE DESCRIPTION

This course evaluates green building techniques, sustainable practices, and Lean Construction throughout the entire project life cycle. Students are introduced to the various requirements for green building rating systems and certifications. Content is provided to assist students in their self-study to take the LEED Green Associate exam.

STUDENT LEARNING OUTCOMES

- Understand the social, environmental, and economic impacts of the built environment and how green building techniques can reduce these impacts.
- Identify the driving factors behind Lean Construction and Lean Construction practices implemented on projects.
- Analyze sustainable construction practices, specifically as they relate to design decisions and construction practices.
- Understand the benefits of Green Building rating systems and be familiar with the USGBC LEED assessment system.

TEXTBOOK:

Sustainable Construction – Green Building Design & Delivery: Kibert, 4th Edition ISBN: 978-1119055174.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 460/560

COURSE TITLE: Smart City Transformations

CREDITS: 4

PREREQUISITE or COREQUISITE: None

COURSE DESCRIPTION

Smart cities are designed to connect and integrate services and sectors; construction & utilities, energy, transportation governance and data security. Interconnected services and infrastructures using state-of-the-art advanced technologies that automate services, improve quality of life, and increase project efficiencies.

STUDENT LEARNING OUTCOMES

- Understanding how technological changes are affecting industries like, construction, transportation, IT, & Healthcare.
- Regulation and best practices for data security in relation to smart cities.
- Deep dive into the use cases/applications for the following technologies: AI, IOT, Extended Reality improving industries like, construction, transportation, IT, & Healthcare.
- Examine incremental technology innovations for use in relevant industries.
- Understand & pitch new value creation opportunities from smart cities.
- Develop an understanding of the assessment of smart cities' readiness and be able to apply the methodology.

TEXTBOOK:

Management 4.0, Reagan, J.R. & Singh, M. (2020) Management 4.0: Cases and Methods for the 4th Industrial Revolution (Blockchain Technologies). Springer; 1st ed. 2020 edition (August 29, 2021)

- ISBN-10 : 9811567530
- ISBN-13 : 978-9811567537

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 461/561

COURSE TITLE: Infrastructure Security

CREDITS: 4

PREREQUISITE: None

COURSE DESCRIPTION

Topics covered include infrastructure security management, physical and logical security threats and policy requirements, disaster recovery, business continuity plans, change management scenarios, and approaching daily business security issues from an IT perspective.

STUDENT LEARNING OUTCOMES

- Upon completion of this course, students will demonstrate the ability to:
- Critical infrastructure security and resilience.
- Risk Management Frameworks.
- Cybersecurity threats, risks, vulnerabilities, and attacks.
- Vulnerability assessments and tools applicable.

TEXTBOOK:

The Security of Critical Infrastructures: Risk, Resilience, and Defense, 1st edition, 2020 by Marcus Matthias Keupp, ISBN: 978-3030418250.

COURSE SYLLABUS

COURSE NUMBER: CM 470/570

COURSE TITLE: Special Topics in Construction Management

CREDITS: 4

PREREQUISITE or COREQUISITE: None

COURSE DESCRIPTION

This course will connect students' education, previous, post-graduation goals. Focused on professional development topics, and construction industry advances and changes. The course focuses on adapting to emerging practices.

STUDENT LEARNING OUTCOMES

By the end of this course, students will be able to:

- Understand their strengths and weaknesses as it relates to professional pursuits.
- Demonstrate expertise in emerging construction practices.
- Develop skills in presentation and professional writing skills of information.

BOOK: varies based on course topic chosen.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 471/571

COURSE TITLE: Infrastructure & Utility Management

CREDITS: 4

PREREQUISITE: None

COURSE DESCRIPTION

The course uses the systems and case study approaches to focus on improving infrastructure and utility organizations to deliver essential public services for transportation, water, energy, waste management, and building systems.

STUDENT LEARNING OUTCOMES

- Upon completion of this course students will demonstrate the ability to understand:
- Built environment (above and underground)
- Urban and regional planning for sustainable cities
- Growth management and infrastructure planning
- Workforce and knowledge management in the public sector

TEXTBOOK:

Regulation of Infrastructure and Utilities: Public Policy and Management Issues 1st ed. 2018
Edition by Alberto Asquer, ISBN-13: 978-3319677347.

COURSE SYLLABUS

COURSE SYLLABUS

COURSE NUMBER: CM 480 (x-list with BUS 480)

COURSE TITLE: Construction Management Senior Project

CREDITS: 4

PREREQUISITE: None

COURSE DESCRIPTION

Synthesize program concepts in applied, research, internship, or other project capstone experience. Demonstrate core business concepts, stakeholder collaboration, decision-support tools, research skills, delivering professional written report and presentation. Repeatable but cannot be taken simultaneously. One term only per internship site.

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will demonstrate the ability to:

- Apply core concepts in a construction environment.
- Contribute to the development of a team-oriented and collaborative environment.
- Solve construction problems using decision-support tools and/or research skills.
- Demonstrate professional communication skills using a variety of delivery methods.

Textbook: N/A

From: [Nate Bickford](#)
To: [Sonja Bickford](#)
Cc: [Jared Emard](#); [Don DaSaro](#)
Subject: Re: REQUEST | Construction Management Burden Check | ENV 314
Date: Saturday, March 16, 2024 7:58:16 AM
Attachments: [image003.png](#)
[Outlook-jizv3jpl.png](#)
[Outlook-f3vhorgk.png](#)

Dr Bickford, We have room in the class and your student will be welcome.

Nate



Nate Bickford (*He/Him/His*)

Department Chair of Natural Sciences

Nate.Bickford@oit.edu

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Security is mostly a superstition. It does not exist in nature...Life is either a daring adventure or nothing.
'Helen Keller'

Don't let life stop you from living!

From: Sonja Bickford <Sonja.Bickford@oit.edu>
Sent: Saturday, March 16, 2024 7:52 AM
To: Nate Bickford <Nate.Bickford@oit.edu>
Cc: Jared Emard <Jared.Emard@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>
Subject: REQUEST | Construction Management Burden Check | ENV 314

Dr. Bickford,

I wanted to make sure that I touch base with you about this proposal as well.

Jack has advised us that prior to submitting our proposal to CPC later today, that we should confirm that the development of this program will not have an adverse effect on any other department. We have included **ENV 314** as a course in the construction management program.

Because we will be relying on your department to develop and sustain some of the material for this program, can you each please confirm that you believe your department is able and willing to support the proposed Construction Management degree as currently configured?

As we understand it, an emailed response to this group will be enough to serve as confirmation.

Thank you so much!

Sonja Bickford

And ~Jared Emard, Don DaSaro



Sonja H. Bickford, DBA, MBA

Associate Professor, Chair
Business Management Dept.

Oregon Institute of Technology

3201 Campus Drive
Klamath Falls, OR 97601

sonja.bickford@oit.edu | +1 541-885-0140 | www.oit.edu

Oregon's Polytechnic University

From: Jared Emard <Jared.Emard@oit.edu>

Sent: Thursday, March 14, 2024 2:55 PM

To: Roger Lindgren <Roger.Lindgren@oit.edu>; Naga Korivi <Naga.Korivi@oit.edu>; Jack Walker <Jack.Walker@oit.edu>

Cc: Sonja Bickford <Sonja.Bickford@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>

Subject: Construction Management Burden Check

Good afternoon!

Jack has advised me that prior to submitting our proposal to CPC, we should confirm that the development of this program will not have an adverse effect on any other department. Because we will be relying on each of your departments to develop and sustain some of the material for this program, can you each please confirm that you believe your department is able and willing to support the proposed Construction Management degree as currently configured?

As I understand it, an emailed response to this group will be enough to serve as confirmation.

Thank you so much!

~Jared

Jared Emard

541-892-3372

Professor of Practice

Oregon Institute of Technology

3201 Campus Drive, Klamath Falls, OR 97601

541.885.0000 | 541.891.0000 | www.oit.edu

From: [Naga Korivi](#)
To: [Jared Emard](#); [Roger Lindgren](#); [Jack Walker](#)
Cc: [Sonja Bickford](#); [Don DaSaro](#)
Subject: RE: Construction Management Burden Check
Date: Thursday, March 14, 2024 10:20:34 PM

Hi Jared,

The EERE department will support this endeavor.

Best,

Naga

From: Jared Emard <Jared.Emard@oit.edu>
Sent: Thursday, March 14, 2024 10:02 PM
To: Roger Lindgren <Roger.Lindgren@oit.edu>; Jack Walker <Jack.Walker@oit.edu>; Naga Korivi <Naga.Korivi@oit.edu>
Cc: Sonja Bickford <Sonja.Bickford@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>
Subject: Re: Construction Management Burden Check

Thank you Gentlemen.

~Jared

From: Roger Lindgren <Roger.Lindgren@oit.edu>
Sent: Thursday, March 14, 2024 4:08 PM
To: Jack Walker <Jack.Walker@oit.edu>; Jared Emard <Jared.Emard@oit.edu>; Naga Korivi <Naga.Korivi@oit.edu>
Cc: Sonja Bickford <Sonja.Bickford@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>
Subject: Re: Construction Management Burden Check

Jared - the Civil Engineering department can support in-person instruction in Klamath Falls for the relevant CM undergraduate courses.

Roger

From: Jack Walker <Jack.Walker@oit.edu>
Sent: Thursday, March 14, 2024 3:58 PM
To: Jared Emard <Jared.Emard@oit.edu>; Roger Lindgren <Roger.Lindgren@oit.edu>; Naga Korivi <Naga.Korivi@oit.edu>
Cc: Sonja Bickford <Sonja.Bickford@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>
Subject: RE: Construction Management Burden Check

Jared,

The Geomatics Department can support the proposed Construction Management program.

Regards,



Jack A. Walker

Geomatics Department

Professor and Chair

Oregon Institute of Technology

3201 Campus Drive, Klamath Falls, OR 97601

541.885.1511 | www.oit.edu



From: Jared Emard <Jared.Emard@oit.edu>

Sent: Thursday, March 14, 2024 2:55 PM

To: Roger Lindgren <Roger.Lindgren@oit.edu>; Naga Korivi <Naga.Korivi@oit.edu>; Jack Walker <Jack.Walker@oit.edu>

Cc: Sonja Bickford <Sonja.Bickford@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>

Subject: Construction Management Burden Check

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As I understand it, an emailed response to this group will be enough to serve as confirmation.

Thank you so much!

~Jared

Jared Emard

541-892-3372

Professor of Practice

Oregon Institute of Technology

3201 Campus Drive, Klamath Falls, OR 97601

From: [Franny Howes](#)
To: [Sonja Bickford](#)
Cc: [Jared Emard](#); [Don DaSaro](#)
Subject: RE: REQUEST | Construction Management Burden Check
Date: Friday, March 15, 2024 12:04:49 PM
Attachments: [image001.png](#)

This is a little tricky because we are losing a writing position that affects our ability to offer these classes. However, I would feel bad using that as leverage in a way that disadvantaged your program which I honestly think is a great idea.

I'll say that if overall enrollment goes down as predicted, we would be able to support students in a new program without any problem. If enrollment goes up, we will need more support for staffing in our writing classes. So, I support your new program proposal.

Thanks,
Franny

From: Sonja Bickford <Sonja.Bickford@oit.edu>
Sent: Friday, March 15, 2024 11:57 AM
To: Franny Howes <Franny.Howes@oit.edu>
Cc: Jared Emard <Jared.Emard@oit.edu>; Don DaSaro <Don.DaSaro@oit.edu>
Subject: REQUEST | Construction Management Burden Check

Franny,

I wanted to make sure that I touch base with you about this proposal as well.

Jack has advised us that prior to submitting our proposal to CPC later today, that we should confirm that the development of this program will not have an adverse effect on any other department. We have included the general core required: WRI 121Z, WRI 227, SPE 111 in the construction management program.

Because we will be relying on your department to develop and sustain some of the material for this program, can you each please confirm that you believe your department is able and willing to support the proposed Construction Management degree as currently configured?

As we understand it, an emailed response to this group will be enough to serve as confirmation.

Thank you so much!
Sonja Bickford
And ~Jared Emard, Don DaSaro



Sonja H. Bickford, DBA, MBA

Associate Professor, Chair
Business Management Dept.

Oregon Institute of Technology

3201 Campus Drive
Klamath Falls, OR 97601

sonja.bickford@oit.edu | +1 541-885-0140 | www.oit.edu

Oregon's Polytechnic University

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Jared Emard

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AIRE

Oregon Tech's Center for Advancing Interdisciplinary Research on the Environment

Kyle Chapman, PhD
Director, AIRE Center



Primary Focus: Responding to Wildfire Events

Wildfires in Southern Oregon: Critical Questions

- *Are our healthcare systems capable of handling short- and long-term smoke exposure?*
- *What types of research, education, and public health plans do we need?*
- *How and where to safely shelter and protect people amid wildfire events?*

Other Areas: Understanding mitigating practices like prescribed burns and other sources of smoke exposure



The AIRE Center

Mission: To investigate key aspects of the environment and human living, and their impact on human health and communities.

