
Academic Quality and Student Success Committee Agenda

1. **Call to Order/Roll/Declaration of a Quorum** (9:30 AM) (5 min) *Co-Chairs Nunez and Amuchastegui*
2. **Consent Agenda** (9:35 AM) (5 min) *Co-Chairs Nunez and Amuchastegui*
 - 2.1 **Approve the minutes of the meeting on October 14, 2025.**
3. **Reports**
 - 3.1 **Provost's Report** (9:40 AM) (40 min) *Provost and Sr. Vice President for Academic Affairs & Strategic Enrollment Management, Dr. Hesham El-Rewini*
 - 2025-26 AY Institutional Goals (1-6 and 10) – Progress Report
 1. Strategic Plan
 2. Enrollment Growth for Fall 2026
 3. Retention Rate Increase for Fall 2026
 4. Research Grant Submission Growth
 5. Study Abroad Program
 6. AI
 10. Faculty Retention
 - Selected Updates
 - Faculty, Chairs, Dean Hiring – Searches
 - New Academic Programs
 - Accreditation
 - DPT Accreditation and Related Changes
 - Status of Certificate Programs
 - Collaboration with Kingsley Base
 - Exploring Medical School with OHSU
 - 3.2 **Student Affairs Report** (10:20 AM) (40 min) *Vice President for Student Affairs, Dr. Mandi Clark*
 - Student Housing
 - Student Success
 - Athletics
 - Infrastructure
 - 3.3 **Strategic Enrollment Report** (11:00 AM) (30 min) *AVP Strategic Enrollment Management and Student Success, Dr. Greg Stringer*
 - Enrollment Update
 - Retention Update
 - Comparatives for Enrollment and Retention from Similar Institutions.

- 4. Action Items** (11:30 AM) (15 Min) *Provost and Sr. Vice President for Academic Affairs & Strategic Enrollment Management, Dr. Hesham El-Rewini & Assistant Professor Darlene Snigart*
 - 4.1 Master of Science in Dental Hygiene (MSDH)**
- 5. Discussion Items:** (11:45 AM) (5 Min) *Co-Chairs Nunez and Amuchastegui*
- 6. Other Business/New Business** (11:50 AM) (10 min) *Co-Chairs Nunez and Amuchastegui*
- 7. Adjournment** (12:00 PM)

All times are approximate.

Academic Quality and Student Success Committee Minutes

AQSS Member Trustees present:

Cecelia Amuchastegui, Co-Chair

Dr. Johnnie Early

Aaron Hill

President Dr. Nagi Naganathan (*ex officio*)

Celia Nñez-Flores, Co-Chair

Dr. Mark Neupert

AQSS Member Trustee(s) not present:

Don Gentry

Keegan Dentinger

Other Trustees present:

Board Chair John Davis, Esq

Trustee Dhir

Trustee Faks

University Staff and Faculty in attendance:

Dr. Abdy Afjeh, Senior Vice Provost for Research and Academic Affairs

Dr. Neslihan Alp, Dean, College of Engineering, Technology, and Management

Dr. Denise Seibert, Interim Dean, School of Health, Arts, and Sciences

Diana Angeli, Executive Assistant, Office of the President

Adria Paschal, Senior Executive Assistant, President's Office

Dr. Jennifer Wilson, Executive Director

Dr. Linus Yu, Associate Vice Provost, Academic Excellence

Dr. Mandi Clark, Vice President for Student Affairs

Dr. Ken Fincher, Vice President of University Advancement & Board Secretary

David Groff, Esq. General Counsel

John Harman, Sr. Vice President of Finance and Administration

Dr. Hesham El-Rewini, Provost and Sr. Vice President for Academic Affairs & Strategic Enrollment Management

Dr. Greg Stringer, AVP Strategic Enrollment and Retention

Dr. Beverly McCreary, Associate Vice Provost of Faculty Relations

Dr. Michele Preston, Associate Dean, College of Health, Arts, and Sciences

1. **Call to Order/Roll/Declaration of a Quorum, Co-Chair Núñez** called the meeting to order at 09.30 AM. The Board Secretary called the roll. A quorum was declared.
2. **Consent Agenda - Co-Chair Núñez**
 - 2.1 **Approve minutes of the June 9, 2025, meeting.**

The meeting minutes were approved, with no changes noted. Motion by Trustee Amuchastegui was seconded by Trustee Early, with all members present voting aye.
3. **Reports – Co-Chairs Amuchastegui & Núñez**
 - 3.1 **Provost report provided by Provost and Sr. Vice President for Academic Affairs, Dr. Hesham El-Rewini**
 - Dr. El-Rewini provided a report and slide deck that included a photo collage and an introduction to academic leadership.
 - The provost provided an update on the self-study for accreditation, a hiring update for faculty positions, an academic master plan update, a dialogue on the status of the proposed medical school, the strategic plan (2.0) progress, a recap of the 2025 convocation, and a report on the global education trips made during the academic year.
 - 3.2 **Vice President for Student Affairs, Dr. Mandi Clark, provided a report from the Division of Student Affairs.**
 - Dr. Clark shared a slide deck and a report that detailed information related to the student experience, which included information related to student-athlete achievements, career services, student health, disability services, housing and residence life, summer of 2025 student activity programming, SOAR participation, and facility upgrades. Dr. Clark also recognized Sodexo for their service to student affairs.
 - Dr. Clark shared information related to 2025-26 student life planning, facilitating industry partnerships, and means for self-assessment.
 - 3.3 **Dr. Greg Stringer, AVP for Strategic Enrollment Management and Retention, provided a strategic enrollment report:**
 - Dr. Stringer provided a slide deck that included updates on 2025 winter enrollment, which included a headcount comparison for this year and the past two years, enrollment trends, credit hour and credit hour trends, and online and dual credit enrollment.
 - Dr. Stringer shared information related to Direct Admissions programming and an expansion of enrollment marketing efforts.
 - AVP Stringer also presented information related to financial aid, federal compliance with new regulations and directives, and educational outreach programs.
4. **Action Items – Provost, Dr. El-Rewini, and academic leadership staff provided information related to proposed new and/or revised degree and certificate programs. These programs were voted upon individually to be presented to the full board for consideration.**

- 4.1 New Certificate Program: Applied Computing Essentials - Undergraduate**
- Staff request a motion for approval by the AQSS Committee to recommend to the full Board to take due action to approve the Graduate Certificate in Solar Energy Generation and Storage at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate. Motion made by Co-Chair Amuchastegui, seconded by Co-Chair Nunez.
 - **Aye Votes:**
 - **Amuchastegui, Nunez, Early, Neupert, Hill**
 - **No Abstentions or Nay votes**
- 4.2 New Certificate Program: Graduate Certificate in Energy Storage for Electric Vehicles**
- Staff request a motion for approval by the AQSS Committee to recommend to the full Board to take due action to approve the Graduate Certificate in Energy Storage for Electric Vehicles at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate. Motion made by Co-Chair Nunez, seconded by Trustee Neupert.
 - **Aye Votes:**
 - **Amuchastegui, Nunez, Early, Neupert, Hill**
 - **No Abstentions or Nay votes**
- 4.3 New Certificate Program: Graduate Certificate in Solar Energy Generation and Storage**
- Staff request a motion for approval by the AQSS Committee to recommend to the full Board to take due action to approve the Graduate Certificate in Additive Manufacturing Engineering at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate. Motion made by Trustee Neupert, seconded by Co-Chair Nunez.
 - **Aye Votes:**
 - **Amuchastegui, Nunez, Early, Neupert, Hill**
 - **No Abstentions or Nay votes**
- 4.4 New Certificate Program: Graduate Certificate in Additive Manufacturing Engineering**
- Staff request a motion for approval by the AQSS Committee to recommend to the full Board to take due action to approve the Graduate Certificate in Additive Manufacturing Engineering at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate. Motion made by Trustee Early, seconded by Co-Chair Amuchastegui.
 - **Aye Votes:**
 - **Amuchastegui, Nunez, Early, Neupert, Hill**
 - **No Abstentions or Nay votes**
- 4.5 Renaming of Master's Degree Program in Allied Health**
- Staff request a motion for approval by the AQSS Committee to recommend to the full Board to take due action to approve the lesser program revision to the Master of Science in Healthcare Leadership (MSAH) at Oregon Tech and authorize the President or designee to follow up with HECC and NWCCU as appropriate. Motion made by Trustee Early, seconded by Co-Chair Amuchastegui.
 - **Aye Votes:**
 - **Amuchastegui, Nunez, Early, Neupert, Hill**
 - **No Abstentions or Nay votes**

5. Discussion Items

- Trustee Neupert brought forth a question related to certificate programs, their ongoing status, and the need for continued reporting and updates.

6. Other Business/New Business - None

7. Adjournment – 12:06 pm

This meeting can be viewed in its entirety at:

<https://www.oit.edu/trustees/meetings-events/recordings>

Academic Quality and Student Success Board Meeting – October 14, 2025

Academic Quality & Student Success Committee Report
Division of Academic Affairs and Strategic Enrollment Management
(January 11, 2026)

I. 2025-26 AY Institutional Goals Related to Academic Affairs and Strategic Enrollment Management

- 1. Develop the new Strategic Plan and present it for review and approval at the April 2026 Board of Trustees meeting.*

1.1 Summary of Activities

- Steering Committee was formed and announced on October 10, 2025
- The planning process started on October 16, 2025
- Steering Committee deliberated for approximately 40 hours of meeting time
- Three surveys were administered with participation as follows:
 - 33 external partners
 - 173 faculty and staff members
 - 181 students
- Six Themes were identified by the Steering Committee
- Six Subcommittees were created and six Captains were identified to work on the six themes. The charge was to come up with specific goals, action items, and assessment metrics.
- We anticipate completing the strategic planning work by the end of March 2026
- Two Town Hall meeting in Klamath Falls and Portland Metro are scheduled on January 20 and January 22, 2026, respectively.

1.2 General Assumptions for the Strategic Plan

- Oregon Tech's Mission/Vision/Values
- A commitment to the 4 Pillars: Student Success, Innovation, Institutional Excellence and Community.
- Grounded in Financial Stability.
- Prioritizing strategic action that can be taken over the next 3-years.
- Goals will have specific and identified measures of success.

1.3 Six Themes

- **Brand & Visibility**
 - Oregon Tech aims to strengthen its visibility, reputation, and differentiation as Oregon's Polytechnic University while ensuring all programs—technical and non-technical—are represented with pride.
- **Community**
 - Deepen Oregon Tech's engagement with the communities it serves—locally and Statewide—to strengthen partnerships, visibility, and economic impact.
- **Future-Ready Academic Programs and Applied Research**
 - Ensure Oregon Tech's academic programs and applied research remain current, market-driven, and future-focused.
- **Student Success**
 - Improve student success through coordinated enrollment management, flexible pathways, and data-informed decision-making.
- **Faculty & Staff**
 - Attract, retain, and develop high-quality faculty and staff who embody Oregon Tech's mission and enhance institutional excellence.
- **Infrastructure**
 - Develop adaptive, student-centered infrastructure that supports academic excellence, community connection, and institutional growth.

1.4 Steering Committee Membership

Board & Community	Faculty & Staff (Continued)
Cecelia Amuchastegui	Hallie Neupert
Chris Mangan	Tony Richey
TerriAnn Stafford	Denise Seabert
	Greg Stewart
Chairperson	Don Stockton
Hesham El-Rewini	Greg Stringer
	Darlene Swigart
Faculty & Staff	Mira Wonderwheel
Abdy Afjeh	Linus Yu
Nesli Alp	
Kyle Chapman	Students
Caroline Doty	Kurtis Lepley
Kamal Gandhi	Aurora Parsons
Ashton Greer	
Praveen Guraja	Ex Officio
Rick Hoylman	Katie Harman-Ebner
Josie Hudspeth	Adria Paschal
Naga Korivi	Farooq Sultan
Gaylyn Maurer	Bryan Wada
Beverly McCreary	Brittany Williams
Michelle Meyer	

2. Grow overall enrollment in Fall 2026 by 3%-5% over the Fall 2025 census enrolled students, excluding dual credit.

Current Fall 2026 funnel indicates substantial increases in submitted apps, but more importantly subsequent increase in “confirmed” admission decisions. Relative to last year’s final freshman/first-year enrollment numbers, this a positive indicator

- We are up in completed apps year over year 2025-2026 (6528 vs 4688)
- We are flat to slightly up on deposits during same period (180 vs 178)
- Our admission rate for 2026 is 90.44% compared to 92.81% in 2025

As we will see in Goal 3 below, our efforts to retain the Fall 2025 entering cohort at rates exceeding previous two years will provide a solid platform from which to surpass year overall Fall 2025 enrollment numbers.

3. Increase the retention rate of first-year, full-time students by 2% from the current level of 75%.

We have seen an uptick in retention term to term (Fall 25 to Winter 26) for first year (transfer and FFY). The tables below show the details. We will continue our efforts to ensure that we achieve similar increase (Fall 25 to Fall 26)

Retention Fall 2023 Cohort Returning Winter 2024

	Started	Retained	% Retained
New Freshmen (Full-Time)	403	360	89.3%
New Transfers (Full-Time)	232	208	89.7%
Total	635	568	89.4%

Retention Fall 2024 Cohort Returning Winter 2025

	Started	Retained	% Retained
New Freshmen (Full-Time)	492	437	88.8%
New Transfers (Full-Time)	236	214	90.7%
Total	728	651	89.4%

Retention Fall 2025 Cohort Returning Winter 2026

	Started	Retained	% Retained
New Freshmen (Full-Time)	501	450	89.8%
New Transfers (Full-Time)	231	219	94.8%
Total	732	669	91.4%

(The above tables represent Winter 2026 enrollment compared to prior years (January 5, 2024, vs. January 3, 2025, vs. January 2, 2026).)

4. Increase research grant submissions (+25%) from the current 3-year average of 62 per year.

- Proposals submitted to date: 20
- proposals under development: 4
- At least 54 proposals must be submitted in Winter and Spring 2026 to achieve this goal.

5. Create a sustainable study-abroad program with at least five (5) trips in 2026, with an objective to create tangible and scalable global experiences for at least 60 students by calendar year 2026 Summer term

We continue to advance global classrooms and international partnerships across several areas:

- Activating international MOUs (existing and new)
- One incoming international exchange student (Winter term)
- Eight students confirmed for Spring 2026 study in South Korea
- Multiple faculty-led international experiences showcased during International Night
- Study Abroad proposals approved and moving forward
- Pending additional details regarding the Dental trip planned for Summer 2026

6. Demonstrate implementation of AI competencies in at least 10 courses during the AY2025-26 and launch a Bachelors of Artificial Intelligence degree by Fall 2026.