Objectives:

- Build research capacity
- Expand OT in the social, behavioral, and natural sciences
- Applied experiences and roles for students



Collaborative Research Solutions for Sustainable and Healthy Communities

The AIRE Center



Goals:

1. Study environmental threats and identify the key health risks.
2. Work with state and local agencies to develop a more adept and robust environmental monitoring infrastructure in Southern Oregon.
3. Propose research-based solutions, craft environmental and health interventions, and improve conditions in Southern Oregon.



Collaborative Research Solutions for Sustainable and Healthy Communities

Meet the Team!

Shoutout to the over 20 students who have worked on all the projects!!!!!!



Pooya Naderi, Project Manager



Lee Mitchell, Postdoc Researcher



Sujin Lee, Research Scientist



Kerry Farris, Research Scientist



Kyle Chapman, Director



Ashley Hansen, Research Associate

Timeline



Air Quality and Respiratory Hospitalizations project begins.

Hospital Burden, Air Quality, and Health Care (HBAQ) project application.

Established the AIRE Center. Hired a range of staff with HRSA funds.

Initiated multiple new projects in Southern Oregon.

Disseminate research findings and build new partnerships. Seek out more funding.

2020

2022

2022

2023

2018

2021

2022

2022

2024

Air Quality and Respiratory Hospitalizations project expanded.

HBAQ application accepted and HRSA application successful.

Manuscript published in the 6th Oregon Climate Assessment.

Collect and analyze data; Developing partnerships. Bridge funding secured through OT.



Wrapping Up Current Research Focus

Hospital Burden and Air Quality

\$1M Funding from HRSA

- Medford, Ashland, Grants Pass, Klamath Falls
- Hospital Records from Asante and Sky Lakes
- Added Cardiovascular and Cerebrovascular complications
- Accessed Address Level Data for GIS mapping
- Hired Dedicated Research Staff

Collaborative Research Solutions for Sustainable and Healthy Communities



Air Quality-Related Projects

Active

- Wildfire Chemical Composition Sampling Campaign
- Indoor Air Quality and Chemical Composition Campaign
- Klamath Heating Fuel Assessment – Woodstoves
- Data Choice Implications for Studying Health Effects of Wildfire Smoke

In Development

- Review of West Bend Prescribed Burn Pilot Project
- PM2.5 Pollution Trends Project
- Recommendations for the Central Oregon Wildfire Hub
- Post-Fire Vegetation Monitoring
- Land Cover Classification and Fire Danger Index using Geospatial LiDAR

Collaborative Research Solutions for Sustainable and Healthy Communities

Students in Action!!



Indoor and Outdoor Chemical Composition

- Installed on Klamath Falls Campus!



Klamath Falls Heating Fuel Assessment

- Preparing to survey door to door



Future Needs & Funding Support



Future Funding

- 2023-2024: \$100K Strategic Investment from Oregon Tech led to a year-long extension of existing project and new partnerships
 - In the last year, the AIRE Center has applied for over \$1.5M from EPA, NIH, and the Robert Wood Johnson Foundation. We have not received additional funding.



Needs:

- Permanent Director with a track record of securing federal funding.
- Robust Sponsored Projects office
- Integration of graduate students



Key Contacts

AIRE Center

AIRECenter@oit.edu

Kyle Chapman, PhD – Director

kyle.chapman@oit.edu

Website:

www.oit.edu/aire



Collaborative Research Solutions for Sustainable and Healthy Communities



Oregon Tech's Ripple Effect on Higher Education's Scholar-Practitioner Community

Presented by Student Involvement & Belonging Staff

Academic Quality & Student Success Committee

April 9, 2024

Student Affairs Mission:

To affirm Oregon Tech's university-wide mission through opportunities for access, holistic development, and success.

Student Involvement & Belonging Staff present research and assessment showcasing Oregon Tech's strengths!



Student Affairs Goal:
BE STUDENT-CENTERED



Student Involvement & Belonging staff present at national conferences!

- Zoé Smiley:
 - Presenting about Oregon Tech's New Student Orientation program, S.O.A.R.
 - "The Missing Competency: Third Times the Charm, Right?"
 - Annual Conference on the First Year Experience and Students in Transition (February 2024 - Seattle, WA.)



Student Affairs Goal: ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS



Student Involvement & Belonging staff present at national conferences!

- Shawni Cayetano-Ramos & Kim Faks:
 - Presenting about Oregon Tech's Leadership & Diversity Scholars program
 - "Supporting Student Identity Formation and Cultural Engagement Through Leadership Learning Lenses"
 - NASPA-Student Affairs Educators Annual Conference (March 2024 - Seattle, WA.)



Student Affairs Goal:
BE STUDENT-CENTERED

Student Involvement & Belonging staff represent Oregon Tech at White House Initiative!

- **Shawni Cayetano-Ramos:**
 - Nominated, and selected to attend the leadership development summit on behalf of Oregon Tech
 - **White House Initiative on Asian Americans, Native Hawaiians, and Pacific Islanders and U.S. Office of Personnel Management**
 - Asian Americans, Native Hawaiians, and Pacific Islanders Higher Education Leadership Development Summit (April 2024 - Berkeley, CA.)



Student Affairs Goal: MODEL DIVERSITY, EQUITY, INCLUSION, & COLLABORATION





Student Involvement & Belonging Mission:

We promote the holistic growth and development of Oregon Tech students through involvement and support. We create a community where all feel a sense of belonging.

The Student Affairs Ripple Effect on Oregon Tech's Future

Presented by Dr. Mandi Clark

Academic Quality & Student Success Committee Presentation

April 9, 2024

Student Affairs Mission:

To affirm Oregon Tech's university-wide mission through opportunities for access, holistic development, and success.

Student Affairs' goals support the University Strategic Plan

	Pillar I: Student Success	Pillar II: Innovation	Pillar III: Community	Pillar IV: Institutional Excellence
BE STUDENT-CENTERED				
MODEL DIVERSITY, EQUITY, INCLUSION, & COLLABORATION				
PRIORITIZE IMPROVING PROCESSES & SYSTEMS				
ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS				

Student Affairs Mission:

To affirm Oregon Tech's university-wide mission through opportunities for access, holistic development, and success.



Community Building



Student Affairs Goal:
BE STUDENT-CENTERED

Community Building



Student Affairs Goal:
BE STUDENT-CENTERED



Community Building



Student Affairs Goal:
BE STUDENT-CENTERED



Community Building



Student Affairs Goal:

BE STUDENT-CENTERED



Supporting Basic Needs & Nourishing Student Potential

*Student Stories
from the
Basic Needs Hub*



Student Affairs Goal: ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS

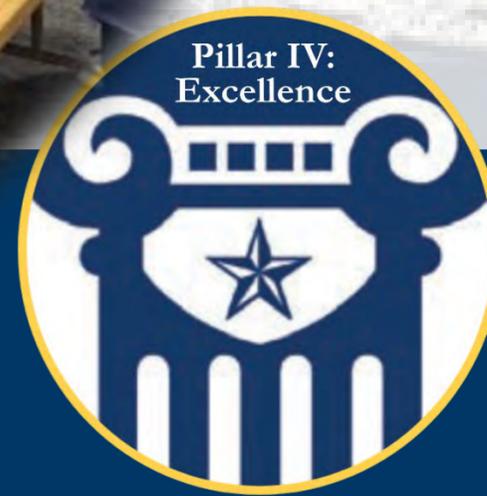


Portland-Metro

*Student Stories
from the
Basic Needs Hub*



Student Affairs Goal: ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS



Oregon Tech hosts Vets Town Hall



Student Affairs Goal: MODEL DIVERSITY,
EQUITY, INCLUSION, & COLLABORATION



Students represent Oregon Tech at the Student Veterans of America Washington Week

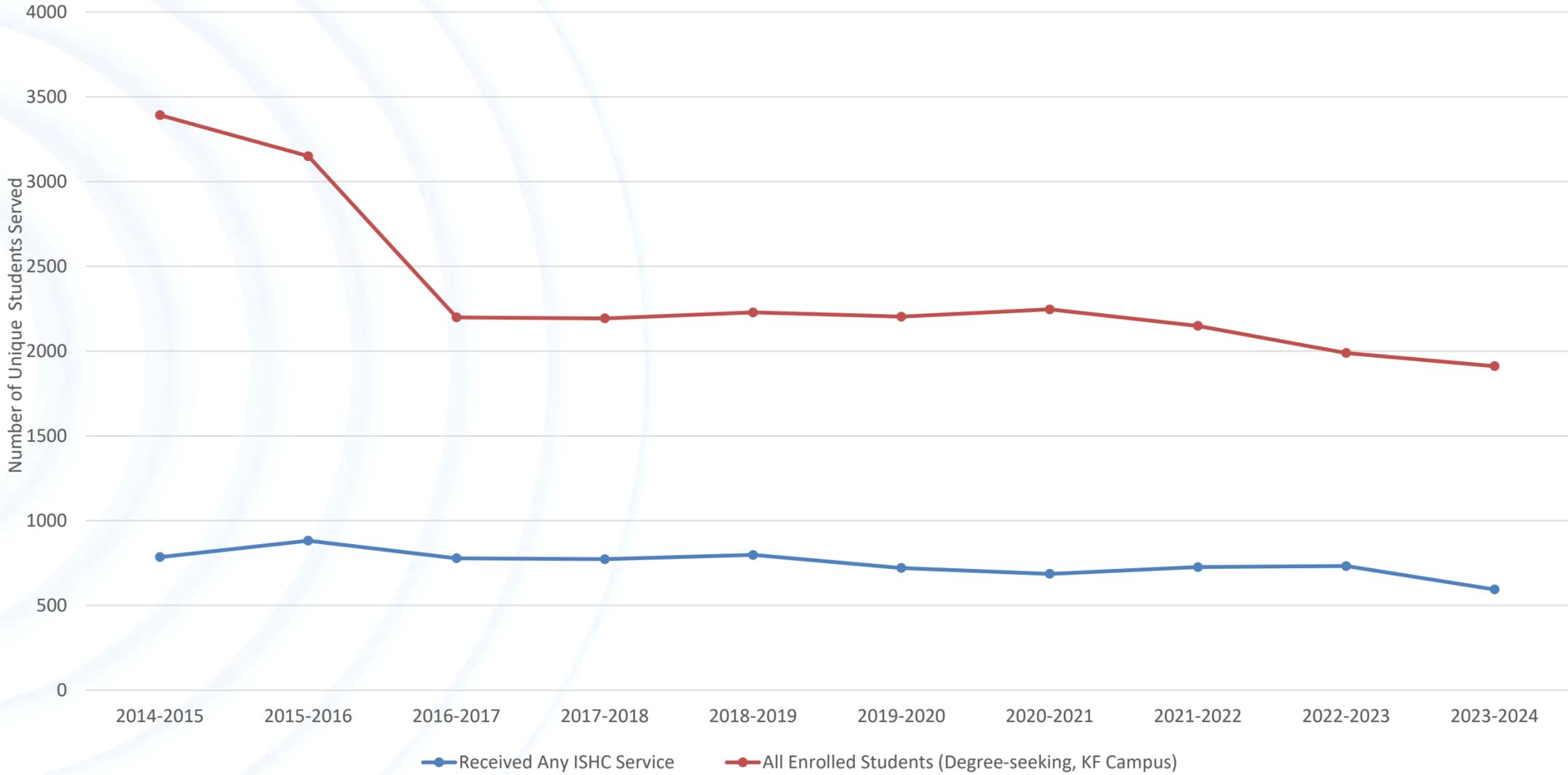


Student Affairs Goal:
BE STUDENT-CENTERED



Assessment for Sustainable Effects

Student Health 10 Year Trends: 2014 - 2024



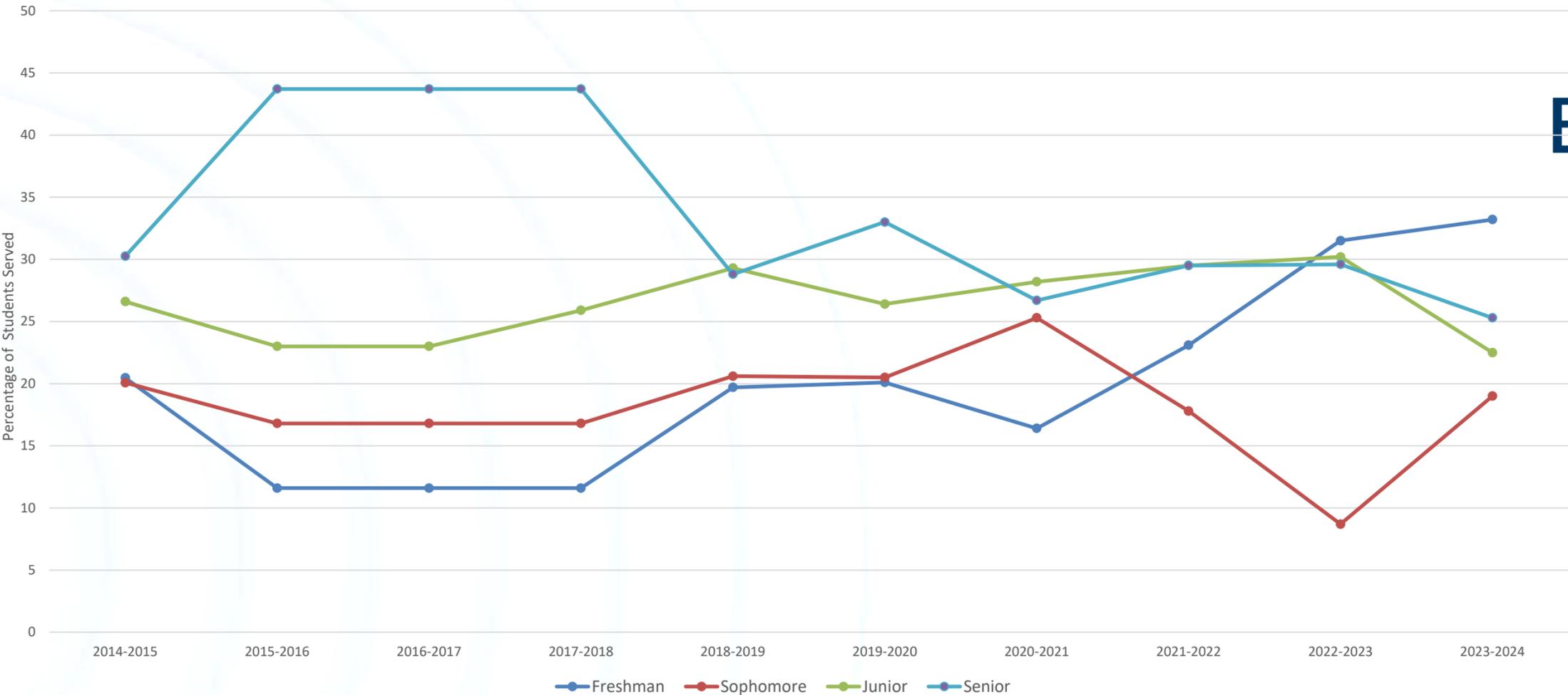
**ISHC Utilization:
Unique Students
Served,
Klamath Falls**

Student Affairs Goal:
BE STUDENT-CENTERED



Assessment for Sustainable Effects

Student Health 10 Year Trends: 2014 - 2024



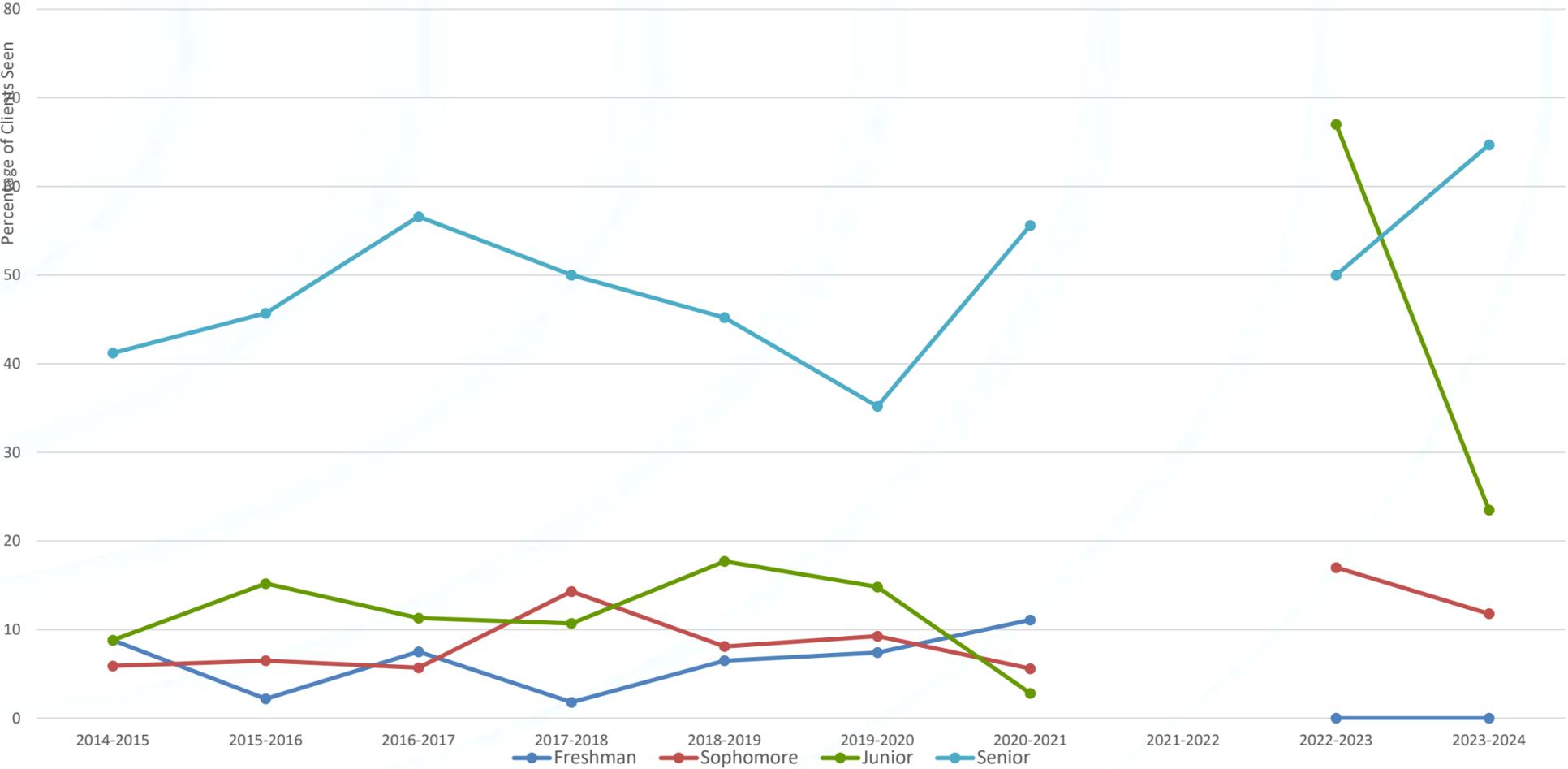
**ISHC Utilization:
By Classification*,
Klamath Falls**

Student Affairs Goal:
BE STUDENT-CENTERED



Assessment for Sustainable Effects

Student Health 10 Year Trends: 2014 - 2024



ISHC Utilization: By Classification*, Portland-Metro

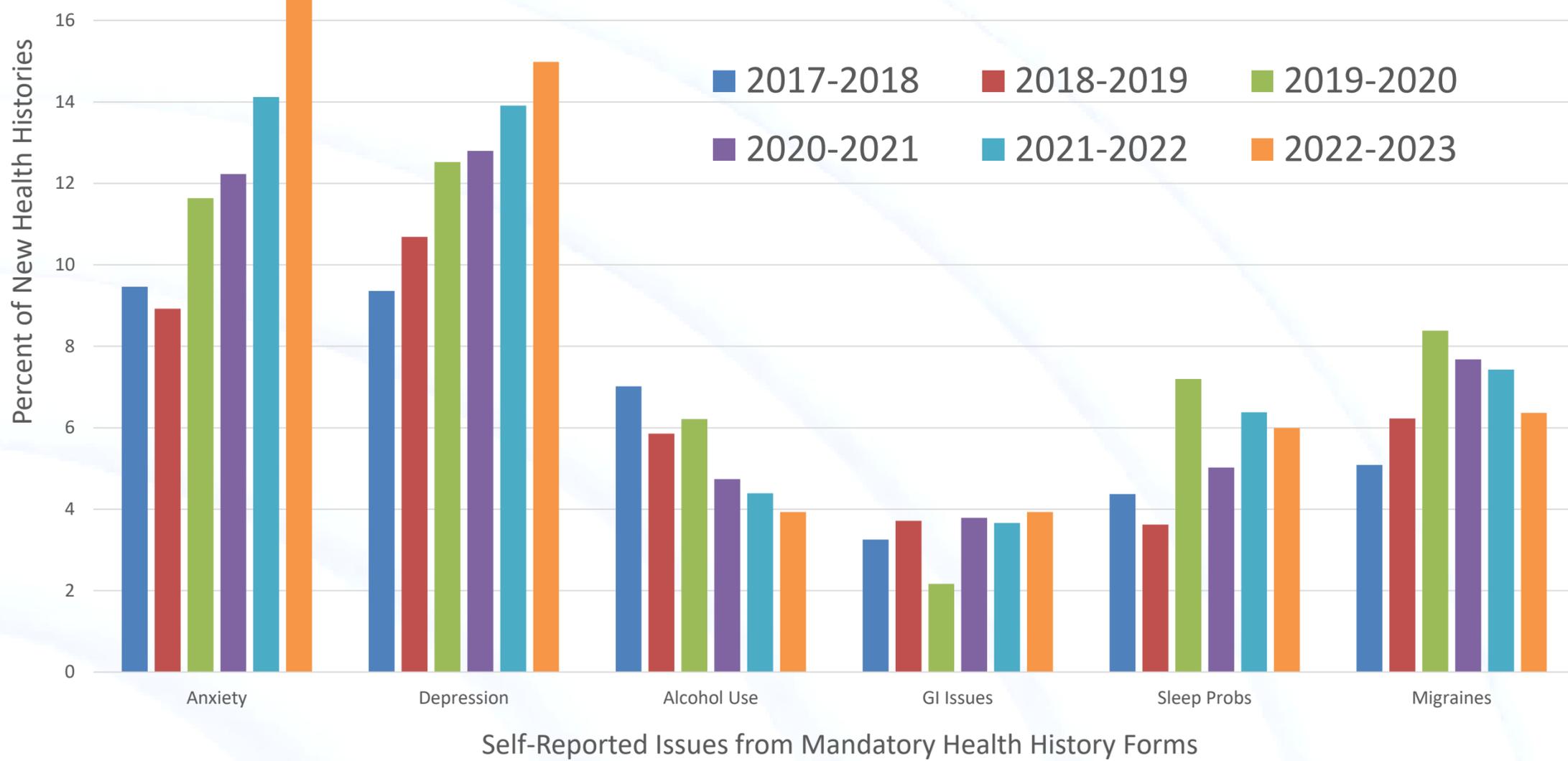
*Degree-seeking, Undergraduates only;
Note – no counselor from September 2021 through March 2023

Student Affairs Goal:
BE STUDENT-CENTERED



Assessment for Sustainable Effects

Student Health 10 Year Trends: 2014 - 2024



Potential
Stress-Related
Issues Over
Time



Student Affairs Goal:
BE STUDENT-CENTERED

Building self-sustaining programs



Student Affairs Goal: *ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS*



Building self-sustaining programs



Student Affairs Goal: ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS



Building self-sustaining programs



Student Affairs Goal: *ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS*



Building self-sustaining programs



Student Affairs Goal: *ADVOCATE FOR ENVIRONMENTS THAT IMPROVE STUDENT SUCCESS*



OUR LEGACY OF EXCELLENCE CONTINUES



Student Affairs Goal:

BE STUDENT-CENTERED





**JOIN US FOR THE TRACK RIBBON
CUTTING EVENT MAY 9!**



**Student Affairs Goal:
BE STUDENT-CENTERED**



TechNest revenue supports the university budget



\$Sales



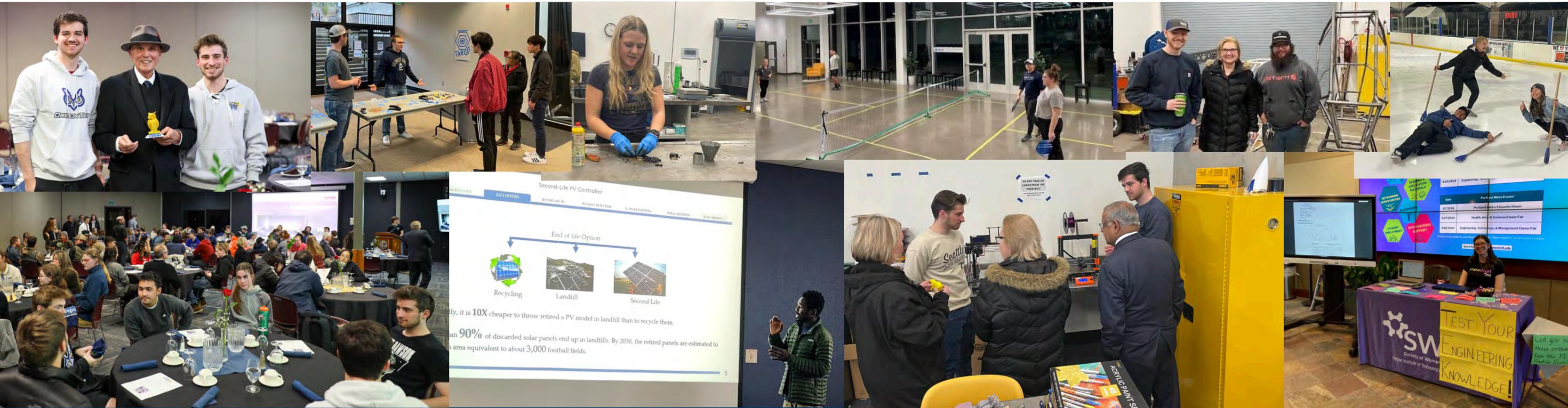
Comparing FY23 and

Student Affairs Goal:

PRIORITIZE IMPROVING PROCESSES & SYSTEMS



Student Involvement & Belonging partners with ETM Dean Alp for Engineers Week 2024!