- **BS Artificial Intelligence:**

The program has been approved by the State Provosts' Council and will next be reviewed by HECC and NWCCU soon.

- **Below is the list of courses offered in AY 2025–26 in which AI competencies are implemented.**

AI Related Courses (AY 2025-26)	
1.	ALH 505 - IT and Health Informatics
2.	ALH545 - Healthcare Ethics and Policy
3.	CHE315 - Environmental Analytical Chemistry
4.	CST 407 - Introduction to AI
5.	CST 455: System on a Chip Design
6.	CST475 - Big-Data Analysis
7.	CYB 411 - Managing Risk in Information Systems
8.	CYB201 - Cybersecurity Fundamentals
9.	DSAI 201 - Introduction to Data Science
10.	ENGR 307 - Introduction to Applied Computing
11.	ENV434/534 - Advanced Data Analysis
12.	GIS 446 - GIS Database Development
13.	MFG453 - Automation & Robotics
14.	MGT 322 - Supply Chain Management
15.	MIS 113 - Introduction to Database Systems
16.	MIS 334 - Business Analytics
17.	MIS 344 - Business Intelligence
18.	MIS 345 - Health Care Info Systems Management
19.	MIS 365 - Cloud Computing
20.	MIS 441 - Big Data
21.	MIS255 - Health Informatics
22.	PHIL 342 - Business Ethics
23.	PHIL 355 - Ethics and Philosophy of AI
24.	PT 680 - Ethics in Health Professions
25.	PWR330 - User Research
26.	SEM422/522 - Advanced Systems Engineering
27.	STAT 331 - Data Visualization and Dashboard
28.	STAT405 - Adv. Methods in Data Science
29.	WRI 42- - Document Design

10. In concert with the provost's office and the Faculty Senate, develop and implement a Faculty Retention program at the departmental and college levels during the 2025-2026 AY.

During the past year, substantial progress has been made in recruiting and retaining top-tier faculty through various initiatives, such as offering competitive compensation, providing professional development programs, and fostering constructive labor relations. These initiatives collectively demonstrate Oregon Tech's ongoing investment in faculty success, leadership development, and constructive labor relations.

10.1 Competitive Compensation for Faculty

The institution implemented several compensation enhancements, including a 2% one-time salary adjustment for all faculty and department chairs, substantial January/February salary and OPE adjustments, and a permanent increase in department chair stipends. Adjunct faculty received a 10% rate increase, and program director stipends were expanded from 4 to 26 positions. Additional investments were made in summer salary and overload compensation. These measures represent a strategic commitment to faculty retention and satisfaction. See Table 1.

Initiative	Audience	Implementation
Increased MIT faculty per MoU	MIT faculty	March 2025
2% across-the-board, one-time adjustment	All faculty	September 2025
January/February adjustments	Eligible faculty	Jan/Feb 2026
Department chair stipends increased from \$5,000 to \$10,000	Department Chairs	September 2025
2% across-the-board, one-time adjustment	Department Chairs	September 2025
January/February adjustments	Eligible Department Chairs	Jan/Feb 2026
Adjunct rate increase (10%)	Adjunct Faculty	Winter 2026

Table-1

10.2 Professional Development

A comprehensive onboarding and professional development program is being delivered for new faculty, featuring pre-term training, Canvas instruction, and ongoing sessions throughout the academic year. Department chairs participated in targeted training covering contract changes, budgeting, HR, adjunct management, tenure and promotion, and curriculum planning. This structured approach ensures faculty and academic leaders are well-prepared to meet institutional goals and evolving compliance requirements.

10.2.1 New Faculty Onboarding and Professional Development

- **Before Fall Term:**
 - One full-day, in-person new faculty training
 - In-depth Canvas training
- **During Fall Term:**
 - Five professional development sessions covering:
 - Academic policy
 - Student services
 - Library resources
 - Research
 - Course evaluation
- **Upcoming Focus:**
 - Winter Term: Research support and expectations
 - Spring Term: Advising training

10.2.2 Department Chair Training

- **Fall 2025 Trainings:**
 - 9/30: CBA Changes
 - 10/14: Budget/BAO
 - 10/21: HR/HEROS
 - 11/4: Adjuncts
 - 11/18: Tenure and Promotion
 - 12/5: Department Chair “Coursedog” Training
 - 12/16: APE/FOP
- **Winter 2026 Scheduled Trainings:**
 - 1/15: Student Accommodations and Sanctuary Law
 - 1/27: Faculty Leaves
 - 2/5: Budget Build and Course Fees
 - 2/10: Promotion Policy and Course Caps
 - 2/24: Having Difficult Conversations with Faculty Members
 - 3/3: OIT Assessment (Program and Annual Reports)
 - 3/10: Conflict Resolution for Chairs
 - 3/17: Curriculum and Curriculum Planning Commission (CPC)

10.3 Fostering constructive Union Relations

Collaboration with union leadership has been enhanced through consistent engagement with the Union President and the formation of a Labor Management Committee, as detailed in the latest collective bargaining agreement (CBA). These efforts have promoted open communication, addressed issues proactively, and minimized unexpected challenges.

- Strengthened relationships with union leadership by holding regular meetings with the Union President to facilitate ongoing dialogue and efficiently resolve emerging concerns.
- Established routine sessions of the Labor Management Committee, per the recent CBA, creating a structured environment for both parties to discuss, strategize, and collaborate on CBA implementation.
- Organized joint training workshops for department chairs on new contract provisions, ensuring all stakeholders receive comprehensive information, can ask questions, and share insights from multiple perspectives.

II. Selected Updates from Academic Affairs

A. Faculty, Chairs, Dean Hiring – Searches

- **College of Health, Arts, and Sciences (HAS) Dean Search**
 - Committee Meeting: Select Candidates for First Round Interviews –Week of January 19, 2026
 - First Round Virtual Interviews with Search Committee: Week of January 26
 - Second Round Virtual Interviews with Search Committee: Week of February 2, 2026
 - Final Onsite Interviews: Week of February 23, 2026
- **Department Chairs and Program Directors**
 - **Applied Computing & Geomatics (ACG) Department Chair**
(Search was launched in Fall 2025 and expected to conclude by the end of Winter 2026.)

- **Computer Systems Engineering Technology (CSET) Department Chair**
(Search was launched in Fall 2025 and expected to conclude by the end of Winter 2026.)
- **Business Management Department Chair**
(Search is being launched in Winter 2026 and expected to conclude by the end of Spring 2026.)
- **Construction Management Director**
(Search is being launched in Winter 2026 and expected to conclude by the end of Spring 2026.)
- **Medical Imaging Technology (MIT)**
(Having a conversation with the Interim Dean, Interim Chair, and faculty on how to proceed with the chair position)
- **ETM Faculty Searches**
 - **Manufacturing and Mechanical Engineering and Technology (MMET)**
 - Two replacement positions have been approved by the provost
 - Searches have already launched:
 - One Instructor (Klamath Falls) and One Tenure-Track Faculty (Klamath Falls)
 - **Computer Systems Engineering Technology (CSET)**
 - Two replacement positions have been approved by the provost
 - Searches have already launched:
 - Two Tenure-Track Faculty positions (one in Klamath Falls, one in Portland-Metro)
 - **Electrical Engineering and Renewable Energy (EERE)**
 - One approved position from last year was not filled and will be relaunched. In addition, one faculty member left the university in Summer '25. The provost has approved hiring for both positions as tenure-track faculty in Klamath Falls.

- **HAS Faculty Searches**

- **Psychology**

- Search has already launched
 - Phone interviews phase – weeks of January 5 and January 12, 2026

- **Marriage and Family Therapy (MFT)**

- Search has already launched
 - Phone interviews phase – week of January 12, 2026

- **Natural Sciences**

- Visiting faculty
 - Search was successful with start date 1/5/2026

- **Medical Imaging Technology (MIT)**

- Three positions
 - Searches were launched and applications are reviewed as they come

- **Doctor of Physical Therapy (DPT)**

- One position
 - Offer was made but not accepted.

B. New Academic Programs

- **Master of Science in Dental Hygiene (MSDH)**

The Dental Hygiene Department within the College of Health, Arts, and Sciences proposes a new **Master of Science in Dental Hygiene (MSDH)**, pending approval to begin in **Summer 2026**. This 45-credit, fully online graduate program is designed to prepare advanced dental hygiene professionals for leadership roles in education, research, public health, advocacy, and multidisciplinary healthcare settings. Please see attached document with details.

C. University Accreditation

- Northwest Commission on Colleges and Universities (NWCCU) Review Cycle: 2023 – 2030
- A draft of the Mid-Cycle self-study report has been completed and is going through internal and external reviews.
- The Mid-Cycle NWCCU Accreditation visit is scheduled for April 2026.
- The reviewers will meet with university constituents.

D. Doctor of Physical Therapy (DPT) Accreditation and Related Changes

Following several discussions with faculty and staff regarding the optimal alignment of the various programs in the Department of Health Sciences, the Provost has approved the following changes to enhance our alignment and further our efforts in accrediting the Doctor of Physical Therapy (DPT) program:

- The Department of Physical Therapy has been reinstated, and Dr. Marybeth GrantBeuttler is now serving as the Program Director and the Interim Chair.
- The MS in “Allied Health” (Healthcare Leadership) is now administered by the Department of Humanities and Social Sciences (HSS).
- Over the next year, the Respiratory Care, Polysomnography Technology, and Physical Education programs will be managed by the HAS Dean.
- The Department of Health Sciences will be discontinued until further notice.
- The self-study for the DPT program was submitted to the accreditation body on December 30, 2025.

E. Collaboration with Kingsley Base

- With the help of Mr. Bob Kingzett, a meeting was held on November 17, 2025, between Lieutenant Colonel Rich Schuster and members of his team with Provost EL-Rewini and Associate Provost Yu.
- During the meeting, several opportunities to offer programs for the Base community were discussed including the creation of a track within the BS in Communication degree that will meet the needs of the base community.
- The faculty in the Department of Humanities and Social Sciences (HSS) are working with Interim Dean Seabert and Dr. Yu to go through the internal approval processes.
- Provost EL-Rewini is planning a visit to Kingsley base during the last part of January.

F. Exploring Medical School with OHSU

- A joint exploration team was formed to study the possibility of collaboration between Oregon Tech and OHSU in addressing the shortage of primary care physician in rural areas.
- The Oregon Tech’s Participants are Hesham El-Rewini, John Harman, Michelle Preston, and Erin Gonzales (Sky Lakes), and the OHSU participants are Kelly Caverzagie, Dana Director, and Elaine King. Gaylyn Maurer is serving as coordinator and project manager.
- The team has met on December 16 and 30, 2025.

Academic Quality & Student Success Committee

Report-Division of Student Affairs

Oregon Tech Athletics

The Athletics department hosted the Howard Morris Athletic Hall of Fame Brunch on November 15, 2025, to induct four individuals and the 1998 Men's Basketball Team into the Hall of Fame. Thirty Oregon Tech fall student-athletes were named NAIA Scholar-Athletes, and 37 were named to the CCC All-Academic Team. To earn this honor with the NAIA, a student-athlete must be enrolled at Oregon for a full term, be at least a sophomore in eligibility, and maintain a cumulative 3.50 grade point average. To earn CCC honors, the student-athlete must earn at least a 3.2 GPA and have attended Oregon Tech for more than three terms.

The Hustlin' Owls men's basketball team is at 9-3 on the season and is in first place in the Cascade Collegiate Conference standings. The team is ranked number 20 in the NAIA. The Lady Owls women's basketball team is 7-5 on the season, with five losses to Top 25 teams. Attendance at basketball games is doing well, with around 1300 Hustlin' Owl fans joining in each home game. Only OSU and the University of Oregon have more attendance at their basketball games. The average student attendance has been 300-400 students per game!

Both men's and women's soccer teams qualified for the Cascade Collegiate Conference Tournament, with the Hustlin' Owls men's team (7-6-5) losing to Carroll in the quarterfinals and the Lady Owls team (10-6-3) losing to Eastern Oregon in the quarterfinals. Women's player Jaylee Curran was selected for the first-team All-Cascade Collegiate Conference.

Lady Owl's Volleyball ended the year 12-15, competing in the toughest league in the NAIA (7 teams qualified for the national tournament from the Cascade Collegiate Conference). Oregon Tech had upset wins over Top 25 teams, including Bushnell and Northwest.

In Cross Country Junior Sandra Parsons placed 54th at the NAIA Championships, the best finish by an Oregon Tech runner competing as an at-large selection to the race. The Lady Owls team placed fifth, and the Hustlin' Owls men's team placed seventh at the Cascade Collegiate Conference Championships.

The Tech Rec continues to be closed due to the geothermal pipe burst in early fall term. We have partnered with National Fitness, a local gym in town for the student body to have access to gym facilities. To date, 577 students have signed up to use this service. The Tech Rec renovation work is in the early stages. For the winter term, the student body has not been charged the Tech Rec fee, and if the space is not back online for spring term, the student will not be charged this fee spring term.

The Basic Needs Hub/Benefits Navigator

During the fall term, the Hub hired four student workers to provide support for walk-ins to the Hub, meeting student needs in a timely manner (Klamath Falls). The Basic Needs Coordinator hosted several meetings to offer individual student support in the following areas:

- | | |
|------------------------------------|----------------------------------|
| 4 students: housing insecurity | 59 students: food insecurity |
| 2 students: health insurance needs | 5 students: financial insecurity |

The Benefits Navigator is focusing on these current priorities beginning in the fall term and continuing into the winter term 2026:

- o Hiring a student worker for the Portland-Metro campus
- o Building bigger awareness of the Benefits Navigator and the Hubs located on the Klamath Falls and Portland Metro campuses

Career Services

This fall, Career Services hosted four career fairs across two campuses, welcoming 85 employers looking to hire students/upcoming graduates, and serving 530 students.

Career Fair	Campus	Student Attendance	Employer Attendance
Civil Engineering & Geomatics	Klamath Falls	113	28
Engineering Technology & Management (ETM)	Klamath Falls	165	24
Engineering Technology & Management (ETM)	Portland-Metro	69	14
Healthcare Career Expo	Klamath Falls	183	19

Employer Attendance

As expected, career fair employer attendance was impacted by recent challenges in the job market. An informal poll of career services at other Oregon universities indicated that many experienced 10-20% lower-than-usual employer registrations. Oregon Tech career fairs experienced a similar dip, apart from the Civil Engineering & Geomatics Career Fair, where demand remained high, consistent with the previous year.

Career Services was excited to welcome The Boeing Company back to campus for the first time in a few years and has also increased its outreach to small and regional employers who may not be as susceptible to recent employment challenges as large global employers. Many federal employers who would typically be expected to attend did not.

Oregon Tech has cultivated a loyal following of employers who consistently hire year after year in Civil Engineering and Geomatics, as well as Electrical Engineering and Mechanical Engineering (and their affiliated majors). There has been turnover among CSET employers, and discussions have begun with the CSET Department to help increase outreach and engagement with previous CSET employers, industry advisors, and alumni.

Healthcare employers continue to report being very happy with the quality and preparedness of our students, as well as the opportunity to interact with faculty. Overall, employers find the fall Healthcare Career Expo event a good fit and value for their needs, even though senior students in Medical Imaging Technology are off campus on externship and not available for immediate hiring.

Student Attendance

Connecting students with employers at career fairs is essential because it provides students with direct access to industry professionals, real-world opportunities, and valuable networking experiences. These events help students learn about current job market trends, understand employer expectations, explore potential career paths, and gain the confidence to support their transition from education to employment.

Engineering, Technology, and Management (ETM) student attendance at the Portland-Metro ETM fair increased 56% from the previous fall (69 vs 44). Student attendance at the Civil Engineering & Geomatics fair was up 14% from last fall. Student attendance at the Klamath Falls ETM fair was slightly down from the previous fall (165 vs 181). Healthcare Career Expo student attendance was equal to last fall. As noted in student surveys, there is work to be done in aligning student expectations with opportunities and ensuring they have access to the employers and employer information necessary for success. Career Services will continue to explore multiple pathways to communicate with students, including Handshake emails (the Career Services online portal), Outlook emails sent through Student Affairs, flyers, video displays, and Outlook emails forwarded through their respective departments.

This is from a student who attended the PM Fair:

I wanted to reach out and thank you for organizing yesterday's career fair. It was honestly the best event I've attended at OIT. I enjoyed the conversations I had with everyone there, especially a current OIT student who was the representative of Lam Research, and a couple of others who graduated from OIT years ago. Portland-Metro ETM student

College Union

The CU has received 47 requests for TV display advertisements to be posted in Klamath Falls and/or the Portland Metro campuses through the fall term of 2025.

Confirmed events booked in the CU: Fall 2025 – 553 vs Fall 2024 - 111

Event hours booked in the CU: Fall 2025 – 2656 vs Fall 2024 - 464

These events accommodated an estimated 1600 visits to the CU, excluding student mealtimes. The estimate is derived from the expected attendance in reservations for all confirmed and completed events. Over the same period in 2024, there were an estimated 2400 visits.

Facilities Updates

The carpet was replaced in the CU Auditorium Lobby and Sunset meeting rooms in October, enhancing both the aesthetics and safety of these spaces. The custodial and maintenance staff have also been provided with updated commercial carpet cleaning equipment.

The geothermal upgrade project was completed within the building, and HVAC repairs were made, resulting in improved temperature stability throughout the facility. Due to a water intrusion near the end of the Summer Term, the Document Resource Center was permanently relocated to Owens Hall. The vacated space will undergo asbestos abatement to remove adhesive used to secure tiles to the floor and be reutilized as storage space for Student Involvement and Belonging, thereby increasing available storage for Admissions and the College Union custodians.

The partition wall in the Crater Lake Complex has been taken out of service pending higher-level maintenance, as its prolonged use has caused inevitable wear and tear, reducing its service life. Work is underway with the Purchasing Office and the relevant outside contractors to bring the wall back online for event use, while also evaluating the space for future improvements.

Throughout the remainder of the academic year and during the summer break, work will continue to update the color scheme within the building to reflect Oregon Tech's vibrant branding, which reflects the positive environment that students enjoy in the College Union.

Disability and Testing Services

Over the Fall 2025 term, the team conducted 46 student intake appointments. Of the 244 students registered with the office and enrolled in at least one course, 112 requested at least one accommodation. These 112 students do not include the 30 students who were approved for housing accommodations, such as room assignment and dietary/nutritional accommodations. Eight students graduate at the end of the Fall Term – 5 from the Medical Laboratory Sciences program at the Portland-Metro campus – and those new graduates had an average overall GPA of 3.63. With updates to the Disability Services management software, more detailed reporting on student GPAs is now accessible. We celebrate that our students (with the requested use of their approved academic accommodation) had an average overall GPA of 3.32, whereas the students who did not request approved academic accommodation had an average overall GPA of 3.12. This demonstrates that the accommodation does not support the common misconception that accommodations provide

students with an advantage but rather serves to remove a disability-related barrier that allows the student the ability to accurately show their knowledge of the material.

The number of students testing at the Testing Center for Fall 2025 was lower than for Fall 2024: 427 (Fall '25) vs. 533 (Fall '24). Through discussions with faculty and students, the lowered use of the Testing Center can be attributed to the use of more online-based exams (administered through Canvas, where students did not need the Testing Center environment); externship or other course-related selections that were more project focused vs. traditional exams; and the use of alternate assessments in Fall 2025 due to the shorter break between terms, versus the 3 week-long break between Fall 2024 and Winter 2025. The overall usage of the Testing Center remains comparable despite the lower exam totals.

Disability and Testing Services experienced an increase in affiliation with other campus services and offices/offices and student demographics registered with our office, including Student Athletes (+4), TOP/TRiO (+9), and Vocational Rehabilitation (+2), with veteran affiliation remaining steady. Disability and Testing Services is building additional partnerships with other campus offices and services, such as Career Services and the Integrated Student Health Center, to increase connections with the student community and raise our overall presence on all campuses.

Housing and Residence Life

Housing and Residence Life (HRL) enters 2026 during a period of significant transition and growth. The coming year will include the opening of a new residential facility and the onboarding of new staff members. Throughout this period of change, the current HRL team remains committed to maintaining continuity and delivering a high level of service to residential students and student staff.

While these developments bring a sense of excitement, they also require thoughtful planning and intentional preparation. HRL's primary objective is to proactively manage these transitions, ensure the successful onboarding and support of new staff, and position the department for sustained effectiveness and leadership in the year ahead.

Housing Occupancy Fall 2025 and Historic Data Review

Fall 2025 4th Week Numbers: 731 Residential Students

Fall 2025 Student Housing and Class Standing Summary

Housing Type	Details	Number of Students
Village	Apartment Style	238
Single	Residence Hall	10
Double	Residence Hall	436
Student Staff	Housing Compensation	47
TOTAL		731 residents

Class Standing	Credit Range	Number of Students
Freshman	0-44	329
Sophomore	45-89	160
Junior	90-134	142
Senior	135+	100

4th Week Number Comparisons—6 years

Year (Fall)	4th Week Occupancy Numbers	Percent of -/+ from previous year
2020	630	
2021	690	+9.5%
2022	706	+2.3%
2023	689	-2.4%
2024	713	+3.5%
2025	733	+2.5%

****Fall 2025's total increase from Fall 2020: 16.3%****

Looking at the full six-year period, one can see Housing and Residence Life is no longer in a post-Covid19 recovery phase. Demand for space in on-campus housing is back and, in the most recent terms, is bumping up against the limits of the current available capacity. Students who intend to live on campus are doing so, and they are staying housed past the early weeks of the term. That consistency is important for both the students' experience and for the department's ability to plan with more confidence.

This information reinforces that housing demand is keeping pace with enrollment and, more recently, is constrained more by capacity than by interest. It also gives us more confidence in housing-related revenue assumptions, since occupancy is stable and students' desire to live on campus is increasing.

More broadly, these data are a reminder that Housing and Residence Life is more than an operational issue. As the institution sets and works toward enrollment goals, capital priorities, or potential partnerships, housing capacity is one of the factors that will shape

what is realistically achievable. Keeping enrollment plans and residential capacity aligned will be important if we want to sustain the progress reflected in these trends.

Housing and Residence Life Staffing

The Dean of Students continued to serve as Interim Director of Housing and Residence Life during the Fall term. The Director of Housing and Residence Life position was initially posted in August; however, the search did not result in a hire. The position has since been reposted, and two candidates visited campus in January for on-campus interviews. The hiring committee is optimistic that one of these candidates will be identified as a strong fit for the role.

Housing currently has a Housing Maintenance position posted, with candidates visiting campus in January. The applicant pool for this position was strong. As a result, the department is reviewing budget capacity with the goal of potentially extending offers to two candidates, ensuring adequate staffing in preparation for the opening of the new residential building.

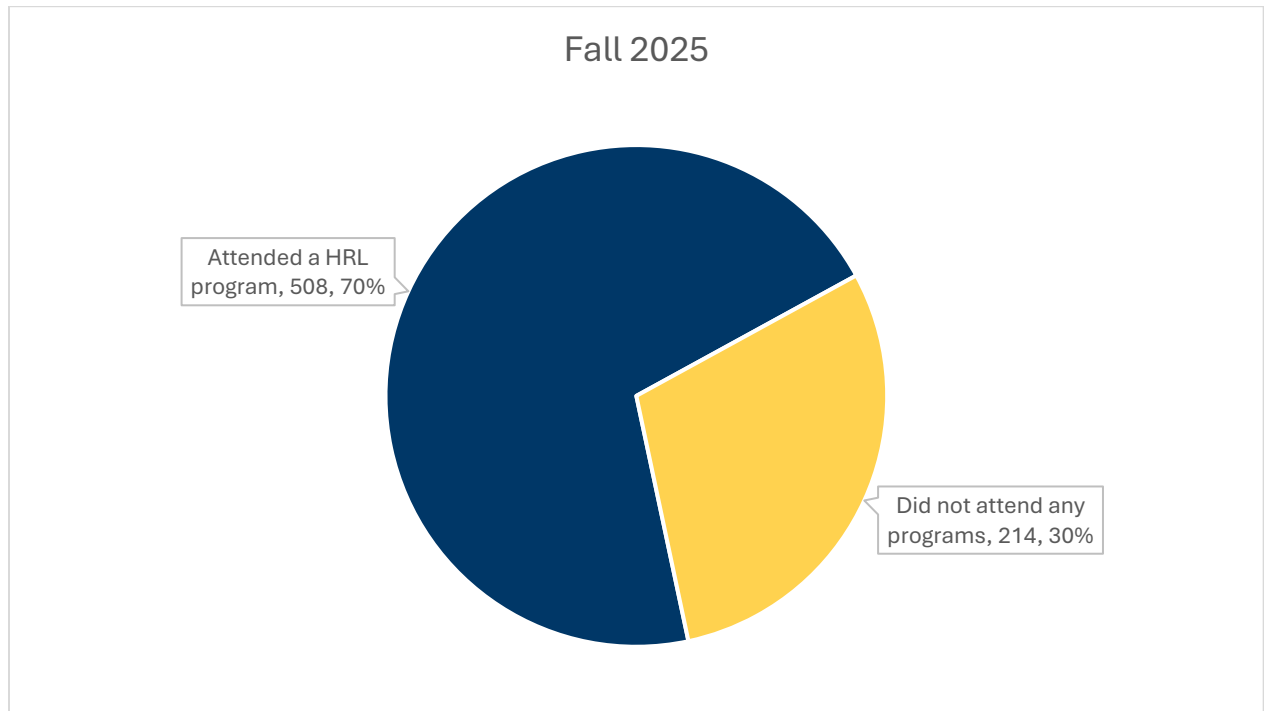
In October, Housing welcomed a new custodian, Rhys Pinkley. This position was added to provide coverage when other custodial staff are on leave or unavailable. Rhys has integrated well into the team and consistently demonstrates professionalism and integrity.

Once the Housing Maintenance and Director of Housing and Residence Life positions are filled, Housing and Residence Life will be well prepared to open the new residential building with this team. During the Spring term of 2026 and the summer conferencing period, staffing levels will be assessed to determine whether additional positions are needed to effectively support and maintain both the existing facilities and the new building.

Residential Life Programming Impact Summary

Fall 2025 – Residential Population vs. Program Participants

As of December 15, 2025, Oregon Tech housed 722 residential students. During Fall Term 2025, 508 unique residential students participated in at least one Residence Life program, representing approximately 70% of the total residential population. This level of participation demonstrates strong overall reach and indicates that Residence Life programming is engaging a substantial portion of students living on campus.



Representation & Access

In terms of gender, program participation numbers closely matched the overall composition of the residential population. The residential population consisted of 48.2% females and 51.8% males, while program participants comprised 50.2% females and 49.8% males, indicating that programming is equitably accessible across genders. Similarly, credit enrollment patterns were consistent: 96.0% of residential students and 94.9% of program participants were enrolled full-time (12–18 credits), indicating that program attendance does not disproportionately exclude students based on academic course load.

Student athletes, however, were underrepresented in programming. While athletes made up 5.4% of the residential population, they accounted for only 1.0% of program participants, suggesting potential scheduling conflicts or structural barriers that limit athlete participation.

Class Standing & Entry Term

First-year students were highly engaged in residential programming. 42.4% of the residential population were Fall 2025 admits, while 60.2% of program participants came from this group. This suggests that Residence Life programming is particularly effective in engaging students during their transition to college. While this is a positive outcome, it also highlights a gap in participation among returning and upper-division students.

Credit accumulation data reinforces this trend. Students with fewer than 45 credits made up 43.7% of the residential population and 30.3% of program participants, while students with 90 or more credits accounted for 33.5% of residents and 28.6% of participants. Although upper-division students are participating, they do so at lower rates than newer students, suggesting an opportunity to tailor programming more intentionally to students later in their academic careers.

Academic Profile

The academic performance of program participants was notably strong. While 38.2% of the residential population had no GPA on record—due to them being in their first term at the time of data collection—only 5.7% of program participants fell into this category. Among students with established GPAs, approximately 60.0% of program participants earned a GPA of 3.01 or higher, compared to 50.8% of the overall residential population. Additionally, students with GPAs of 3.51 or higher comprised 35.4% of program participants, compared to 35.2% of all residents, indicating that high-achieving students are consistently engaged in residential programming.

While this suggests that academically successful students are highly involved, it also indicates that students with lower GPAs are participating at lower rates, which presents an opportunity for more intentional outreach and support-based programming.

Strategic Implications & Areas for Growth

Overall, the data show that Residence Life programming is widely accessible, equitably attended, and particularly effective for first-year students. To build on this success, future efforts should focus on increasing engagement among upper-division students, student athletes, and students with lower academic performance indicators. Programming that is more career-focused, skill-based, or time-efficient, as well as partnerships with Athletics and Academic Affairs, may help reduce participation barriers for these groups.