Student Affairs Goal:
BE STUDENT-CENTERED



Shaping the lives of future engineers through igniting STEM curiosities – Engineer for a Day!



Student Affairs Goal: MODEL DIVERSITY,
EQUITY, INCLUSION, & COLLABORATION



*Thank you for joining me today,
what questions may I answer for
you?*

Student Affairs Mission:

We collaborate with students, faculty, staff, and external communities to support students' persistence to graduation and professional success beyond graduation.

Athletics:

- Men's Basketball finished the regular-season with a 26-5 record, winning their seventh Cascade Conference Tournament title in program history (and first since 2012), upsetting No. 3-ranked and defending NAIA National Champion, College of Idaho, 79-76, in the title game. Three players – Jamison Guerra, Kam Osborn and Keegan Shivers were selected to the All-CCC team. The men's team traveled to Orange City, Iowa for the first two rounds of the NAIA National defeating Keiser (Fla.) 102-94, before losing at the buzzer to host Northwestern (Iowa), 72-71. Five players were honored as NAIA scholar-athletes, with Guerra expected to be named to the NAIA All-America team as of this writing.
- Women's Basketball earned their first NAIA National Tournament berth since 2019, as the Lady Owls rode a school-record 26-4 start to the Big Dance. Oregon Tech started the season 15-0 – including big wins against Southern Oregon, Eastern Oregon and LC State – advancing to the semifinals of the CCC Championships. The Oregon Tech Lady Owls travelled to Helena, Mont., for the first two rounds of the NAIA Championships – defeating Jessup (Calif.), 79-72, before losing to eventual NAIA finalist, Carroll, 61-46. Olivia Sprague and Gabbie Gascon earned All-CCC honors, with seven players earning NAIA scholar-athlete honors.
- Two Oregon Tech athletes competed at the NAIA Indoor Track and Field Championships. Ally Odell placed 11th in the women's pentathlon and Eli Stevens placed 12th in the men's heptathlon.
- The Oregon Tech women's golf team opened the spring season ranked No. 15 in the NAIA Coaches' Poll.
- The Oregon Tech baseball team heads into the weekend 21-11, winning 21 of their last 26 games after an 0-6 start...have received votes in every NAIA poll
- The Oregon Tech softball team is currently ranked No. 5 in the NAIA, heading into a weekend series with a 20-6 record – winning 12 games in a row. Kaila Mick leads the NAIA in batting average (.541).
- Track Ribbon Cutting is slated to take place May 9, 2024.

Basic Needs Hub

The Basic Needs Hub provides welcoming place for students to come and grab a snack for class, eggs and milk for home, and have access to free resources like books for a class and clothing for day to day or an interview. Since November 2023, I have assisted with applying for SNAP and OHP.

Following are a few stories about the work done in this Hub by the Basic Needs Navigator. A student was having a hard time with consistent accessibility to food and was beginning to feel estranged from family. It took two days to get through the SNAP eligibility hotline, and on the last day, after being on hold for over an hour, connection was made, and the student received a new EBT card. Food insecurity is a big concern for students visiting the Basic Needs Hub, with many stories to share about students using this resource to find reliable

sources of food so they can focus on school, either through assistance connecting with SNAP or other benefits, as well as using the Bird Feeder to supplement their pantry.

Basic Needs Hub is host to a free book exchange program. Students browse the bookshelves for free textbooks to borrow for the term. Students then bring back their books at the end of the quarter, allowing others to access this same resource..

In January, the Basic Needs Hub created meals in a bag with all the food needed along with a recipe card for students to enjoy a meal with all their needs met in the bag. The photo shares the student volunteers who put together over 100 meal bags for the Klamath Falls and Portland Metro campuses. What a great community working together in support of others basic needs.



Tabling to get the word out about the Basic Needs Hub occurred at the Portland-Metro campus, as an opportunity for PM students to pick up meal in a bag and samples of one of the recipes to taste. This was a successful event with a constant flow of students asking what was cooking, and served as a great way to share the Hub and the Navigator are a resource and support.

What's to come!

The Basic Needs Hub has been successful in supporting students! However, there is always room for innovation! In the spring term, the clothing closet will receive a makeover in Klamath Falls, creating a more private space for students to shop for their clothing needs. And with the Career Fairs coming up, the Hub will host an Open House to highlight all the Clothing Closet has to offer!

Career Services

Industry Connections

- 207 Employers actively engaged with Career Services (in person or email)
- 552 Employers actively posting jobs and receiving student applications
- Employer Highlight: Hoffman Construction based in Portland Oregon connected with Career Services in 2018 but then disengaged for several years. The company revamped their HR in the past 2 years and has reengaged with us in 2024. They are registered for the Engineering Technology & Management Career Fair in Klamath

Falls in April and have posted several job postings on Handshake, our online career management system. In March, Hoffman toured the Portland Metro campus at the invitation of the Director of Development. A meeting with Dean Alp (ETM), Dr. Speaks (MMET), and Dr. Korivi (EERE) as well as the Director of Career Services hosted discussion about their workforce needs in construction management.

- Upcoming Events:
 - April 17, 2024 Portland Metro Health, Arts, & Sciences Career Fair
 - April 18, 2024 Portland Metro Engineering, Technology, & Management Career Fair
 - April 24, 2024 Klamath Falls Health, Arts, & Sciences Career Fair
 - April 25, 2024 Klamath Falls Engineering, Technology, & Management Career Fair

Student Engagement and Career Development

- 60 Klamath Falls and Portland-Metro students attended Professional Etiquette Dinners for their respective campuses. Registered attendance was at capacity for available funding.
- 147 Student Career Advising Appointments
- 4 departments participated, and 66 students attended On-Campus Student Employment Fairs
- Graduate Outcome Survey. Survey opened 1/08/2024. Survey closes 6/14/2024:
 - 18.8% Response Rate from eligible students since survey opened
 - 61.5% Employment Rate reported from surveys submitted
 - Top Healthcare Employers by Salary Offered- Aspen Dental, Legacy Health, and Salem Hospitals & Clinics
 - Top Engineering Employers by Salary Offered-Intel, Boeing, and Collins Aerospace
- Upcoming Events:
 - A “Navigating USAJOBS Workshop” is scheduled for March 12, 2024, to help students understand how to look and apply for federal jobs.
 - Prepare for the Fair Workshops & Presentations are scheduled for various days between April 8-April 23, 2024:
 - Speed Networking “Tell me About Yourself”
 - Career Fair Tips for Success
 - Resume Building Presentation
 - Resume Review Marathons
 - LinkedIn Profile Creation
 - Mock Interview Events for MECOP and MIT Selections are scheduled for the week of April 1, 2024, and April 29, 2024.

Faculty/Institutional Collaboration

- This spring, Career Services is partnering with the Business Department and the Nursing Department to pilot department mixers as a more customized career

development experience for those departments who are not well-served by traditional career fairs.

- To strengthen and create more meaningful engagement with departments, Career Services engaged department faculty as Table Hosts at Klamath Falls and Portland Metro Etiquette Dinners to help guide students through the professionalism aspects of social interview experiences.
- Career Services integration into OIT curriculum: Career Services presented on LinkedIn, Interview Preparation, and Networking in BUS 356 Business Presentations class providing career development services to 15 students.
- Career Services outreach to student groups: Career Services presented on Introduction to Career Services and Job Search Strategies to Baja/Formula SAE Club providing career development services to 7 students.

College Union

The CU continues to serve as a space for Oregon Tech and greater community to come together. Winter term the facility was home to:

- The Southern Oregon Educational School District training. This group shared their enjoyment of the facility and will be returning guests!
- Senator Wyden hosted the Klamath county Townhall on March 23 where the crowd engaged with the Oregon Senator on topics they wanted to discuss.
- The annual Oregon Tech baseball fundraiser was hosted in the CU where good food and a great time was had by all as donations were sought out in support of the baseball team.
- Students continue to utilize blackboards around the CU, procedure for use established with help of SIB to ensure they are used appropriately, and all can enjoy the artwork and words of encouragement each week.

Disability and Testing Services

- Collaborated with Admissions and Online Learning to integrate Respondus (virtual proctoring) into our ALEKS math placement exams
- Purchased a campus wide license for Read & Write
 - Saving money by replacing 2 different accessibility software programs (Kurzweil & Glean)
 - Has tools to help ESL students
 - Can be used by ALL students as a study tool-very exciting to share resources that will support all students in their quest to be academically successful!

Housing and Residence Life

Winter Term 2024

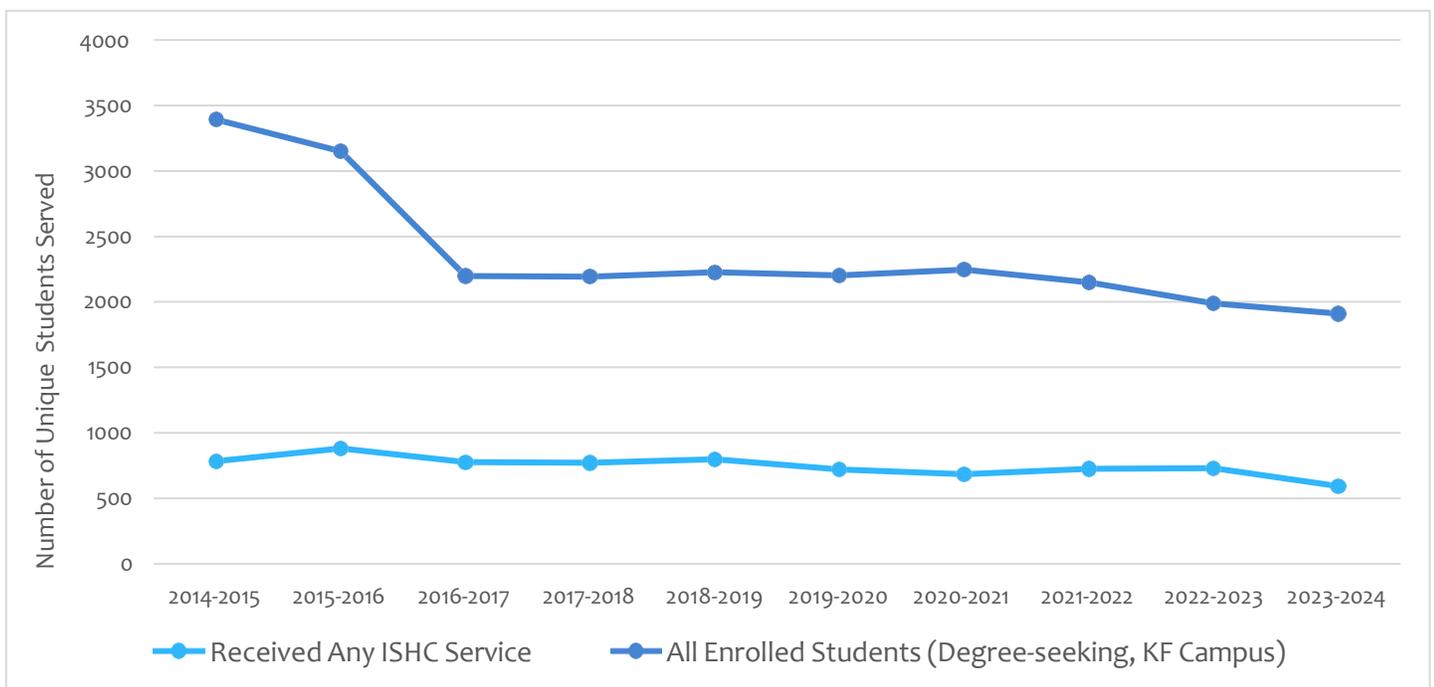
- 655 students resident Winter Term 2024
 - 263 female
 - 381 male
- Fall 2024 Housing Applications opened January 16, 2024
 - Completed applications as of March 25, 2024
 - 209 New Student Application
 - 357 Returning Student Application
 - Total of 566 applications for 24/25 academic year
 - This is significantly more than last year, and if this rate continues Housing will be fuller than ever before!
 - For comparison on March 25, 2023 had 159 new and 325 returning applications for a total of 484 applications
 - New Student Housing Applications 31% increase
 - Returner Student Housing Applications 10% increase
 - Overall, 17% Increase of completed Housing Applications from this time last year.
- New Residential Facility groundbreaking coming up Spring Term
 - Finalized floor plans with architect this term.
- Housing Programming
 - 34 programs offered.
 - 369 participants (57%)
 - 10.9 average participants per program
 - 261 unique participants
 - \$58.50 average cost per program
- RHA Programming
 - 11 programs offered
 - Including things like Crockpot Cookoff, Pool and Pizza, and RHA general meetings.
 - 103 participants
 - 9.4 average participants per program
 - 86 unique participants
 - \$75 average cost per event
- Selection for Fall 2024 Resident Assistant, Programming Assistant, and Student Success Mentor positions in progress:
 - 80 applicants to join the 24/25 Residence Life staff team
 - Selection process includes application review, Speed Interviews, Panel Interviews, and a Group Activity. Positions will be announced in the Spring term.
- Staff Changes:
 - New Director of Housing and Residence Life, Bonita Bontrager joined the team January 16, 2024
 - Residence Life Coordinator, Bowen Browder, resigned early Winter Term. Determining best next steps for the department.