To further strengthen future reporting and decision-making, additional data would be valuable, including frequency of attendance per student, event-type participation trends, and longitudinal outcomes such as retention or academic persistence for participants compared to non-participants. Collecting this information will enable Housing and Residence Life to demonstrate the long-term impact of its programming on student success and sense of belonging.

Visual Snapshot: Residential Population vs. Program Participants

Overall Reach		
Metric	Count	Percentage
Total Residential Students	722	100%
Unique Program Participants	508	70.4%
Non-Participants	214	29.6%
Key takeaway: Residence Life programming reached over 7 out of 10 on-campus students.		

Gender Representation		
Group	Female	Male
Residential Population	48.2%	51.8%
Program Participants	50.2%	49.8%
Key takeaway: Participation closely mirrors the overall residential population by gender.		

Enrollment Intensity	
Enrollment Status	Full-Time (12–18 credits)
Residential Population	96.0%
Program Participants	94.9%
Key takeaway: Programming effectively reaches full-time students without excluding those with heavy course loads.	

Entry Term (First-Year Engagement)	
Group	Fall 2025 Admits
Residential Population	42.4%
Program Participants	60.2%
Key takeaway: First-year students are significantly more likely to engage in programming.	

Student Athletes	
Group	Athletes
Residential Population	5.4%
Program Participants	1.0%
Key takeaway: Student athletes are notably underrepresented in program attendance.	

Accumulated Credits (Class Standing)		
Credits Earned	Residential Population	Program Participants
0-44	43.7%	30.3%
45-89	22.3%	21.3%
90+	33.5%	28.6%
Key takeaway: Participation is strongest among newer students, although upper-division students remain engaged.		

2025 Flight School (FS) Participant Outcomes

Post-Term Snapshot

Flight School offers first-year students living in the First Year Experience community the opportunity to move in a week early and participate in programming designed to help them find success and learn more about the resources available before the SOAR (welcome program) and classes begin. A total of 32 students who participated in Flight School were identified in the residential and programming datasets. This group represents a subset of primarily first-year residential students and provides an early look at how Flight School participants performed academically and engaged with campus programming during the term.

Academic Performance & Enrollment

Flight School participants were enrolled full-time, on average, during the Fall 2025 term. The average current-term credit load was 14.3 credits, indicating that most students maintained a standard academic schedule. Looking ahead, these students are continuing their enrollment, with an average of 13.7 future-term credits, indicating a strong intention to persist in the next term.

According to the Fall 2025 GPA data available for Flight School participants, the 32 students in this group earned GPAs ranging from 0.40 to 4.00, with an overall average GPA of 3.19, indicating strong academic performance during their first term. Importantly, none of the Flight School participants were student athletes, eliminating athletics-related scheduling or performance variables as potential influences on academic results.

Key Takeaways on Flight School

Flight School participants demonstrated strong early persistence, maintained full-time academic enrollment, and showed continued engagement with residential programming beyond the orientation period. Future-term enrollment suggests positive momentum into the next academic period. The data support Flight School as an effective onboarding experience that encourages both academic continuity and campus involvement.

Flight School Post-Event Survey Analysis

Overall Satisfaction & Perceived Value

Among survey respondents, overall satisfaction with Flight School was positive.

- 57% reported being extremely satisfied
- 29% were somewhat satisfied
- 14% reported being neither satisfied nor dissatisfied

Similarly, 6 of 7 respondents (86%) found Flight School to be at least somewhat helpful in preparing them for their first year, with one student indicating that it was extremely helpful.

These findings align with broader trends in residential programming, where students who engage early tend to continue participating and persist academically.

Usefulness of Sessions & Confidence Outcomes

Across specific sessions (campus resources, academic support, student involvement, and basic needs), responses ranged from neutral to very useful, with Career Services, Student Involvement, and Navigating Campus consistently receiving higher ratings. Importantly, despite mixed ratings of usefulness for individual sessions, confidence outcomes were strong.

Most respondents reported feeling confident or very confident in:

- Finding their way around campus
- Accessing campus resources
- Balancing academics and life
- Getting involved in student life
- Seeking help when needed

This is significant when compared to residential-wide data, which shows that students who engage in programming are more likely to have higher GPAs and persist in future terms. Even with a small survey sample, these confidence indicators align with the larger outcomes.

Key Learning Themes

When asked what they learned that would help them succeed, student responses consistently emphasized:

- Knowing how and where to ask for help
- Understanding available resources
- Finding their way around campus
- Making friends and building connections
- Learning to balance academics and life

These themes directly align with the goals of Flight School.

Areas for Improvement

Feedback for improvement was consistent with multiple respondents and aligned with earlier internal observations:

- Need for clearer organization, especially around schedules and locations
- Desire for more hands-on and interactive activities
- Presentations felt long or difficult to sit through, particularly after time away from school

- Social spaces could feel awkward for students who did not already know others

These concerns align with broader engagement data, which show stronger participation from students who already feel academically or socially confident, highlighting an opportunity to better support students who may feel less connected early on.

Comparison to Broader Data

When viewed alongside the full residential and programming datasets:

- Flight School participants maintained full-time enrollment and planned to return the following term
- Participants attended an average of 2 additional residential programs, showing continued engagement
- Survey respondents reported high confidence levels, which aligns with higher GPA and engagement trends seen among program participants overall

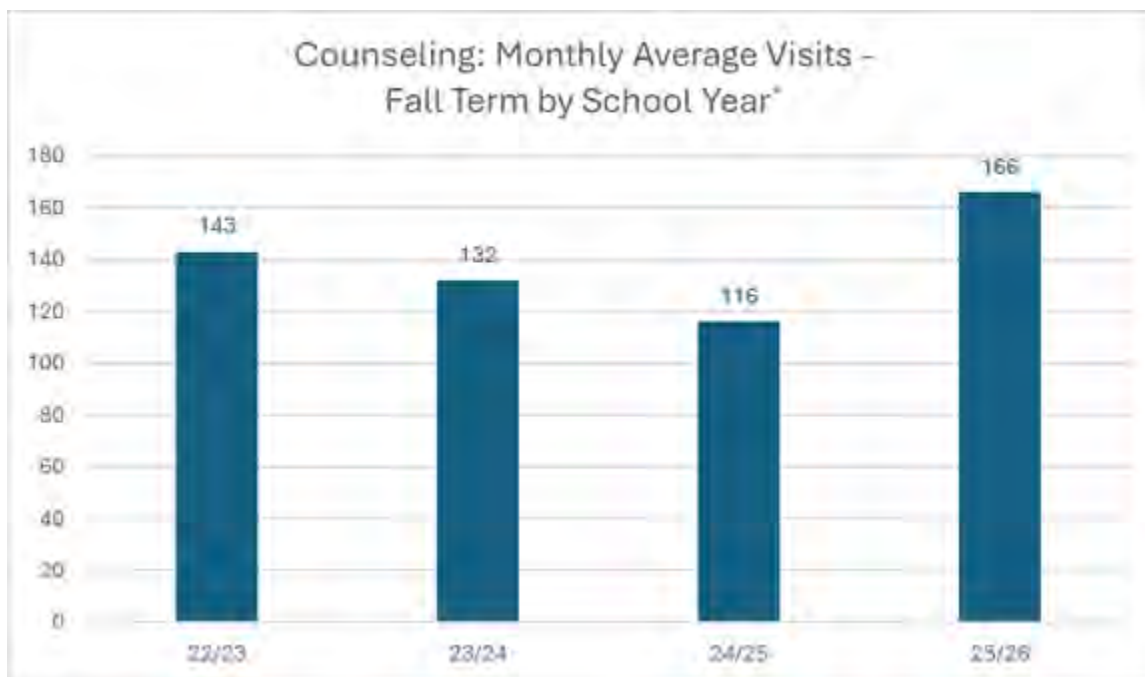
Housing and Residence Life will continue to monitor the progress of this cohort through Oregon Tech in the years to come.

In Summary

Housing and Residence Life is encouraged by positive data across multiple areas and remains committed to continuing high-quality programming and events for students. At the same time, the department is motivated to explore additional strategies to engage a broader range of students and ensure that all residents have meaningful opportunities to connect, develop, and succeed.

Integrated Student Health Center

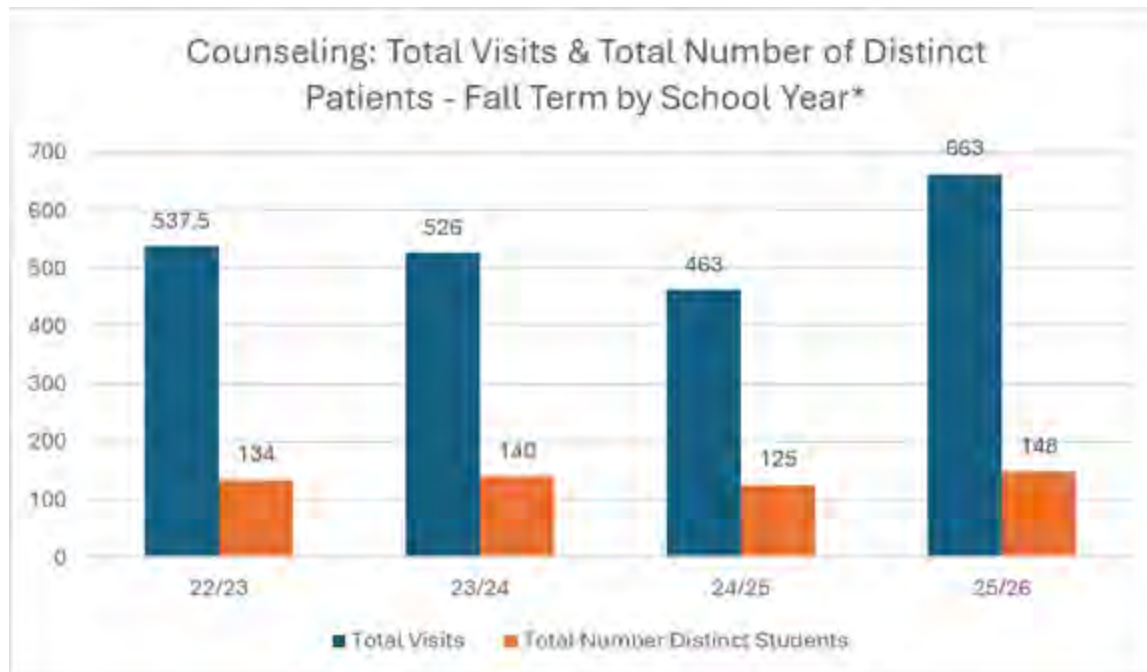
The Integrated Student Health Center serves students on the Klamath Falls and Portland Metro campuses. Klamath Falls offers a comprehensive range of medical, counseling, and wellness services, with the Portland Metro campus hosting a dedicated counselor. The following are data points illustrating how the team served students during the fall term of 2025.



* – Data collected for visits completed from September 1st to December 31st of each year.

This chart shows the number of students who accessed mental health services during the Fall term across four academic years. From 2022/2023 to 2024/2025, student utilization steadily declined, reaching its lowest point in 2024/2025. However, the Fall 2025/2026 shows a significant rebound, with **166 students being served, the highest in four years.**

The addition of a new counselor is the biggest factor in the sharp increase. However, this factor does not completely explain the increase, as the new counselor did not see students for the month of September. Other factors may include increased awareness of services due to increased outreach efforts, reduced stigma around seeking help, and/or students' elevated mental health needs.

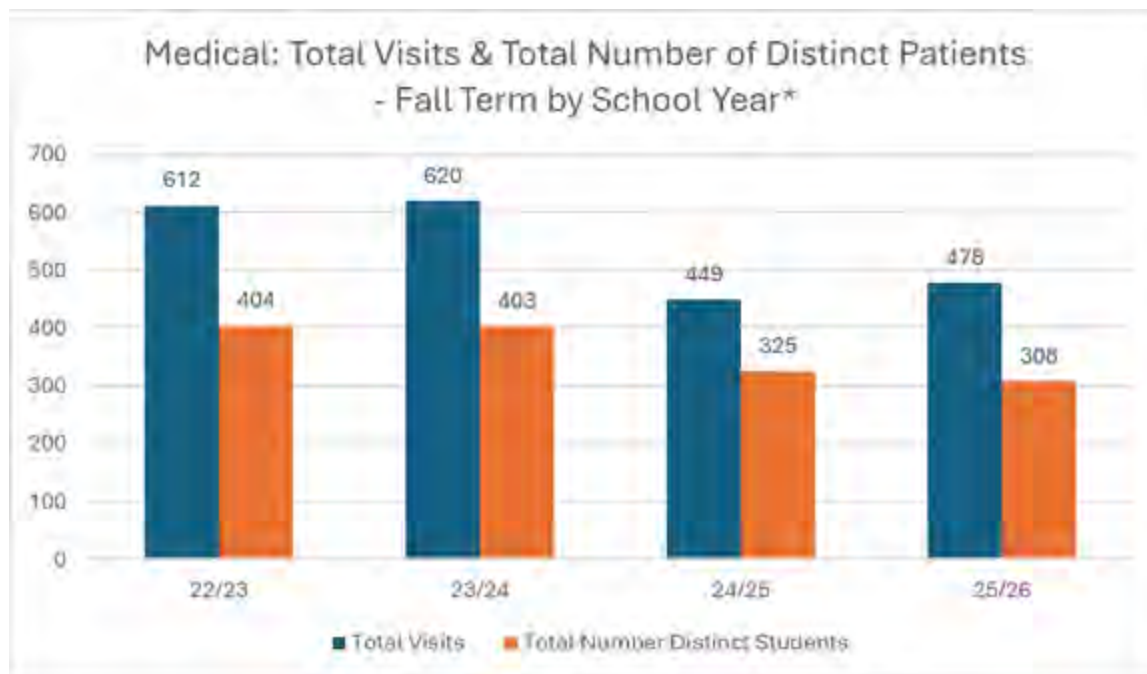


* – Data collected for visits completed from September 1st to December 31st of each year.

This chart highlights both the total number of counseling visits and the number of distinct students during the Fall term. Despite a dip in 2024/2025, Fall 2025/2026 exhibits a substantial increase in both categories:

- **Total visits jumped to 663**, the highest volume in the 4-year comparison.
- **Distinct student count increased to 148**, surpassing previous years.

The combination of higher student volume and higher total contacts indicates not only more students entering care, but also potentially **more frequent follow-up** or a greater need for ongoing support. This trend suggests an increased demand for mental health services and sustained engagement during the first academic term.