Integrated Student Health Center

The Integrated Student Health Center (ISHC) has collected patient data for the past 10 years, from 2014 to date. As a result, the data from this past decade can be examined to look for trends over time.

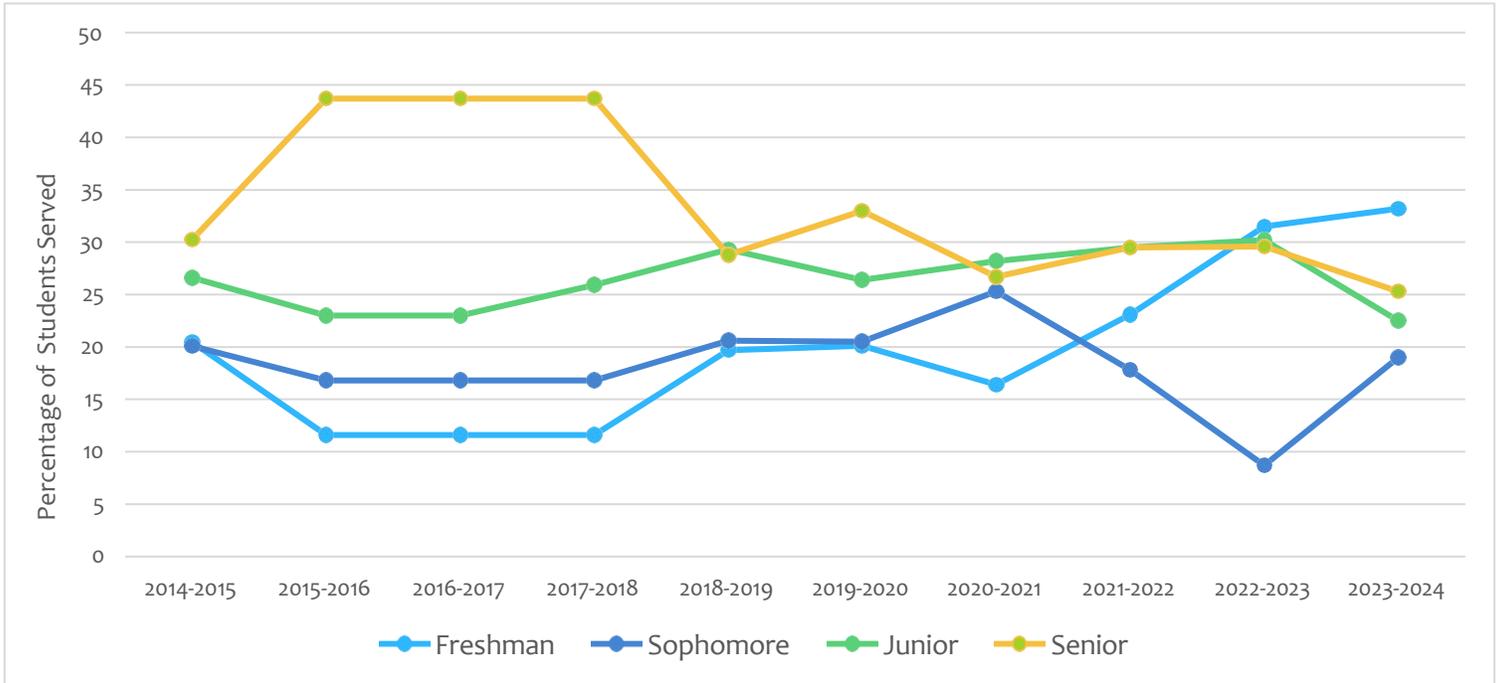
Chart One shows that the number of unique students served on the Klamath Falls campus has remained relatively steady over time. In fact, although enrollment for degree-seeking students on the Klamath Falls campus has declined significantly, most markedly in 2016, Student Health has not seen an equivalent reduction in ISHC utilization. (Note that the 2023-2024 academic year is still in progress, so utilization will likely elevate slightly to match last academic year's rates).

Chart One: Degree-Seeking Unique Students Served, Klamath Falls, 2014 - 2024



Taking a deeper dive into utilization by Classification, an interesting trend emerges. Chart Two (below) shows that utilization by degree-seeking undergraduate first-year students on the Klamath Falls campus has increased significantly since 2014. In some ways this is not surprising, given that first-time first-year enrollment rates have increased over time. However, this parallel increase was not assured; ISHC marketing efforts have specifically targeted the first-year population across the past several years, to meet the shift in enrollment trends.

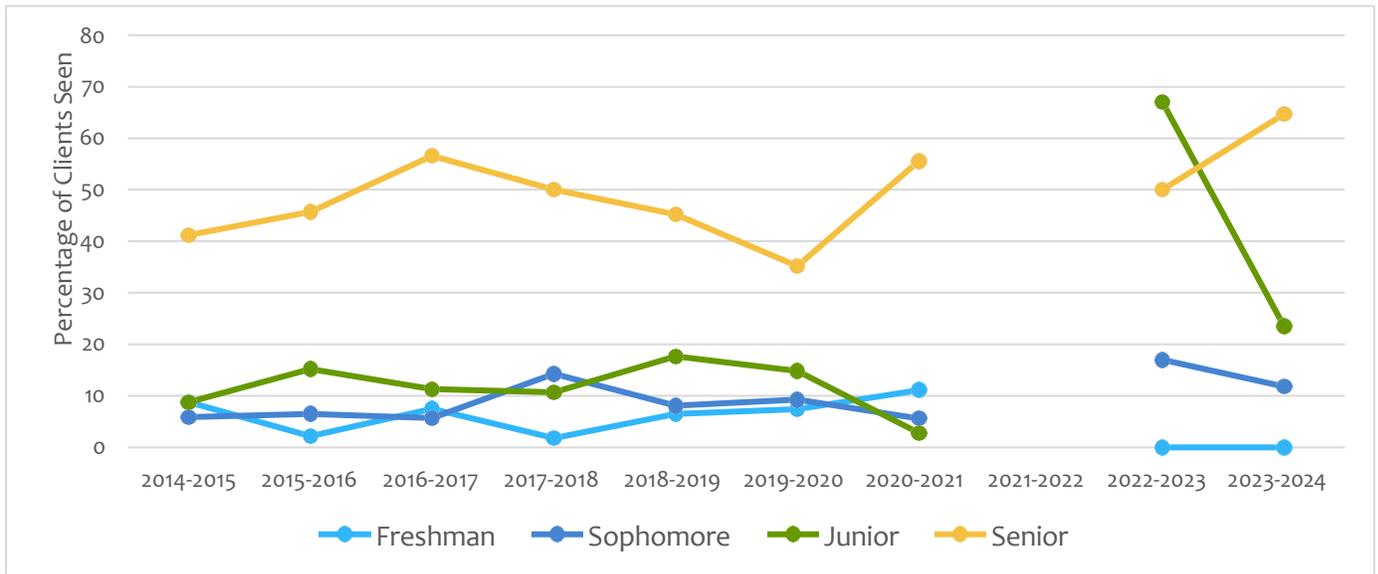
Chart Two: ISHC Utilization by Classification, Klamath Falls*



* Degree-seeking Undergraduates

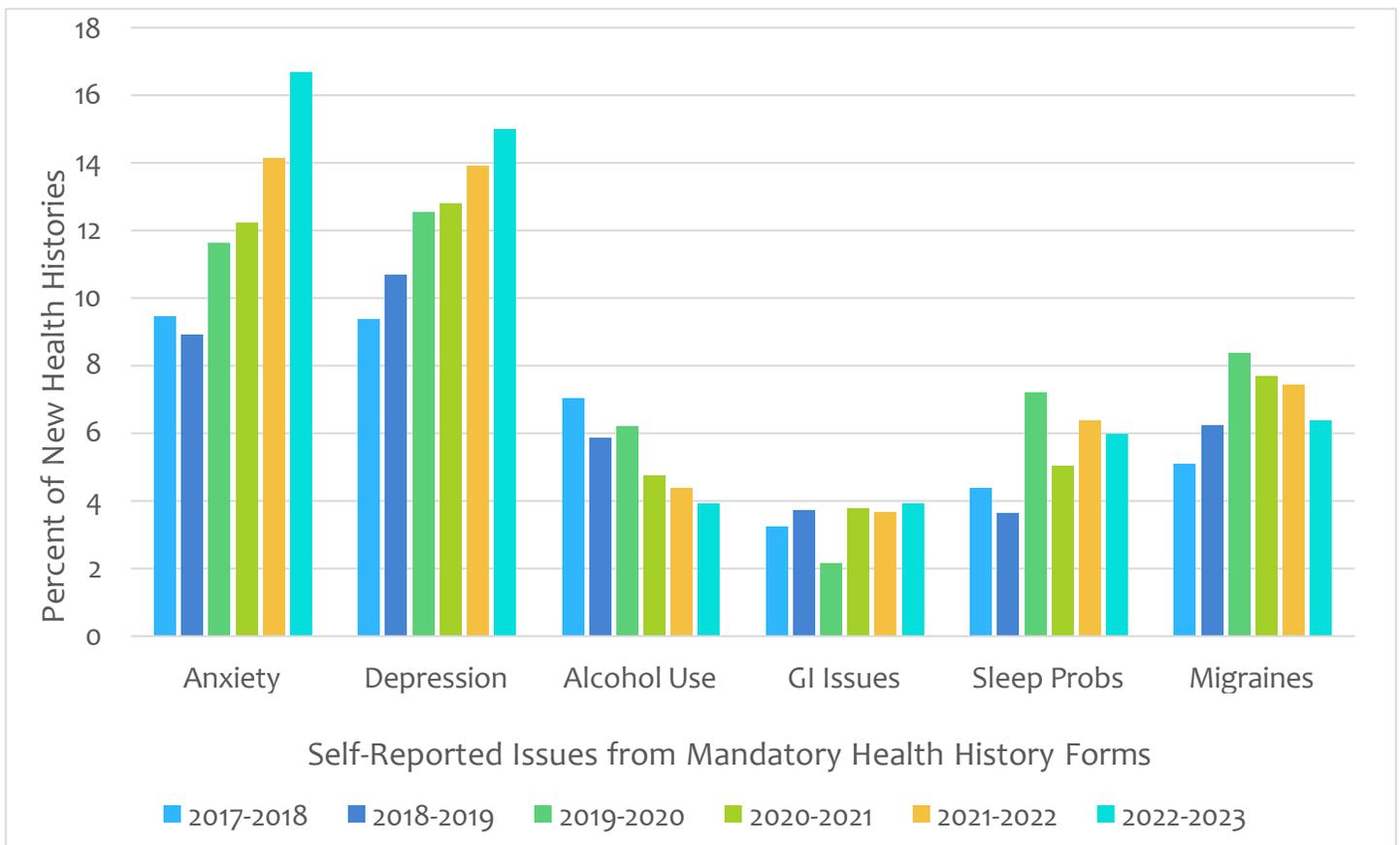
In terms of Portland Metro utilization by Classification, trends have been more stable. For most years since 2014, Seniors have represented the highest percentage of students seen by the counselor on campus (note that on the PM campus the Student Health Fee funds a full-time counselor, but no medical staff). This is not surprising, given that the demographics on the Portland Metro campus differ significantly from those on the Klamath Falls campus. As can be seen in Chart Three, Senior utilization rates lowered slightly but have been on the rise. It should be noted that there was a vacancy in the Counselor position from Fall 2021 through March 2023, which impacted the classification distribution for 2022-2023 (given that there were only 7 students who received support that academic year).

Chart Three: ISHC Utilization by Classification, Portland Metro*



Finally, in an effort to explore the impact of the pandemic upon Oregon Tech students, potential stress-related symptoms have been examined from 2017 to the present. Upon admission to Oregon Tech, all students complete a mandatory Health History Form where they self-report both physiological and emotional issues. As can be seen in Chart Four, the two issues with a documented increase are Anxiety and Depression.