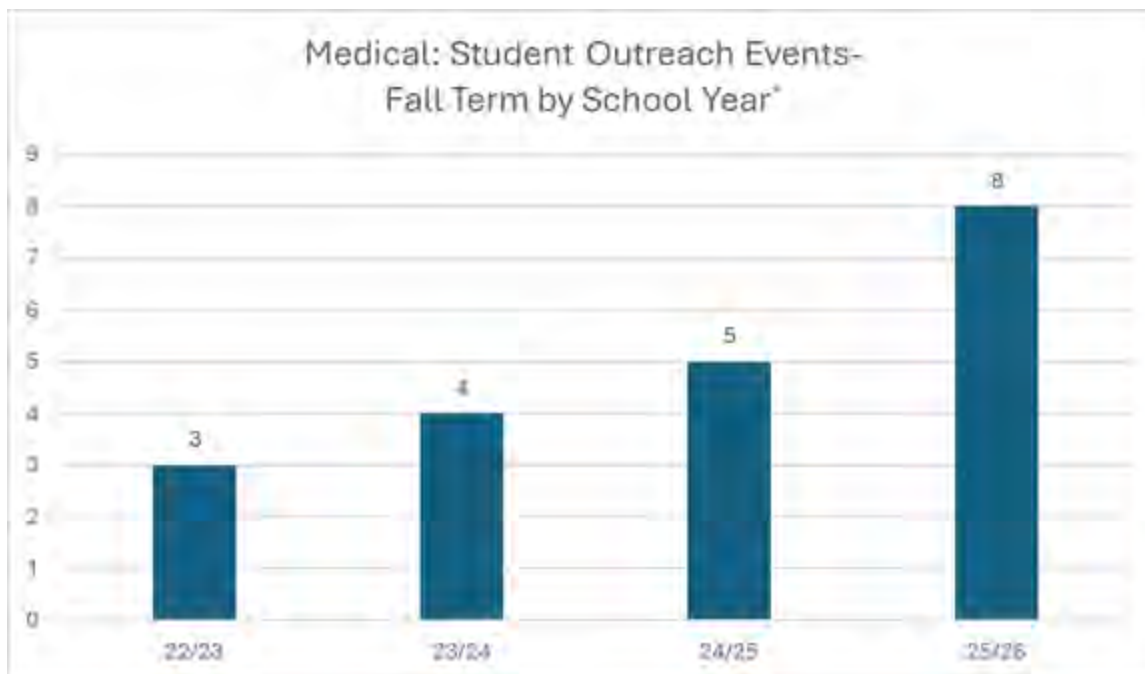


* – Data collected for visits completed from September 1st to December 31st of each year.

This chart compares cumulative visit data for the year-to-date range (Sept 1–Dec 31) across four academic years. Total visits remained stable between 2022/2023 and 2023/2024 before dropping sharply in 2024/2025. The slight rise in 2025/2026—from 449 to 478—shows early signs of recovery in service utilization.

Distinct student numbers follow a similar pattern: stable across 2022/2023 and 2023/2024, declining in 2024/2025, and continuing to decline downward in 2025/2026.

The divergence between **increasing total visits** and **decreasing distinct students** in 2025/2026 suggests that while fewer students are accessing services, those who do are engaging **more frequently or more intensely**, potentially due to increased acuity or need for ongoing support. Another factor affecting the number of visits for the 2025/2026 Fall term is the significant increase in medical outreach events (see chart below).



* – Data collected for visits completed from September 1st to December 31st of each year.

The chart above illustrates the number of Medical Team Outreach Events conducted during the Fall term (September 1–December 31) across four academic years. The data shows a steady and meaningful upward trend, highlighting the ISHC Medical Team’s expanding presence and engagement across campus, increased collaboration with campus partners, enhanced prevention and education initiatives, and deliberate strategies to reach underserved or high-need student groups.

The rise in outreach events is particularly important because these activities contribute to early identification of student health needs, improved health literacy, and stronger connections between the student body and the ISHC.

The Integrated Student Health Clinic is committed to helping students be successful in their endeavors at Oregon Tech and will continue to offer services in the clinic and through outreach events, with the goal of ensuring every student is aware of these services and considers using them as a tool to support their short and long-term success goals.

Portland-Metro Student Services

Campus Information Center (CIC) Team project management through Freshservice (My Requests) system implements career-readiness strategies

- Under Debbie Kerr’s leadership, the CIC team has implemented a project management system using the Freshservice software, made available by ITS.
- Debbie worked with ITS to build a request form to receive, manage, and track projects for the CIC team.

- Team members are assigned projects through the ticketing system and record their project management milestones, their challenges, and successes within the ticket.
- Student employees create impact statements that can be used on resumes and to answer interview questions about project management, problem-solving, and employment experience.
 - One employee provided these impact statements while revising a student employee manual in Fall 2025.
 - ♣ *“1. I revised an outdated training document by researching standard department materials, consolidating information retrieval from 12 documents into one, and improving onboarding efficiency.*
 - ♣ *2. The training document had blind spots, so I collaborated and surveyed with more than 50% of the department's employees, creating a clearer, more comprehensive resource and enhancing the document's effectiveness for the entire team.”*

Student Leadership Training Program reignited in Fall 2025

- In support of Student Affairs Division Goal #2, we launched a student leader training program, which will have 3 training days (1 per term) and a celebration in the spring term.
- Goals:
 1. Build a dynamic team of student employees who are trained and work together collaboratively to create a professional collegiate environment.
 2. Demonstrate how student employment creates professional skills and resume-worthy experiences.
 3. Ensure that our student employees understand the roles and responsibilities of the services and personnel at PM and how to appropriately refer questions/needs to others and/or KF.
 4. Foster a community of helpfulness and high-quality customer service.
- Fall Term – October 10, 2025
 - Student employees from all departments, student government officers, club leaders, and campus volunteers were invited to participate.
 - ♣ Preparation included a brainstorming and planning meeting with student employee supervisors and campus partners.
 - Attendance: 20 students and 6 employees
 - Topics:
 - ♣ University resources and campus departments
 - ♣ Building safety

- ♣ Support system with each other
 - ♣ Student Employment Program Philosophy
 - The Roost Platform
 - Assessment (pre-survey)
 - Professionalism
 - NACE Competencies
 - Intentional Professional Development
 - Career readiness starts now
 - ♣ Utilizing Our Tools & Resources
 - Expectations of student leaders and all university employees
 - Personal and Community Safety
 - ♣ Building Community small group activity
 - ♣ Proactive Initiative
- Student participants answered a pre-program survey about leadership.
 - A debrief and planning meeting was held during finals week of the fall term to gather feedback from faculty/staff about their observations on student communication, punctuality, and how students are demonstrating responsibility.
 - ♣ Staff members reported an increase in professionalism, proactive courtesy, and community-minded teamwork. Staff have received positive feedback from students and have shown enthusiasm to continue.

Student Affairs/Student Services support is provided through collaboration with all divisions.

- Members of the Student Services team are the primary contacts for events and outreach at Portland-Metro. Through a strong partnership with Operations/Academic Affairs (Dr. Lara Pracht, Sara Mansfield, Phil Burleson), we coordinate or support events and meetings hosted by Klamath Falls personnel. This includes room and equipment needs, attendance, marketing, and audience management.
 - Dr. Alp's Introduction to Engineering Course – ACAD 110 (23 students)
 - Dr. Yu's New Faculty Training Program – Student Services introductions
 - Dr. Alp's ETM College Open Forum
 - Dr. Alp's Meet the Dean event
 - Admin Council's Friendsgiving event
 - Dr. Naganathan's Fireside Chat
- We also provide monthly opportunities for employees to collaborate and build relationships. This is co-managed with Operations/Academic Affairs (Dr. Lara Pracht, Sara Mansfield, Phil Burleson).

Student Affairs

The work within the Division of Student Affairs supports the University's strategic plan, its pillars, and current university goals. Student Affairs team members are serving on the Strategic Planning committee and share with the division the work being done, as well as soliciting feedback to inform the committee's development of the upcoming strategic plan. Every member of the Student Affairs division undertakes this work with the understanding that they are helping students stay enrolled at Oregon Tech and achieve their academic goals, in support of the university-wide enrollment and retention efforts. Each member of the division continues to explore how AI can assist them in their work, helping them find new ways to serve students and potentially increase productivity, allowing for additional time spent outside the office and interacting with students. In support of the University's mission, vision, and goals, Student Affairs is working to accomplish the following goals during the 2025-2026 academic year. Each goal has updates on what we have accomplished thus far.

Student Affairs Goal 1:

Enhance student involvement and retention: Increase student engagement and participation, build campus community, and retain students across academic terms. (pillar 1, pillar 4)

Goal 1 Status Update:

Implement and better utilize software programs to support student success and track how students interact throughout the division (Maxient, The Roost, Handshake).

- Transition Student Success Teams (SST) into Behavioral Intervention Teams (BIT) to streamline SA divisional work to support students earlier each term to influence their persistence throughout their first year positively.
 - ♣ SST groups are implementing training and structures.
 - ♣ Maxient has been implemented to receive and track concerns/ cases.

Expand data-driven decisions that support student needs through collaboration with academic and administrative departments. Expand access to student data systems to offer more efficient and prompt support and promote leadership programs university-wide as part of retention efforts.

- ♣ Key staff members have access to Inspire to support students as early alert data is entered.
- ♣ FAST reporting is live, in support of divisional efforts to assist in enrollment and retention goals.

Create an intervention plan for each student on the “students of concern” list to positively impact their retention rate.

- Retain 50% of students, SA leaders know as a student of concern. The goal is to help them persist each term and return or matriculate by the fall term in 2026.
 - ♣ KF Student Support Team Concerns and Interventions
 - 25/32 students tracked through the SST registered for the winter term. 78% of “students of concern” were retained from Fall 2025 to Winter 2026.
 - The following are categories of concerns for which students were reported. There are overlaps of concerns with some students, but they are listed under the main concern from reports:
 - Academics—attendance or low grades-5
 - Mental Health Concerns-11
 - Housing/Financial Insecurity-5
 - Behavioral Concerns with interactions with others--4
 - Potential Substance abuse concerns-2
 - Loss of loved one-3
 - Disability Services Support Needed-2
 - ♣ PM Student Support Team Concerns and Interventions
 - 10/30 students tracked through the SST are registered for the winter term (on track with our retention goal)
 - 100% were reported with academic concerns
 - 25% were reported or shared with the SST that they were struggling with mental health
 - 10% were reported or shared with the SST that they were struggling financially
 - ♣ Interventions from the group on both campuses include outreach by staff members offering to connect students to resources, follow-up (meetings, emails, texts, phone calls), attentive group monitoring of students in the building, and supporting students through procedural steps

Goal 2:

Embed professionalism in student development: Integrate outcomes like punctuality, digital etiquette, and responsibility into Student Affairs programs. (Pillars 1, 2, and 4)

Goal 2 Status Update:

- Measurable improvements in 75% of participants as seen by pre- and post-surveys of student participants at all SA-sponsored programs that fit within these goals. Feedback will also be gathered from faculty/staff inquiring about student communication, punctuality, and how students are demonstrating responsibility.
 - ♣ Created pre- and post-surveys for student leadership training in The Roost.
 - Launched the first pre-survey at the Portland-Metro Student Leader Training on October 10, 2025.

Goal 3:

Create a First Year Experience office. Offer holistic support within an office that collaborates across divisions to support incoming first-year students' unique needs. (Pillar 2)

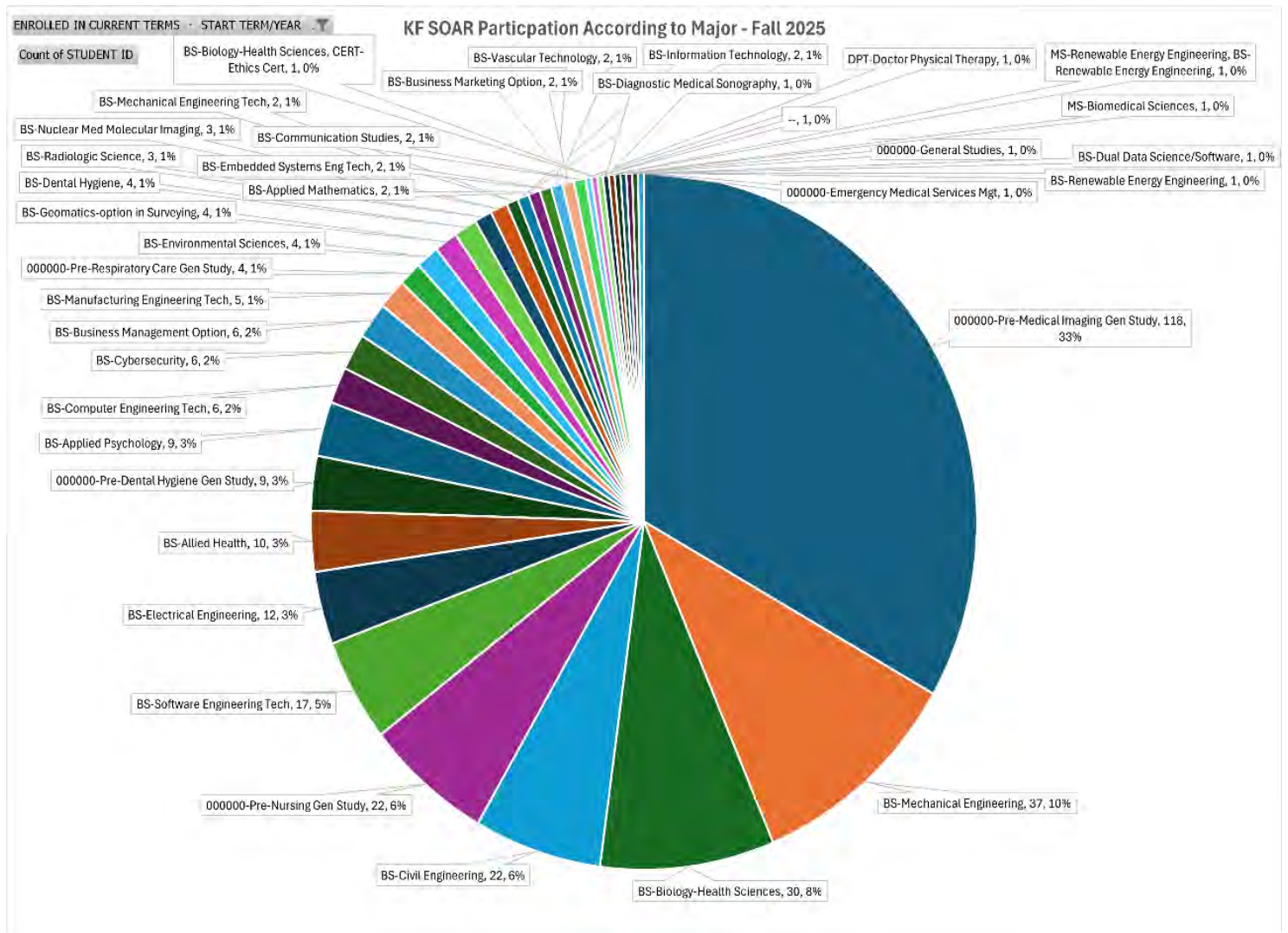
Goal 3 Status Update:

- Goal: To offer additional support for first-year students. In collaboration with SEM, the goal is to retain 72% of this year's incoming students.
 - First Year Experience
 - ♣ Number of incoming students - 684 whose first term is Spring 2025, Summer 2025, or Fall 2025
 - ♣ Target: Retain at least 493 of these students
 - 496/536 (92%) KF students are registered for Winter 2026
 - 124/148 (84%) PM students are registered for Winter 2026
 - ♣ SOAR
 - Klamath Falls 4-day program
 - 32 Events
 - Parent/Supporter Program
 - 31 Departments Participated
 - 271 Students pre-registered
 - 355 New students attended
 - 323/355 (90%) registered for Winter 2026
 - Portland-Metro 1-day program
 - 23 Activities/ Workshops
 - Parent/Supporter workshop session
 - 17 Departments Participated
 - 110 Students pre-registered
 - 93 New students attended
 - 81/93 (87%) registered for Winter 2026

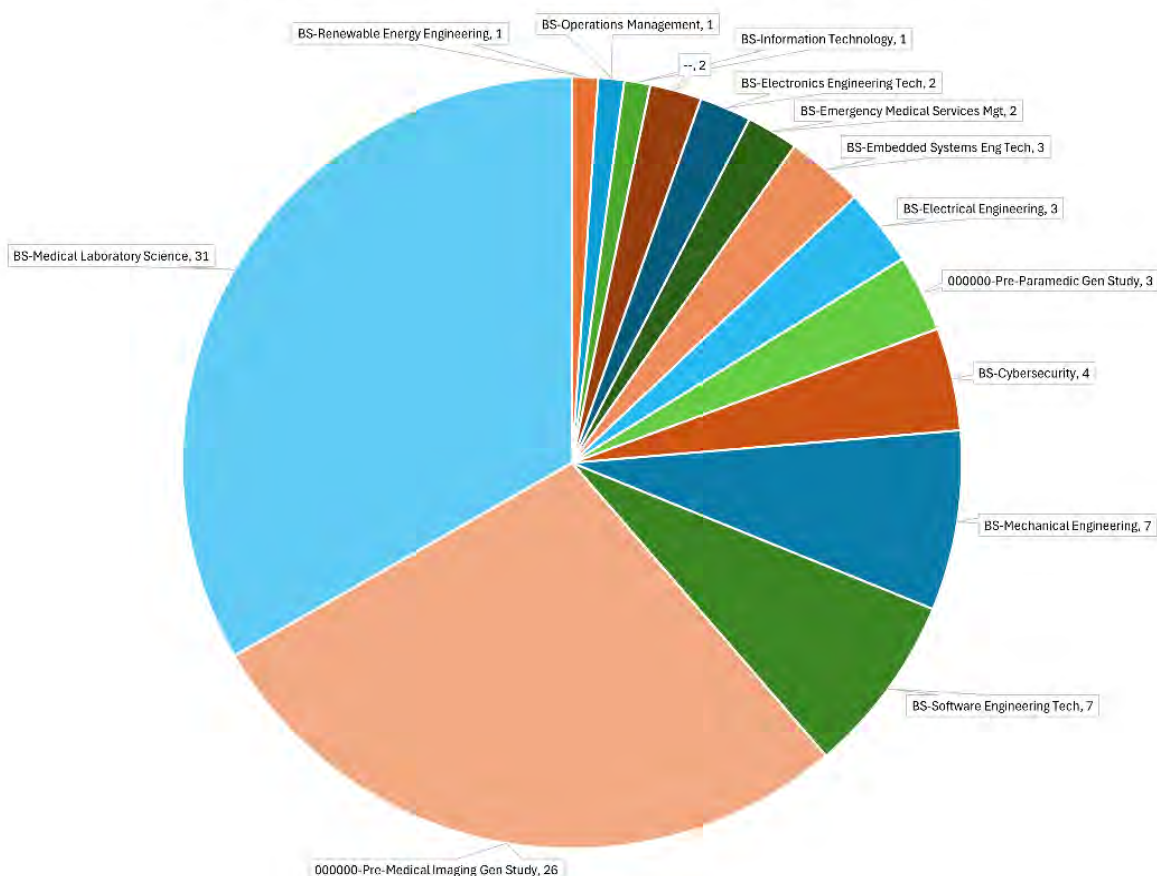
♣ Assessment

- The SOAR program has tracked student responses to questions about being prepared for their year during the registration process and through a post-program survey. Staff members analyze answers to improve and shape the program. This year, Portland-Metro students were asked to demonstrate their learning through open-ended responses. 55 SOAR participants completed the survey.
 - 80% of participants responded that they could identify academic resources and named at least two examples.
 - 69.09% of participants responded that they could identify staff/ on-campus locations for social and psychological support and named at least two examples.
 - 80% of participants responded that they understood the academic transition to college and how to manage it.
 - 83.64% of participants responded that they felt prepared for the start of classes.
 - We asked participants if they knew they could be successful in these areas.
 - Academics - 89.1% Agree
 - Social Connections – 76.37% Agree
 - Health & Well-being – 74.64% Agree
 - 81.81% of participants responded that SOAR increased the likelihood that they would speak to faculty or staff to ask for help.
- Kim Faks, Assistant Director of Student Involvement and Belonging, led a focus group with students in ACAD 110: Introduction to Engineering.
 - 74 students (KF and PM) responded that they used the following resources during Fall 2025.
 - 70% - Registrar's Office
 - 65% - Academic Advising
 - 61% - Library
 - 58% – Faculty office hours
 - 47% - Financial Aid
 - 32% - The Roost platform for events/ organizations (Note: KF mobile app launching in Winter 2026)
 - 20% - Tutoring

- The following graphs show the SOAR participants according to major.



PM SOAR Participation According to Major - Fall 2025



Goal 4:

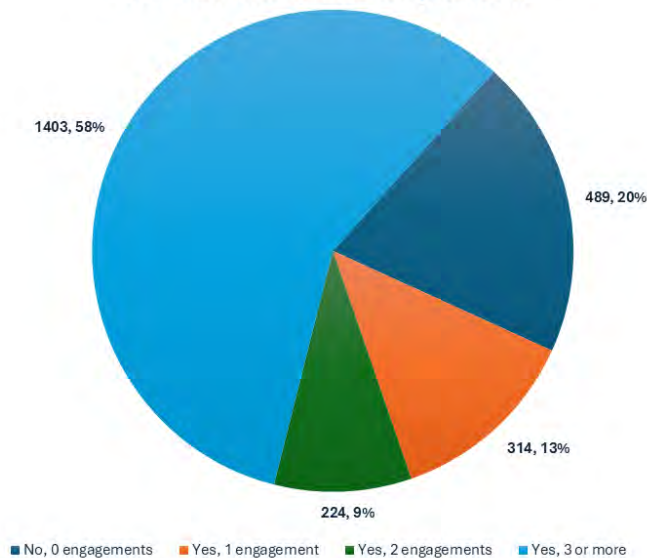
Promote civility and safe environments: Educate students on workplace civility and civic accountability through workshops and campaigns. Reinvigorate professional staff to model these values and support safe, productive environments to improve student success. (Pillars 3 and 4)

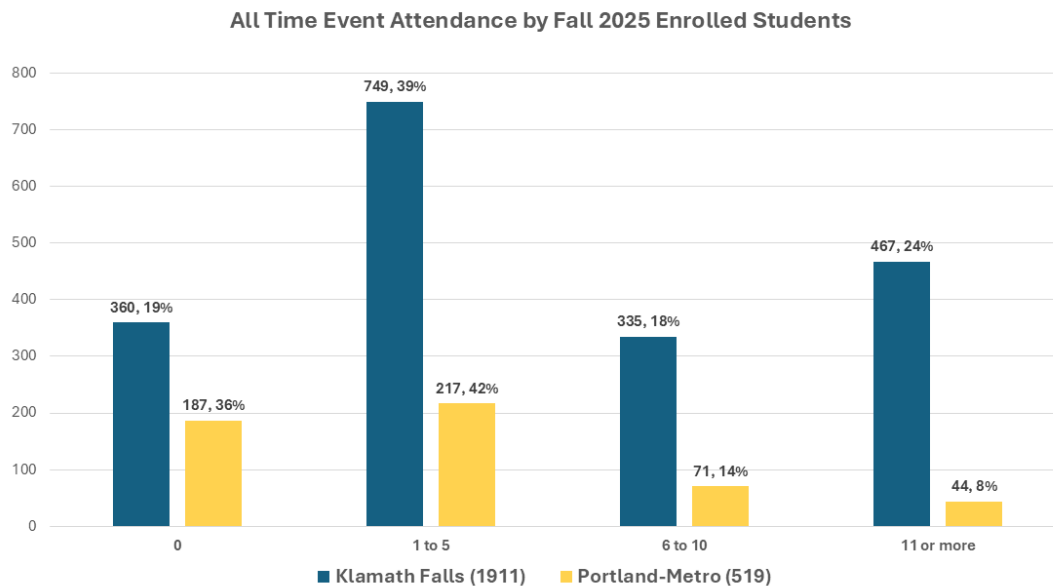
Goal 4 Status Update:

- 75% of leadership activity and program participants report increased confidence through pre- and post-surveys through The Roost.
 - o Created pre- and post-surveys for student leadership training in The Roost.
 - ♣ Launched the first pre-survey at the Portland-Metro Student Leader Training on October 10, 2025.

- o 75% of the student body engages in at least three activities across campus each term
 - ♣ Fall Term result:
 - Fall 2025 engagement was assessed with activities and membership through The Roost platform (SIB). With this data, 58% of students enrolled in 2025 have participated in three or more student engagement opportunities.
 - FAST enrollment report (undergraduate, graduate, professional degrees) shows 1975 KF students and 526 PM students
 - 2430 undergraduate students who pay incidental fees (Klamath Falls and Portland-Metro) are users of The Roost platform.
 - We utilize The Roost to track event attendance, student organization membership, and student organization leadership roles.
 - The graphs show the counts and percentages of the students whose engagement was tracked in The Roost during Fall 2025.

Fall 2025 students who participated in an event or organization tracked with The Roost platform





♣ Winter Term plan:

- By compiling all engagement data across the division, we will have a more accurate picture of university-wide student engagement.
 - It is possible that this can account for the 17% gap between our target of 75%.
 - Currently, department engagement data is tracked with several systems/ platforms and must be manually compiled for assessment.

Goal 5:

Develop professional staff curriculum: Create training for SA staff that promotes professional interaction and civic accountability, including lessons on navigating tough conversations and respecting diverse perspectives. (Pillars 3 and 4)

Goal 5 Status Update:

- Student Affairs employees participated in a division-wide Convocation training.
- Topics included division goals, NWCCU Accreditation, Students and Student Success, Report-It page and Resources, and Navigating Change and Uncertainty.
- Broaden the SA division's First Fridays offering topics on professionalism, accountability, and navigating challenging conversations. Survey each SA member to

baseline their status at the beginning of the year and assess each term to determine where they have progressed and developed new skills.

- First Fridays Fall Term
 - ♣ October 3: Athletics – Department overview, ITS – The Art of AI Prompting
 - ♣ November 7: Portland-Metro Student Services' Educause Conference presentation and Disability & Testing Services presentation
 - ♣ December 5: DICE - Sanctuary State Requirements, Assistant Dean of Students – First Year Experience Update
- First Fridays Winter Term plans include the following departments presenting on how their work supports the University's mission, vision, and goals, as well as sharing how Student Affairs can connect and contribute to their work.
 - ♣ January: Career Services
 - ♣ February: College Union
 - ♣ March: Integrated Student Health Services
 - ♣ April: Health and Wellness
 - ♣ May: Student Leader Training program
 - ♣ June: Tech Opportunities Program (TOP)

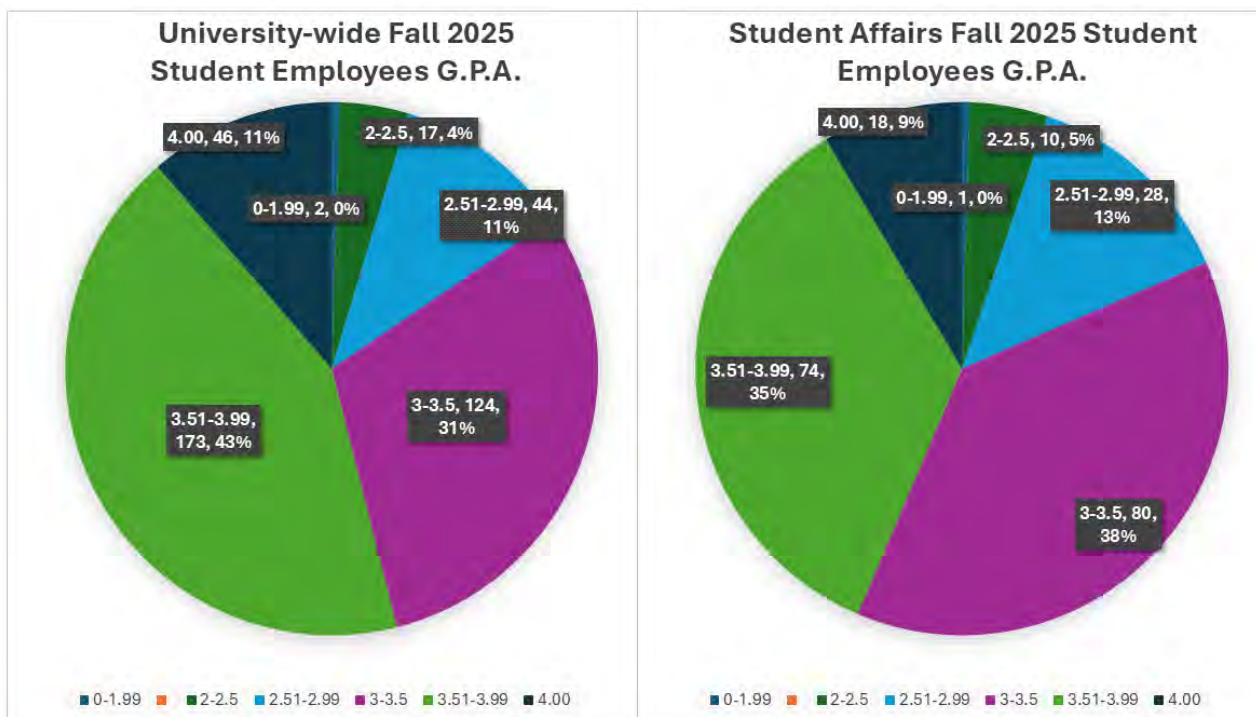
Goal 6:

Strengthen civic leadership through student leadership opportunities: Increase student participation in leadership roles by emphasizing collaboration and emotional resilience, supported by trauma-informed resources. (Pillar 3)

Goal 6 Status Update:

- 20% increase in unique students serving in a leadership role, seen through Registered Student Organization (RSO) and student employment records.
 - Baseline how many students participate in leadership roles in the middle of the fall term
 - ♣ Roost – We are implementing this platform and have discovered that point-in-time data is complex. We will be able to correct this for the future.
 - ♣ Payroll – For the December 31st pay period, 177 students were employed by Student Affairs in 215 positions across the division.
 - ♣ University Standing Committees and Councils – 20 unique students, 46 of student seats
 - Number of students in a leadership role at the end of each term.
 - ♣ Roost – 153 officer roles filled by 141 students (both campuses)

- ♣ Payroll – 211 students were employed by the division of Student Affairs during Fall 2025 in 269 positions.
 - 201/211 (95%) students are registered for Winter 2026 or completed their coursework in Fall 2025.
 - 406 students were employed university-wide in Fall 2025 in 543 positions.
 - Student Affairs employs 52% of all student workers.
 - Payroll records indicate that
 - Student Affairs invested \$288,964 in student employment from September 15 – December 31, 2025, which is 37% of the university-wide student employee payroll for that period.
 - University Standing Committees and Councils – 19 unique students, 46 of student seats
- Success means this number increases by 20% over the year.
 - ♣ Over the course of the term, we determined that this metric may not reflect our goals as intended. Increases in the number of students serving in leadership roles may demonstrate turnover.
 - ♣ In the future, we will compare the percentage of unique students in leadership roles to the total number of available leadership positions. We seek to encourage more students to be involved (rather than a small number of students filling multiple positions).



Student Involvement and Belonging

ASOIT, Student Government

ASOIT officers from Klamath Falls and Portland-Metro participated in a group training weekend, October 17 and 18, 2025, on the Klamath Falls campus.

- o Activities included: campus tour for PM officers hosted by KF officers, group dinner hosted by Dr. Naganathan, group breakfast hosted by Bonita Bontrager, 5-hour training
- o Topics: Registered Student Organization (RSO) Training (required annually for all RSOs), ASOIT's Role in University Budgeting, Officer Roles & Responsibilities, Discussion of Advocacy and 25-26 Platforms

Klamath Falls campus

Student Involvement and Belonging had a busy fall term, including fielding over 17 requests for Hootie to make an appearance at various campus events, excluding athletic events. The table below shares the bigger events that occurred during the Fall term, excluding SOAR and Weeks of Welcome events. This illustrates how students are connecting and where they are making those connections!

Event	Date	Participation	Highlight
Pride Week	10/ 7-10/11/2025	Total over the week: 250	Week-long program hosting a blend of fun and educational activities for students to engage in how to be an Ally to the LGBTQ+ community, as well as creating a space for participants to be their authentic selves.
Allyship Training	10/7/2025	4	
Paint Your Pride	10/8/2025	80	
"Gay"me Night	10/9/2025	134	
Queer Brunch	10/11/2025	32	
Registered Student Organizations (RSO) Training	10/6-10/24/2025	113 attendees during 6 different training sessions	42% of students who attended were required officers (President, Vice President, and Treasurer)
Get Involved Expo	10/13/2025	157 attendees, 53% of RSOs participated	Successful launch of NEW Passport Activity (108 participants). This initiative helped students actively engage with RSOs who tabled.
Hispanic, Latinx/a/o Heritage Month Celebration	10/15/2025	188	This was a collaboration to offer a food staple to the campus community while educating about the Latin Diaspora.

Event	Date	Participation	Highlight
Leadership & Diversity Scholarship Gathering	10/16/2025	52	70% of scholars attended this gathering to meet new people and discuss expectations for the scholarship, along with a discussion on the importance of identity and diversity.
Student Leadership Summit: Lead From Where You Are	10/22/2025	20	Students discovered: <ul style="list-style-type: none"> ▪ What real leadership looks like (hint: it's not just titles!) ▪ Personal leadership style ▪ How to lead in student organizations, group projects, and everyday life ▪ Hands-on activities and meaningful discussion
Fall Day of Service	11/1/2025	13	100 winter kits created & donated to local nonprofits (Klamath Works & Gospel Mission).
Family Weekend	10/31-11/2/2025	153 56% participated in all planned activities throughout the weekend	This was a 3-day program offering intentional activities for families and students to enjoy the Oregon Tech community while spending meaningful time together as a family. Activities included food, community service, and activities on and off campus.
Opportunities Fair	11/12/2025	20	Collaboration with JustServe (as an opportunity to connect local Non-profit organizations and students.
Kava Ceremony	11/17/2025	2	SIB collaborated with Academic Affairs to host a cultural and educational experience that counted toward class credit in select Communications Department classes.
Adopt-A-Pet & Supply Drive	12/9/2025	277	9 pets adopted; 65% of attendees were on-campus residents Satisfactory survey 94% showed high satisfaction
Yoga Brain Break	12/10/2025	7	Before finals, students enjoyed a FREE 45-minute yoga session to help students de-stress, refocus, and feel human.

Student Involvement and Belonging is also active on social media, reaching students where they are and encouraging them to join the campus community. In December, SIB's Instagram account reached *94.2K accounts* and generated *4,496 total interactions*, reflecting a *13.3% increase in interactions*. Engagement activity included *923 likes*, *407 comments*, *399 shares*, and *131 saves*, showing continued interest in our content despite seasonal slowdowns.

Like November, a decline in overall engagement was expected due to reduced campus activity during Dead Week, Finals Week, and the holiday break. This was further reflected in the number of content opportunities available, as the KF campus hosted only 108 events

Despite these constraints, there were a couple of strong highlights:

- **Our December 1st 'Weekly Round-Up' post earned 24.6K+ views, making it the highest-viewed post to date.**
- Additionally, our *engagement rate from accounts that do not follow us increased to 66% (+22%)*, indicating that the content we shared continued to resonate well with our audience even during a low-engagement period.

Overall, December's performance reinforces the value of upcoming/roundup-style content during slower times on campus and positions us well heading into increased engagement opportunities in the coming term.

The chart below displays Instagram Analytics for the year to date.

2025-26	Metrics		
Month	Views	Clicks	Click Rate
August	28	22	79%
September	80 (+52)	65 (+43)	84.4% (+5.4%)
October	21	3	14.30%
November	23 (+2)	7 (+4)	27.8% (+13.5)
December	20	8	40 % (+12.2)
January			
February			
March			
April			
May			
June			

This is exciting data as the SIB team works to support the entire division of Student Affairs, sharing what is happening around campus.

Portland-Metro campus

- PM SIB managed (led by Assistant Director, Kim Faks, or PM RSOs) 112 events in Fall 2025.
- Below are examples of how these initiatives are directly related to not only our departmental goals, but also the SA Division goals.

Pillar: Welcome To the Roost

- o **S.O.A.R Orientation:** 93 students attended this six-hour interactive workshop hosted the day before school started. A consistent theme throughout all S.O.A.R sessions was to encourage students to access the on-campus professionals when they need assistance (*H.E.L.P. - Harness Early Learning Potential*) so they can navigate challenges more smoothly and shift focus back to their academics. The Orientation event included breakout sessions led by content experts, academic advice from faculty, skill-building sessions, time management, resiliency training, and goal setting. A new “*Lunch with Industry and Faculty*” session has been added to the Portland-Metro SOAR 2025 to provide students with an opportunity to ask faculty and professionals working in their field how to approach coursework and co-curricular opportunities while at Oregon Tech, to achieve long-term success in internship and employment seeking. (Student Affairs Goal 2, Goal 3)
- o **Weeks of Welcome:** Organized by Student Involvement and Belonging, new and returning students were encouraged to attend over 20 activities hosted by 8 departments over the first two weeks of the term to help them connect with peers, staff, and faculty. Highlights included a Welcome Back lunch attended by all members of the campus community, the Get Involved Expo to learn about clubs, Take 5 to meet the Assistant Dean and learn about wraparound campus resources, and the Pizza and Planners workshop hosted by Academic Advising and Retention to encourage students to get organized and set goals for the term. (Student Affairs Goal 1, Goal 3)
- o **Fall Fest Connects Students with Campus Resources:** The Portland-Metro campus hosted this annual tradition, providing students with an opportunity to meet the professional staff who manage student resources. Fall Fest created a festive environment where 90 students played Fall Fest Bingo and were tasked with visiting each campus resource table to engage with staff about how that resource supports student success. Fall Fest offered a welcoming backdrop for students to become more comfortable with staff who can help them navigate challenges through 1:1 direct support or provide expert guidance on overcoming barriers. The event fostered an environment that encourages students to “Ask for H.E.L.P. (Harness Early Learning Potential)” from professional staff and faculty early and often when challenges arise. This allows students to receive solutions more

quickly and refocus their efforts back on academic and overall well-being.
(Student Affairs Goal 3)

- o **Portland-Metro Music Garden:** On October 7, 2025, the Portland-Metro campus in Wilsonville welcomed students, staff, faculty, and community members to the inaugural Music Garden. Over 140 attendees enjoyed live performances by the West Coast band Family Mystic and Oregon Tech's own CSET PM Band, creating a lively and inclusive atmosphere. The event was free and open to all, offering complimentary food, entertainment, and activities for guests of all ages. Highlights included inflatable mini golf, Skee Ball, and axe-throwing, along with a children's craft area where young attendees could build their own musical instruments. Guests also engaged in friendly competition with life-size checkers and chess. Based on attendees' overwhelmingly positive feedback, the Portland-Metro Music Garden will become an annual tradition, offering an exciting way for the campus community to come together and kick off the new academic year.
(Student Affairs Goal 1, Goal 3)

Pillar: Get Involved

- o To encourage student involvement in registered student organizations and their related activities, SIB organized a gamified Get Involved Expo featuring eight Portland-Metro student organizations. As students visited each club table, they engaged in discussions with officers about the club's mission and how students could get involved. Students turned in a game card to demonstrate they had met with each club and could select Oregon Tech gear as prizes. (Student Affairs Goal 1)
- o PM SIB (led by Assistant Director, Kim Faks, or PM RSOs) 112 events in Fall 2025. (Student Affairs Goal 1)

Pillar: Lead Change

- o Student organization officers participated in the annual Registered Student Organization (RSO) training. During their training, officers are updated on changes or clarifications to any RSO policies and procedures. Club officers are encouraged to treat their student organizations as a business unit where they build professional skills in budgeting, marketing, communication, project management, and team dynamics. (Student Affairs Goal 2, Goal 6)
- o Leadership and Diversity Scholars. Ten students across four campuses (Portland-Metro, Chemeketa, Externs, and Online students), engaging in a curriculum including a common book read and providing written reflections on activities. The curriculum culminates with end-of-term group Scholar meetings, where students share their ideas and experiences of leadership, diversity, and identity in university and professional settings. (Student Affairs Goal 4, Goal 6)

Pillar: Embrace Diversity

- Working in partnership with Portland-Metro identity-based student organizations, Student Involvement and Belonging hosted cultural events for Hispanic Heritage Month and Día de Los Muertos, gaining over 120 attendees across the two events. (Student Affairs Goal 1, Goal 4, Goal 6)
- Native American History Month was recognized through a storytelling and writing workshop led by Ursula Pike, Director of Sponsored Grants and Projects Administration and member of the Kurake Tribe of Northern California. Ursula also shared excerpts from her book, *An Indian Among Los Indigenas*, that discussed themes such as:
 - ♣ Acts of service often benefit the service workers more than the recipient (colonialism).
 - ♣ The differences in experience and privilege affect the nuances of individual identities.
 - ♣ Who am I to say what another person or community needs?
 - ♣ Self-doubt and imposter syndrome within marginalized communities.
 - ♣ (Student Affairs Goal 1, Goal 4, Goal 6)
- A Red Shawl Day display was set up in the Lobby to honor Indigenous women and girls who disproportionately face violence and disappearance at higher rates than the national average. (Student Affairs Goal 4, Goal 6)

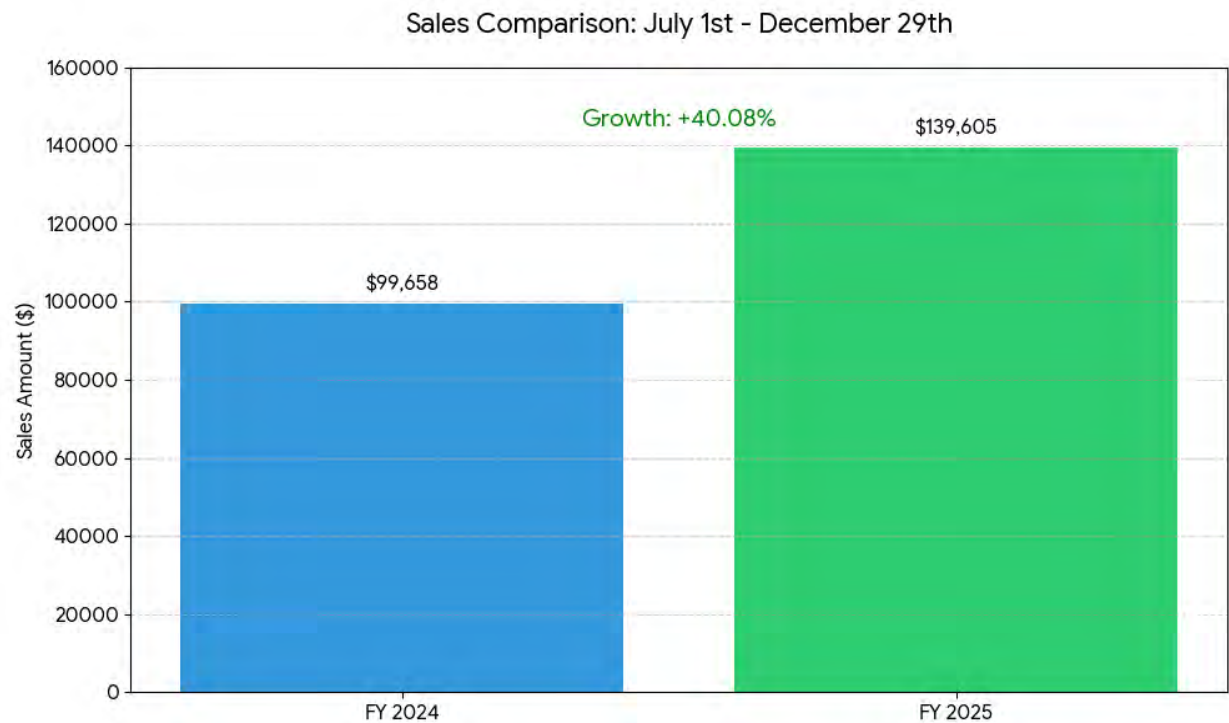
Tech Nest Store

The Tech Nest Store continues to offer quality and affordable Oregon Tech merchandise, gear, school supplies, and snacks. We deliver this service with a smile, guaranteeing excellent customer service with every interaction. We listen to what our customers share, what they need, and what they want. We listen because we care. When a student comes in and is asked, "How are you today? What's new and exciting in your world?" Most students reply with detail. This starts a conversation. It is these conversations that allow us the opportunity to help the students.