Chart Four: Potential Stress-related Issues Over Time (2017 - 2024)



This is not surprising, given that Anxiety and Depression are the two most frequent diagnoses addressed by ISHC providers on an annual basis. Also, research has documented the extensive impact of COVID-19 upon the college population. However, it was interesting that the other markers (alcohol use, sleep problems, and so on) have not seen a drastic increase as well. ISHC will continue to track trends over time in order to best support our student population.

Student Involvement & Belonging (SIB)

SIB Staff Achievement Updates

- SIB Staff presented the planning and implementation of the new student orientation program, S.O.A.R. at the **Annual Conference on the First Year Experience and Students in Transition (Seattle, WA.) in February 2024**. The session titled, “The Missing Competency: Third Times the Charm, Right?” Presenter: Zoé Smiley (Assistant Director for First Year Experience & Student Engagement).
- SIB Staff also presented the curriculum of the Leadership & Diversity Scholars Program at the **NASPA-Student Affairs Educators Annual Conference (Seattle, WA.) in March 2024**. The session is titled, “Supporting Student Identity Formation and Cultural Engagement Through Leadership Learning Lens.” Presenters: Shawni Cayetano-Ramos (Associate Director for Student Leadership Development & Cultural Engagement), & Kim Faks (Assistant Director for Portland-Metro Student Involvement & Belonging).

SIB Klamath Falls Student Events and Activities

- **First Year Mentorship Program:** Created and implemented a new program, a non-academic, peer-led mentorship program where new and current students can receive mentorship, advice, and guidance to help them navigate through college experience. Mentors were hired and trained in Winter 2024. Mentors will be introduced to prospective students at Admitted Students Day in April 2024, so that new incoming students who want to participate in the FREE program in a mentor-mentee relationship throughout summer and going into fall term in AY2024-25.
- **Winter 2024 Week of Welcome** hosted various events throughout the first week of winter term to get students involved and (re)connected on campus.
- **Get Involved Expo** was an opportunity where students meet up with and learn about student organizations. We had over 93 participants attend the event, and 30 student organizations highlighted their organization with an interactive activity.
- **Give Back: Dr. Martin Luther King Jr. Week of Service**, there were 3 events held a mixture of community service and educational components. Over 22 students participated through this week to give back to the Klamath Falls community by donating handmade tie-blankets, giving back to their campus community by

creating meal kits for those experiencing food insecurities, or sitting in on a conversation about Dr. King's legacy and mission (educational awareness).

- **Lean In & Stretch: Black History Month** held 6 events for campus community to learn about the histories of our Black/African American peers. Highlighting two major events; **A Legacy of Service: Guest speaker and honorary alumnus Jeri Marshall**, as he shared about "A Legacy of Service Honoring Patriots of Valor and Courage: The African American Women of the Six Triple Eight Central Postal Battalion." there were over 30 participants (representatives from Oregon Tech Athletics, Senior Leadership, local community members, Student Veterans, and more. There was also **The True Black History Museum** where 200+ artifacts were brought to our campus where folks could reflect on the challenges and successes folks experienced, there were 36 participants.
- **Engineer's Week 2024** – In collaboration with the College of Engineering, Technology, & Management, 7 engineering-focused student clubs developed activities with a total of 9 events held for ALL to enjoy and celebrate Engineer's Week.

SIB Portland-Metro Student Events & Activities

- **Winter 2024 Week of Welcome** at PM included 6 SIB programmed events during the first week of classes. The showcase event of the week was Portland-Metro's Annual Carnival in the Commons providing opportunities for our students to meet the staff and learn about the resources on campus to support their success.
- **Re-Connect to Campus (Welcome Back 2.0)** – The Portland-Metro area experienced ice and snow during the second week of Winter Term creating intermittent campus closures that impacted a student's sense of well-being and routine. The series of events was designed to re-energize students and strengthen their sense of belonging to campus and reconnection to their community.
- Mentoring of Leadership and Diversity Scholars at Portland-Metro (3), Chemeketa (2) Online/Externship (4) through 1:1 discussion of identity and leadership using leading texts in the fields of study.
- Robotics Competition Club (January 2024) hosted 32 Robotics Teams from Oregon middle and high Schools for an all-day competition. This event brought almost 200 students to campus along with parents and supporters. Three competition fields were simultaneously utilized with events and team standings streamed throughout the building and over YouTube.
- Give Back & Lean In and Stretch: Dr. Martin Luther King Jr Week of Service/ Black History Month – Activities included Dinner and Discussion around culturally themed movies. Students also participated in an art activity reflecting on the ways they can inspire "A Beloved Community?"
- Engineer's Week 2024 – In collaboration with the College of Engineering, Technology, & Management, 4 student clubs developed activities that highlighted different engineering disciplines.
- Lean In & Stretch: Women's History Month – Event including viewing and discussion of gender norms and stereotypes.

- **Spring 2024 Events** – Programming plans include events tied to the theme of Well-Being/ Self-Care and identity and culture education for Asian American Pacific Islanders and LGBTQ+ PRIDE Month.

Tech Nest

The Tech Nest continues to grow and flourish! The feedback from our students has been outstanding. Many students compliment the designs and prices we offer in-store for general merchandise, school supplies and food.

The textbook adoption process has been relatively smooth for spring 2024 classes. The delivery of books to our students continues to be a seamless process in partnership with MBS.

Graduate preparation has been wonderful with students excited about graduating this year. Every single student I have spoken with has a job lined up. This is exciting to hear, a true accomplishment for our students and a wonderful testament for Oregon Tech.

Tech Opportunities Program (TOP)

Tech Opportunities Program effectively connects students to future trends in employment and in-demand industry sectors and occupations, specifically targeting all applied degrees in engineering, medicine, and business in the institution. Through a series of strategically designed activities, the program ensures that students are well-prepared for success in their fields of study.

In collaboration with Career Services, our program offers one career fair preparation presentation focused on resume, cover letter, professional media presence, and interview preparation. After preparing, students attend the career fair related to their degrees.

In collaboration with the Alumni Office, the TRiO program hosted two student internship panels featuring alumni in engineering and medicine along with faculty in those fields. This program also offered a mock interview session for the Medical Imaging Technology students and connected them with local resources such as Sky Lakes Medical Center.

TOP staff also teach a 10-week student success seminar focused winter term on resume and cover letter preparation, interview skills, career exploration, and graduate school applications to provide students with a comprehensive skill set in career readiness all free of charge. This proactive and holistic advising approach fosters the development of strong technical skills and cultivates essential social competencies. The program's initiatives align with the Bureau of Labor Statistics and the Workforce Innovation and Opportunity Act of 2014, demonstrating a commitment to meeting the evolving needs of the job market.

Notably, the collaboration between the TRiO SSS program, Career Services, and the Office of Alumni throughout the year underscores a concerted effort to maximize the impact of these events and enhance the overall professional development of students. This collaborative approach ensures a seamless integration of academic preparation and real-world readiness, contributing to the success of students pursuing degrees in high-demand industries.

Veteran Student Services

Oregon Tech's veterans devoted March 2024 to outreach locally and at the national levels.

In Klamath Falls, our second annual Vets Town Hall provided a forum for our students to share stories of their service with students, staff, and community members who joined us to hear what it means to serve.



Keegan Dentinger sharing a story



View of town hall in CEET auditorium

Two Oregon Tech students represented Oregon Tech at the Student Veterans of America Washington Week, connecting with Oregon's congressional representatives and staffers for 4 days in Washington Dc. These students shared our strengths in supporting future semi-conductor design and production, increased educational support for members of the National Guard and Reserve members, and made direct connections that will provide high quality support for our students from the 118th congress. Keegan Dentinger (pictured above), a nursing student and member of the Oregon Air National Guard represented the Klamath Falls campus and Aaron Barkley, Army Veteran of the Iraq War, represented Portland-Metro.



Oregon **TECH**

Provost Update

Joanna Mott

Provost and Vice President

Academic Affairs and Strategic Enrollment Management

Board of Trustees

April 9, 2024



HECC Public University Evaluation Framework

- Two year cycle – 2021-22, 2022-23
- Report under review by HECC



Staffing Changes

- Dean Peterson, College of Health, Arts and Sciences has resigned. A search is underway for a replacement.
- Dr. Gregory Stringer, AVP for Strategic Enrollment Management and Retention hired.
- VP Abdy Afjeh serving as Interim Chair **MMET** in the College of Engineering, Technology and Management.
- Approx. 25 faculty searches are underway at various stages in the process. Some vacancies will not be replaced due to drop in enrollment and resulting budget shortfall.



Academic Program Updates

- M.S. Natural Resources and M.S. Biomedical Science have been approved by NWCCU – final step in process. Moving forward to recruit for fall 2024.
- B.S. Accounting (KF) and Applied Psychology (PM) have been suspended – no new students will be accepted, but courses will be taught for current students.
- New program - B.S. Construction Management. Early notice submitted to the Statewide Provost Council. Action item for board approval.



New Online Certificates

- Eleven certificates approved internally to be offered fall 2024 using existing courses:
 - Proposal and Grant Writing
 - Technical and Medical Writing
 - Ux: User Experience Design
 - Health Communication
 - Social Determinants of Health
 - Cultural Competency and Humility
 - Management Information Systems
 - Business Management Essentials
 - Tech-Infused Global Management Essentials
 - Business Systems and Management
 - GIS (Geomatics)



DPT Update

- 8 students in current year cohort
- 23 so far for fall 2024 (capacity is 24). High possibility that the cohort will reach its full capacity of 24.
- Dr. Marc Campolo is retiring at the end of the academic year as faculty member and DPT program director.
- Will be replaced in the program director role by Dr. Marybeth Grant Beutler.
- Jacki Brechter is currently serving as department chair of HESC.
- Dr. Grant Beutler recently published a paper and has others in process. She is actively presenting in conferences in the US and also abroad.



Program Accreditation

- ABET-ANSAC will visit the BS Geomatics-Surveying program in the fall for reaccreditation.
- ABET-EAC will review BS in EE, REE, and ME programs about their findings from the previous cycle but will not be an in person visit. The self-study reports are due on July 1, 2024.
- Dental Hygiene will have a site visit this fall and they are currently working on their self-study to submit this summer.



Academic Master Plan

- Implementation continues, with initiatives being aligned with goals of the master plan.
- For example: Charge 3, Goals 1.4, 1.6, 1.8, 1.9 which relate to improving retention, degree completion, communication tools:
 - Courses which have not been offered for three years have been removed from the catalog so students have a clear idea of active courses.
 - A full year schedule will be available to students prior to their registration for fall.
 - A PM working group led by Dean Alp has been established to review scheduling and rethink schedules for the ETM and Gen Ed courses
 - The software Coursedog will be used for scheduling starting fall 2024 to generate efficiencies and align with students' needs.
- Example 2: Charge 4, Goal 4, 4.1.1 is to establish partnerships with other institutions (nationally and internationally) to collaborate on faculty and student exchange, ideas and shared initiatives has been initiated by our new Dean of Online Education and Global Engagement as described below under Global Engagement.



Online Education

- Canvas Impact Tool: integrated and launched the Canvas Impact Tool to improve technology adoption across our learning management system and then to evaluate the impact. The tool can also be used to improve skills adoption within the platform for faculty and students.
- Online Campus Student Retention and Success Coaching: a small proof of concept/pilot program of student retention and success coaching has been launched with a Portland based non profit coaching company, Inside Track.
- Back up and Restore: contracted with Canvas Instructure to design and implement a proprietary custom tool that will support improved system redundancy and data recovery options across Canvas LMS.
- Canvas LMS Platform Contract Renewal: for an additional five years.
- Online Certificates for Fall 2024 Launch: plan is to launch 11 new online certificates for Fall 2024.



Sabbaticals for 2024-2025

- Two requests were submitted and granted:
- Slobodan Petrovic (EERE) 3 terms
 - Solar photovoltaic energy textbook
 - Visiting scholar at Center for solar and hydrogen research in Germany
 - Solar PV installations in two African countries
 - Senior advisor for the Climate Institute in Washington, DC
- Jesse Kinder (Natural Sciences) 3 terms
 - Co-author two textbooks
 - Up to four scholarly articles
 - Visiting scholar at University of Pennsylvania (tentative)
 - Research on two or three projects
 - Visiting Researcher TBD



Equipment Funds

- Approx. \$100,000 dollars of equipment fund purchases have been approved for this year. Chairs submitted their requests to their Dean who prioritized for their colleges.
- In addition, start up equipment for new faculty will be covered through the Foundation equipment fund.



Student Faculty Innovation Grants

- 14 proposals submitted from across multiple departments
- 2 awards Pande (NSC), Usher (NSC) and Hendrix (DH)
 - Developing a Point-of-Care Technology to Screen for Malignant Changes Using Patient Saliva” \$40,971.00
 - Jang (CSET), Andrei (CSET) and Korivi (EERE) “Design, Installation and Data Collection of the Weather Station for Wildfire Detection” \$47,959.00

Appreciation to the Oregon Tech Foundation for providing the funds for these projects.



SPGA Updates

- Searches still underway for new Executive Director and a Grants Manager
- Funding secured:
 - \$500,000 for construction management from The Beaver Trust to start our program and for student scholarships
 - \$666,667 from HB 5204 for Behavioral Health Workforce Investment - student scholarships,
 - \$671,141 from SB 5701 for semiconductor workforce investments
 - \$1.17 million from U.S. Airforce for manufacturing research
 - In excess of \$700,000 from Oregon Health Authority, KWWCD Spring River Monitoring, Goshawk Surveying



Global Engagement

- **Direct Student Exchange Relaunch:** first two Finnish exchange students since 2018 next academic year. Will renew our MOU with Metropolia University. Promoting a unique Helsinki based summer school offering from Metropolia that offers in-person one-week intensive courses
- **International Grant Applications:** Two separate grant applications in partnership with the Lapland University of Applied Sciences in Rovaniemi, Finland for international faculty and student exchange support to the grants program sponsored by the American Embassy in Helsinki. Submit a partnership proposal focused on faculty lead online course collaborations in the area of sustainability and building green businesses
- **Summer Travel Class** 26 students signed up for the new summer travel class that will visit Finland, Sweden, Norway, Estonia and Iceland August-September. Official launch of our global programming. The students will be accompanied by three faculty and the dean of global engagement. Plan on travel to a distinct region each summer with Costa Rica and a sustainability study emphasis being discussed for the Summer 2025 class.



College of ETM Updates

- Engineers Week was celebrated on February 18-24.
- New BS Construction Management with a minor and certificate in Heavy Construction Management. \$500,000 support
- First Boeing project launched with 5 Mechanical Engineering students. Students were trained by the Boeing team in March and will complete by December 2024.
- 14 mechanical engineering students took the Certified SolidWorks Associate (CSWA) exam in Mechanical Design: all 14 students passed, with ten of the students scoring above 90%.
- Catalyze Klamath Challenge Contest will be held on April 24 on the Klamath Falls campus.



- The Management Department coordinated Jump into Business, a high school partnership program to support students developing pathways to college. The program has partnered with ten schools around the state and hosted regional and state FBLA and DECA events. 31 admitted students for fall 2024.
- Jack Walker, Professor and Chair of Geomatics, has been honored as the 2023 Surveyor of the Year by the Professional Land Surveyors of Oregon (PLSO).
- 3 civil engineering students attended the [Women of Asphalt Conference](#) on March 25-27.
- The Structural Matrix Analysis class constructed an 8-foot-tall, two-story, steel frame structure as a means of comparing computer-based models to reality.
- Cruz Collin, EERE student, was part of a team that received the [2024 Newcomb Cleveland Prize](#) from the American Association of Advancement of Science for interdisciplinary research.



College of HAS Updates

- Faculty collaborating with students on research that has led to numerous student-led conference presentations and posters in the areas of communication studies, natural sciences, math, and the humanities and social sciences.
- Two math faculty participated in fellowships and internships. Dr. Negoita as an AAAS (American Association for the Advancement of Science) Science and Technology Policy Fellow in Neuroscience and AI at the National Science Foundation and Professor Reid as an intern in Decision Sciences at Walt Disney World.
- Numerous faculty publications and presentations in a variety of topics, including freshwater fish ecology, physical therapy, evolutionary adaptation (undergraduate student/faculty collaboration), data equity, EMS instruction, and clinical hematology.
-



- Grant funding from Oregon Health Authority, KWWCD Spring River Monitoring, Goshawk Surveying
- Cross-college collaborative projects, including an investigation into the potential impacts of generative AI tools on higher education, dental hygiene and ABA, and point of chair technology screening.
- Industry relationship with AMR to pay the last term's tuition for 100% of OT's current paramedic cohort (19 students) in exchange for them committing to one year of work post-graduation.
- Students continue to demonstrate high pass rates in board certification exams and clinical board exams. Recently, 96% of recent MLS graduates passed their board certification. 100% of the 2024 dental hygiene cohort passed their clinical boards.
- Boivin Hall labs and classrooms are being actively used by students. This renovated building adds unique learning spaces for student learning. Tours are available.



Library

- The search for a new permanent University Librarian has launched, anticipate start date of 7/1. The library has introduced a new article-on-demand service to support research activities; faster than traditional ILL and worked with a design company to refresh the library atrium with new movable furniture to support group work and social gatherings.
- University Archives completed digitizing OIT Athletics photograph collection. The next issue of the Shaw Historical Library journal will be published in June; topic is historic buildings in the Land of Lakes.
- The acting library director now serves on University Research Council and Ideafest committees and has extended research support to OMIC.
- The textbook affordability program has saved over \$1.6 million in textbook costs since inception; Library grants were recently awarded to faculty to update 6 additional courses to use free or low cost materials. The Library now offers over 50 loaner laptops for full term checkout in partnership with ITS. There is a new quiet study space coming in Spring 24. A new study room booking software enhances accessibility for students.



Registrar's Office

- Curriculum work has almost finished for the upcoming academic year and the 24-25 catalog is being produced.
- Commencements:
 - KF commencement is Saturday, June 15th;
 - PM commencement is Sunday, June 16th;
 - Seattle commencement is Monday, June 17th
- Common course numbering work has been completed for the year and includes:
 - BA 101Z, Introduction to Business; BA 211Z, Principles of Financial Accounting; BA 213Z, Principles of Managerial Accounting;
 - ENG 104Z, Introduction to Fiction; ENG 105Z, Introduction to Drama; ENG 106Z, Introduction to Poetry;
 - PSY 201Z, Introduction to Psychology I; and PSY 202Z, Introduction to Psychology II.
 - MATH 251Z, MATH 252Z and MATH 253Z are pending Transfer Council approval.
 - Credit count increased from 3 to 4 credits for BA 101Z, PSY 201Z and PSY 202Z.
- A full year course schedule is set to be published ~04/29/2024; registration for Fall begins May 13th.
- The first PM New Wings registration event is planned for June 5th for new students, and June 21st in KF.



PM initiatives

- Academic Forum for students
- Key issues: in person classes, schedule challenges
- Scheduling:
 - MLS and EMS cohorted so schedule not an issue
 - Gen Ed, CSET, MMET, MGMT being addressed through Task Force led by Dean Alp (ETM) with faculty, students, advisor as members. Laid out whole year schedule and are reviewing. Gen Ed to be scheduled with other majors so can align.



Strategic Enrollment Management

2024-25 initiatives include:

- Audit of systems, vendors, and processes within SEM departments (Admission, Retention, FA, EPO)
- Enhancing staff capacity within SEM through intensive/focused cross-training to achieve increased efficiency across all platforms.
 - Development of OIT SEM Plan in collaboration with faculty, staff, community, and administrative stakeholders.
 - Cohesive student relationship management plan integrating procedures at KF and PM among all SEM departments
 - Alignment and consolidation of strategic enrollment marketing efforts
- Expansion of on-campus pre-enrollment academic opportunities



Admissions

- Admissions General
 - Coordinate recruitment efforts among campus partners.
 - Overhaul website as a recruitment tool to align with industry standards (multimedia, RFI and App links on each page, standardized template for academic program pages)
 - Coordinate efforts with EPO for dual credit recruitment.
 - Expand social media presence to align with industry standards and audience expectations.
 - Remove barriers to entry to align with the quality and streamlined admission experience offered by other Oregon colleges.
- Admissions Operations
 - Continue to optimize Slate and incorporate data retention policies.
 - Enhance Slate-hosted forms and portals with branding
- Recruitment Comms
 - Incorporate more academic department content in comms plan to satisfy audience demand.
 - Begin serving students outside the primary comms flow (Online and Grad)



Financial Aid

- Pro-active, integrative approach to enrollment management. Assisting Admission Office with yield by hosting informational sessions for parents/families throughout year
- Earlier award offerings (April) to facilitate enrollment and retention.
- Enhanced Summer OTF Scholarship Program



Retention

- Strong Start expansion on KF campus to include coaching and counseling for new and enrolled students.
- Data-driven SEM integrated student and campus communication plan.
- Expanded capacity for advising and tutoring at PM
- MATH97



Educational Partnerships and Outreach

- Focused recruitment of dual credit and transfer students through:
 - Expansion of personnel dedicated to transfer pre-admission and recruitment through collaboration with Admissions.
- Targeted marketing of dual credit students
- Design and testing of Summer 2025 academic residence camps for high school rising juniors and seniors.



Thank you

- Questions?





OFFICE OF THE PROVOST

AQ&SS Committee April 09, 2024

Academic Affairs and Strategic Enrollment Management Update

The following report outlines updates in both Academic Affairs and Strategic Enrollment Management.

ACADEMIC AFFAIRS

HECC Public University Evaluation Framework

The university's evaluation framework for 2021-22 and 2022-23 is submitted and under review by HECC.

Staffing

Our Dean for Health, Arts and Sciences, Dr. Dan Peterson has resigned effective June 15, 2024 to take a position at another university. A search is underway for a replacement. The Associate Vice Provost for Strategic Enrollment Management and Retention, Dr. Gregory Stringer started in February and is moving many initiatives forward. VP Afjeh is serving as Interim Chair of MMET in the College of Engineering, Technology and Management as the previous chair left at the end of the fall term. A search is underway for a replacement. Approx. 25 faculty searches are in various stages of the search process. A number of vacancies will not be replaced in response to a drop in enrollment and the resulting budget shortfall.

Academic Programs

The MS Natural Resources and MS Biomedical Science have been approved by the Northwest Commission of Colleges and Universities and will start fall 2024. Early notice for a new program – B.S. Construction Management - has been submitted to the Statewide Provost Council. The full proposal is included in the board packet for action. New admissions to the B.S. Accounting, at Klamath Falls and the B.S. Applied Psychology at Portland Metro have been suspended. Eleven online certificates, using existing courses, have been approved internally and are planned to be offered in fall 2024:

Proposal and Grant Writing

Technical and Medical Writing

Ux: User Experience Design

Health Communication
Social Determinants of Health
Cultural Competency and Humility
Management Information Systems
Business Management Essentials
Tech-Infused Global Management Essentials
Business Systems and Management
GIS (Geomatics)
More certificates are scheduled to begin fall 2025.

Doctor in Physical Therapy

There are eight students in the current (first) year cohort. They are doing well and progressing effectively through their first year of rigorous study. For the second cohort, fall 2024, 23 students are so far committed (capacity is 24). There is a high possibility that the cohort will reach its full capacity of 24. This is very exciting and can be attributed to the hard work of Admissions and the DPT faculty.

Dr. Marc Campolo is retiring at the end of the academic year as faculty member and DPT program director. He will be replaced in the program director role by Dr. Marybeth Grant Beutler. Dr. Jacki Brechter is currently serving as department chair of Health Science. Dr. Grant Beutler recently published a paper and has others in process. She is actively presenting in conferences in the US and also abroad.

Program Accreditations:

ABET-ANSAC will visit the BS Geomatics-Surveying program in the fall for reaccreditation and ABET-EAC will review BS in EE, REE, and ME programs about their findings from the previous cycle, but they won't visit us in person. The self-study reports are due on July 1, 2024.

Dental Hygiene will have a site visit this fall and they are currently working on their self-study to submit this summer.

Academic Master Plan

Implementation continues, with initiatives being aligned with goals of the master plan.

For example: Charge 3, Goals 1.4, 1.6, 1.8, 1.9 which relate to improving retention, degree completion, communication tools, have been addressed through several initiatives to assist our students:

- Courses which have not been offered for three years have been removed from the catalog so students have a clear idea of active courses. A full year schedule will be available to students prior to their registration for fall.

- A PM working group led by Dean Alp has been established to review scheduling and rethink schedules for the ETM and Gen Ed courses (MLS and EMS are cohorted, so schedules are already aligned)
- The software Coursedog will be used for scheduling starting fall 2024 to generate efficiencies and align with students' needs.

Example 2: Charge 4, Goal 4, 4.1.1 is to establish partnerships with other institutions (nationally and internationally) to collaborate on faculty and student exchange, ideas and shared initiatives has been initiated by our new Dean of Online Education and Global Engagement as described below under Global Engagement.

Online Education

Canvas Impact Tool: With support from the tranche 1 sustainability funding we have integrated and launched the Canvas Impact Tool which helps us to improve technology adoption across our learning management system and then to evaluate the impact of the new educational technology within our online courses and programs. We can also use the tool to improve skills adoption within the platform for faculty and students.

Online Campus Student Retention and Success Coaching: Also with support from the tranche 1 sustainability funding we have launched a small proof of concept/pilot program of student retention and success coaching with a Portland based non profit coaching company, called Inside Track. We have selected online campus students at highest risk of non-retention for participation in the small pilot.

Back up and Restore: We have contracted with Canvas Instructure to design and implement a proprietary custom tool that will support improved system redundancy and data recovery options across our Canvas LMS. If course content is deleted or lost the new system will alert us that content has been removed and then enable a process for quick restoration of the lost or missing content.

Canvas LMS Platform Contract Renewal: The Online Department is pleased to announce that we will be extending our contract with the Canvas LMS for an additional five years. Our current Canvas contract was set to expire in June, 2024. In collaboration with IT and Procurement we have worked to renew the contract for another five year period.

Online Certificates for Fall 2024 Launch: The Online Department expects to launch 11 new online certificates for Fall 2024.

Sabbaticals

Two sabbatical requests have been approved for next year:

Faculty Member	Time Period	Abbreviated Purpose
Slobodan Petrovic (EERE)	9/15/24 - 6/14/25 3 terms	<ul style="list-style-type: none"> – Solar photovoltaic energy textbook – Visiting scholar at Center for solar and hydrogen research in Germany – Solar PV installations in two African countries – Senior advisor for the Climate Institute in Washington, DC
Jesse Kinder (NSC)	9/15/24 – 6/14/25 3 terms	<ul style="list-style-type: none"> – Co-author two textbooks – Up to four scholarly articles – Visiting scholar at University of Pennsylvania (tentative) – Research on two or three projects – Visiting Researcher TBD

Equipment funds

Approx. \$100,000 dollars of equipment fund purchases have been approved for this year. Chairs submitted their requests to their Dean who prioritized for their colleges. In addition, start up equipment for new faculty will be funded through equipment funds from the Foundation.

Student and Faculty Innovation Grants (courtesy of the Oregon Tech Foundation funding) was awarded to two groups of faculty:

Faculty	Project Title	Funding Awarded
Pande (NSC), Ushe (NSC) Hendrix (DH)	– Developing a Point-of-Care Technology to Screen for Malignant Changes Using Patient Saliva	\$40,971.00
Jang (CSET), Andrei (CSET), Korivi (EERE)	– Design, Installation and Data Collection of the Weather Station for Wildfire Detection	\$47,959.00

Sponsored Projects and Grants Administration

Searches are still underway for a new Executive Director and a Grants Manager.

The following funding has been secured through the legislature or donors:

- \$500,000 for construction management from The Beaver Trust to start our program and for student scholarships
- \$666,667 from HB 5204 for Behavioral Health Workforce Investment - student scholarships,
- \$671,141 from SB 5701 for semiconductor workforce investments
- \$1.17 million from the U.S. Airforce for research in manufacturing
- In excess of \$700,000 from Oregon Health Authority, KWWCD Spring River Monitoring, Goshawk Surveying.

Global Engagement

- **Direct Student Exchange Relaunch:** The first two Finnish exchange students since 2018 will be here next academic year, with one student from Metropolia University joining us in Fall Term and one student joining us for Winter and Spring terms. Both are Civil Engineering students and will be at the Klamath Falls campus. To support this and future exchanges we plan to renew our MOU with Metropolia. We will also be promoting a unique Helsinki based summer school offering from Metropolia that offers in-person one-week intensive courses during the month of August.
- **International Grant Applications:** Dr Bickford and Dean Black submitted two separate grant applications in partnership with the Lapland University of Applied Sciences in Rovaniemi, Finland for international faculty and student exchange support to the grants program sponsored by the American Embassy in Helsinki. The program supports the study of rural and arctic communities as well as student lead innovation and sustainability projects. They are also working to submit a partnership proposal focused on faculty lead online course collaborations in the area of sustainability and building green businesses from the beginning. Dr. Bickford and Dean Black spent a day workshopping this third partnership grant application during our Rovaniemi campus visit on March 21st and 22nd.
- **Summer Travel Class:** There are 26 students signed up for the new summer travel class that will visit Finland, Sweden, Norway, Estonia and Iceland during August and September. This joint course offering of the Technology Management and the Natural Sciences departments will be the official launch of our global programming. The students will be accompanied by three faculty and the dean of global engagement during the trip. We had initially hoped/planned for 10 students to enroll in this first of its kind international travel course and we are absolutely delighted with the large group of 26 students who have decided to embark on this exciting global learning journey. We hope that this will begin an Oregon Tech summer travel course tradition that will focus on travel to a distinct region each summer with Costa Rica and a sustainability study emphasis being discussed for the Summer 2025 class.

Updates from the Colleges:

College of Engineering Technology and Management

- Engineers Week was celebrated on February 18-24.
- New BS Construction Management with the emphasis on Heavy Construction was developed along with a minor and certificate in Heavy Construction Management. \$500,000 support was received from the Beavers' Trust to support the new Heavy Construction program.
- The first Boeing project in the new Oregon Tech-Boeing Collaborative Lab is launched with a team of 5 Mechanical Engineering students. Students were trained by the Boeing team between March 9 and 22 on the Klamath Falls campus. The project will be completed by December 2024.
- 14 mechanical engineering students who were enrolled in the SolidWorks class, took the Certified SolidWorks Associate (CSWA) exam in Mechanical Design: all 14 students passed (100% passing rate), with ten of the students scored above 90%.
- Catalyze Klamath Challenge Contest will be held on April 24 on the Klamath Falls campus.
 - *Catalyze Klamath aims to support business ideas and/or fledgling entrepreneurial activity from any field of study that produces a new idea, product, or service that could become a thriving business in Klamath Falls and has the potential for job growth in rural Oregon.*
- The Management Department coordinated Jump into Business, which is a high school partnership program to support students in developing pathways to college. The program has partnered with ten schools around the state and hosted regional and state FBLA and DECA events. As of the beginning of March, this program has produced 31 admitted students for the fall of 2024.
- Jack Walker, Professor and Chair of Geomatics, has been honored as the 2023 Surveyor of the Year by the Professional Land Surveyors of Oregon (PLSO).
- 3 civil engineering students, Caitlin Lien (Sophomore), September Sahnaw (Sophomore), and Serena Moha (graduating Senior and new graduate student), attended to the [Women of Asphalt Conference](#) on March 25-27. This is an incredible experience for these students and will expose them not only to the broad industry of road building/paving but also allow them to network with FEMALE industry leaders! All costs for the trip are paid by a grant from the National Institute for Transportation and Communities.

- The Structural Matrix Analysis class, which is traditionally focused on computational analysis of structures, constructed an 8-foot-tall, two-story, steel frame structure as a means of comparing computer-based models to reality. The students conducted static and dynamic tests and used measured results to fine tune a computer-based model with updated geometry and partially restrained connections. The students learned that reality is the best teacher and that they can indeed model reality if their assumptions are valid. The sentiment shared broadly at the end of this experience was that Oregon Tech's hands-on approach to education is its greatest asset. The students were thankful for this experience and the financial support from the Resource Budget Commission to make it a reality.
- Cruz Collin, EERE student, was part of a team that received the [2024 Newcomb Cleveland Prize](#) from the American Association of Advancement of Science for interdisciplinary research.

College of Health, Arts and Sciences

- Faculty collaborating with students on research that has led to numerous student-led conference presentations and posters in the areas of communication studies, natural sciences, math, and the humanities and social sciences.
- Two math faculty participated in fellowships and internships. Dr. Negoita as an AAAS (American Association for the Advancement of Science) Science and Technology Policy Fellow in Neuroscience and AI at the National Science Foundation and Professor Reid as an intern in Decision Sciences and Walt Disney World.
- Numerous faculty publications and presentations in a variety of topics, including freshwater fish ecology, physical therapy, evolutionary adaptation (undergraduate student/faculty collaboration), data equity, EMS instruction, and clinical hematology.
- Grant funding from Oregon Health Authority, KWWCD Spring River Monitoring, Goshawk Surveying in excess of \$700,000.
- Faculty participated in a number of cross-college collaborative projects, including an investigation into the potential impacts of generative AI tools on higher education, dental hygiene and ABA, and point of chair technology screening.
- Industry relationship with American Medical Response (AMR) Northwest to pay the last term's tuition for 100% of OT's current paramedic cohort (19 students) in exchange for them committing to one year of work post-graduation.
- Students continue to demonstrate high pass rates in board certification exams and clinical board exams. Recently, 96% of recent MLS graduates passed their board certification on their first attempt. 100% of the 2024 dental hygiene cohort passed their clinical boards.

- Boivin Hall labs and classrooms are being actively used by students. This renovated building adds unique learning spaces for student learning. Tours are available.

Library

- The search for a new permanent University Librarian has launched and we anticipate a start date of 7/1. The library has introduced a new article-on-demand service to support research activities; faster than traditional ILL and worked with a design company to refresh the library atrium with new movable furniture to support group work and social gatherings.
- University Archives completed digitizing OIT Athletics photograph collection. The next issue of the Shaw Historical Library journal will be published in June; topic is historic buildings in the Land of Lakes.
- The acting library director now serves on University Research Council and Ideafest committees and has extended research support to OMIC.
- The textbook affordability program has saved over \$1.6 million in textbook costs since inception; Library grants were recently awarded to faculty to update 6 additional courses to use free or low cost materials. The Library now offers over 50 loaner laptops for full term checkout in partnership with ITS. There is a new quiet study space coming in Spring 24. A new study room booking software enhances accessibility for students.

Registrar's Office

- Curriculum work has almost finished for the upcoming academic year and the 24-25 catalog is being produced.
- KF commencement is Saturday, June 15th; PM commencement is Sunday, June 16th; Seattle commencement is Monday, June 17th.
- Common course numbering work has been completed for the year and includes BA 101Z, Introduction to Business; BA 211Z, Principles of Financial Accounting; BA 213Z, Principles of Managerial Accounting; ENG 104Z, Introduction to Fiction; ENG 105Z, Introduction to Drama; ENG 106Z, Introduction to Poetry; PSY 201Z, Introduction to Psychology I; and PSY 202Z, Introduction to Psychology II. MATH 251Z, MATH 252Z and MATH 253Z are pending Transfer Council approval. Credit count increased from 3 to 4 credits for BA 101Z, PSY 201Z and PSY 202Z.
- A full year course schedule is set to be published around 04/29/2024 and registration for Fall term begins May 13th.
- The first PM New Wings registration event is planned for June 5th for new students, and June 21st in KF.

Portland Metro Initiatives

Academic Forum for students. The two key issues brought forward by students were: the need for more in person classes and schedule challenges

- MLS and EMS cohorted so schedule not an issue
 - Gen Ed, CSET, MMET, MGMT being addressed through Task Force led by Dean Alp (ETM) with faculty, students, advisor as members. Laid out whole year schedule and are reviewing. Gen Ed to be scheduled with other majors not before so can align.
-

STRATEGIC ENROLLMENT MANAGEMENT (Admissions, Financial Aid, Advising and Retention, Educational Partnerships and Outreach - EPO)

2024-25 initiatives include:

- *Audit of systems, vendors, and processes within SEM departments (Admission, Retention, FA, EPO)*
- *Enhancing staff capacity within SEM through intensive/focused cross-training to achieve increased efficiency across all platforms.*
 - *Development of OIT SEM Plan in collaboration with faculty, staff, community, and administrative stakeholders.*
 - *Cohesive student relationship management plan integrating procedures at KF and PM among all SEM departments*
 - *Alignment and consolidation of strategic enrollment marketing efforts*
- *Expansion of on-campus pre-enrollment academic opportunities*

Admissions

- Admissions General
 - Coordinate recruitment efforts among campus partners.
 - Overhaul website as a recruitment tool to align with industry standards (multimedia, RFI and App links on each page, standardized template for academic program pages)
 - Coordinate efforts with EPO for dual credit recruitment.
 - Expand social media presence to align with industry standards and audience expectations.
 - Remove barriers to entry to align with the quality and streamlined admission experience offered by other Oregon colleges.
- Admissions Operations
 - Continue to optimize Slate and incorporate data retention policies.
 - Enhance Slate-hosted forms and portals with branding and CSS so public-facing content feels modern and intuitive.

- Recruitment Comms
 - Incorporate more academic department content in comms plan to satisfy audience demand.
 - Begin serving students outside the primary comms flow (Online and Grad)

Financial Aid

- Pro-active, integrative approach to enrollment management. Assisting Admission Office with yield by hosting informational sessions for parents/families throughout year
- Earlier award offerings (April) to facilitate enrollment and retention.
- Enhanced Summer OTF Scholarship Program

Retention

- Strong Start expansion on KF campus to include coaching and counseling for new and enrolled students.
- Data-driven SEM integrated student and campus communication plan.
- Expanded capacity for advising and tutoring at PM
- MATH97 - support class

Educational Partnerships and Outreach

- Focused recruitment of dual credit and transfer students through:
 - Expansion of personnel dedicated to transfer pre-admission and recruitment through collaboration with Admissions.
- Targeted marketing of dual credit students
- Design and testing of Summer 2025 academic residence camps for high school rising juniors and seniors.