We had 4,485 transactions for the Fall term. That is 4,485 opportunities to listen. 4,485 opportunities to assist. 4,485 opportunities to smile. The Tech Nest Store is a safe place for our customers, who continue to come in and shop, as well as share their stories with us.

On the business side of the equation, we continue to exceed our expectations and projections. We are trending 53% higher (in total revenue) compared to last year. Total revenue is \$123,000 this fiscal year, compared to \$80,000 at the same time last year. How do we accomplish this? By listening! The same equation for excellent customer service translates to higher sales. We had 4,485 opportunities to collect revenue. We maximize every single interaction to boost that revenue line and continue the trend! If we maintain the

current 50% revenue acceleration through the close of the fiscal year, we will surpass \$500,000. The following chart illustrates the sales comparison from last year to this year to date:



Tech Opportunities Program (TRiO)

The new year brings optimism and energy to TOP. With a new advisor, Gabriel Castro, the students are receiving high-level support to accomplish their goals and stay motivated as we kick off the winter term. Gabiel comes to Oregon Tech from Colorado, where he was a leader in his undergraduate TRIO program. Starting in November, Gabriel joined the team, ready to listen and assist with needs while also pursuing his master’s degree. The winter term brings more change to the TOP Office, as Dahiana Padilla has moved on to new opportunities, and a search is underway for a new TOP Advisor. We are excited to share; the TOP Director position has been filled! The new Director will start soon, while the search continues for a TOP Advisor. Even during these periods of growth, TOP remains dedicated to providing the best services to TOP students, promoting success and healthy habits. Through one-on-one advising, workshops, and academic classes, students will still receive full services this Winter Term.

TOP Events and Programming:

- **TOP Student Success Class- Learning about Scholarships:** Winter term is scholarship season in the Tech Opportunities Program (TOP) as the department’s goals shift from creating healthy academic & personal habits and community to finding and applying for financial aid and expanding financial literacy. During the Winter Term, TOP hosts a

free one-credit class for TOP students, designed to help them successfully apply for scholarships and develop financial literacy. In this class, students explore professional writing concepts, compelling storytelling, and learn to decipher essay prompts, while also gaining an understanding of the principles of rhetoric and financial literacy, including budget creation, explanations of credit scores, and investing knowledge. With special guest speakers such as Julie Daniels, Scholarship Coordinator, and Jake Coatney, Financial Aid Counselor, students can create connections and reach out to the Financial Aid office for a variety of their needs.

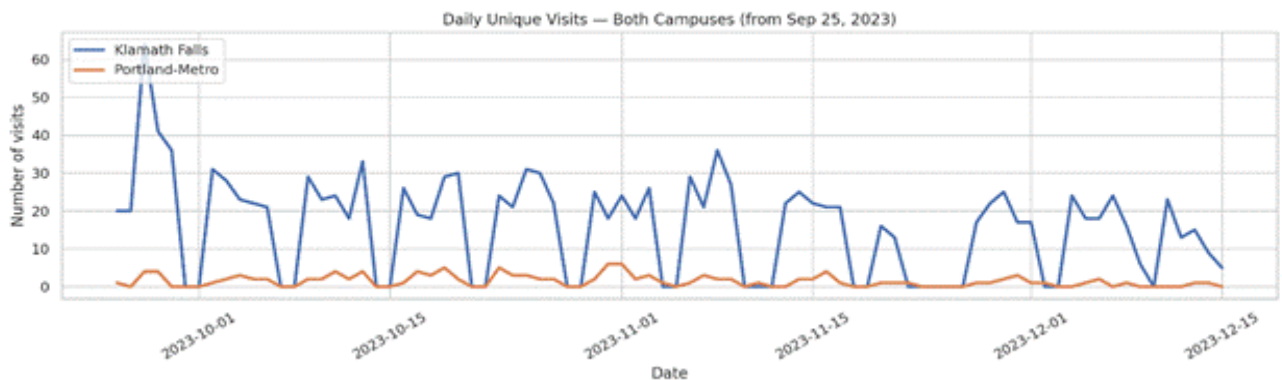
- **Winter Welcome - Meet Your Advisor:** TOP kicked off the term by welcoming students back to campus with a chance to get to know Gabriel. Joining the team in late November, Gabriel only had one regular week of the term to connect with TOP students. This event offered an environment for students to establish a working relationship with their new advisor, setting the tone for a trusting and community-oriented start to the term.
- **Internship/Externship Information Panels for ETM and HAS:** This two-week informational series connected TOP students to alums, professional staff, and upper-class students who have internship or externship experience. With each session focusing on either ETM or HAS, students had the opportunity to listen, ask questions, and expand their professional network with experts in their desired field.
- **TOP Mentor Retreat:** TOP employs 10 student mentors in two programs. Student Success Mentors (SSMs) are hired through Housing and Residence Life, guiding and connecting with TOP students who live in on-campus housing. Peer Mentors (PMs) are employed through TOP and assigned to students who reside off campus. This retreat provided a space where the Mentors could share their needs as a team and learn from each other's experiences.

Veterans Services Program

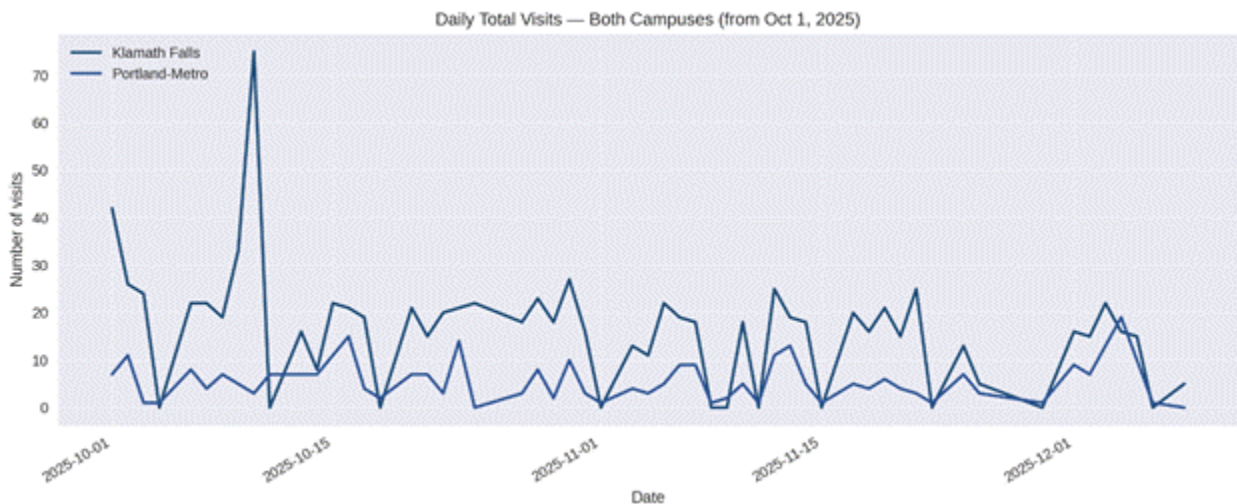
Fall Term 2025 saw military-connected enrollment at 188 students (Fall 2024 enrollment 181). The average GPA of these students during the fall term was 3.46, representing a slight improvement over the 2022-23 academic year, which had an average GPA of 3.45.

The Veteran Resource Centers in Klamath Falls and Wilsonville welcomed a total of 276 visitors over 1295 total visits. These are distributed over a record level of 21 average daily VRC visitors in Klamath Falls and 6 daily average visitors in Wilsonville. Visitors to our VRCs, military-connected students, and traditional students maintain an average GPA of 3.36.

Fall 2023 VRC Daily attendance:



Fall 2025 VRC Daily attendance:



The Veteran Resource Centers are spaces where military-connected students can find a quiet study area, peers to talk with, and lending libraries of popular textbooks. Additionally, both VRCs are locations where VA Work Study students are employed, utilizing benefit funds from outside the Oregon Tech budget to enhance their earnings and professional development. The Klamath Falls campus provided over 1,700 working hours to 16 VA Work-Study employees who provide customer service in the VRC and conduct outreach during the

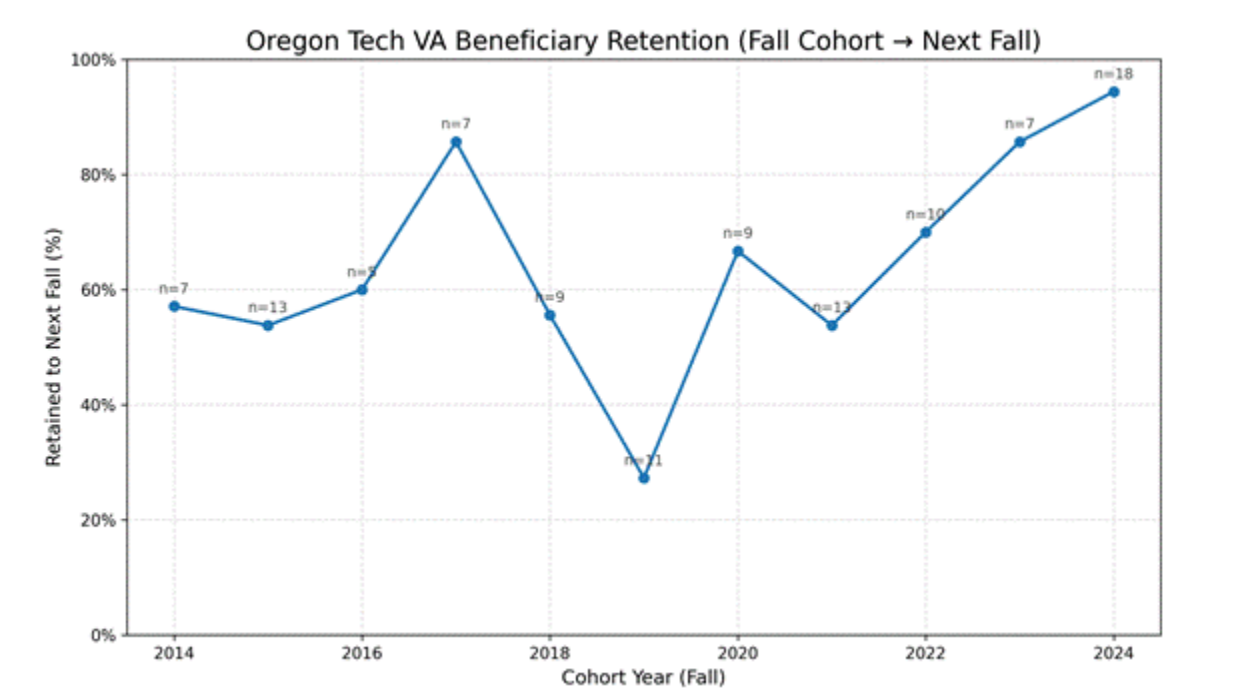
Student Veterans Program’s annual events. These students have earned around \$24,000 in tax-free wages during the fall term.

The most exciting data point for this term is the 94% retention rate of traditionally new students who are military-connected, welcomed on campus in 2024, and who reenrolled for Fall 2025. Since 2014, the 2024 cohort was the largest we had welcomed during the last decade.

Oregon Tech VA beneficiary retention rates since 2014:

	Fall 2014 Returning Fall 2015	Fall 2015 Returning Fall 2016	Fall 2016 Returning Fall 2017	Fall 2017 Returning Fall 2018	Fall 2018 Returning Fall 2019	Fall 2019 Returning Fall 2020	Fall 2020 Returning Fall 2021	Fall 2021 Returning Fall 2022	Fall 2022 Returning Fall 2023	Fall 2023 Returning Fall 2024	Fall 2024 Returning Fall 2025
Vet & Depend. Cohort	7	13	5	7	9	11	9	13	10	7	18
Retained Next fall	4	7	3	6	5	3	6	7	7	6	17
% Retained	57.1%	53.8%	60.0%	85.7%	55.6%	27.3%	66.7%	53.8%	70.0%	85.7%	94.4%

Oregon Tech VA Beneficiary Retention Rate:



Veteran Student Services is dedicated to maintaining these high retention rates while continuing to set enrollment records. One initiative to achieve these goals has been the continuous attendance at the Student Veterans of America National Conference, where we have partnered with Admissions to provide an exhibitor booth on the “SVA Campus.” Other attendees at this conference include RTX, the parent company of Collins Aerospace, with which we share the PM Campus, the Walt Disney Company, and the Department of Veterans

Affairs, among others. It is a forum where Oregon Tech's exceptional students stand out among those attending, as they are primarily polytechnic majors, bringing the skills that sponsors who recruit there are looking for. Our third year of recruiting at this conference is scheduled for January 2026, and we hope to see results from these efforts in the form of increased transfer and graduate student enrollment.



Retention IPEDS Comparator Schools and Oregon TRUs:

- Peer institutes comparison of entering cohort 2022 to Fall 2023 retention.

RETENTION (Adjusted Cohort)
Fall 2022 Cohort Returning Fall 2023

	First-Time, Full-Time Freshmen		
	Starting Cohort	Retained	% Retained
Bemidji State University	445	348	78.2%
Fairmont State University	665	427	64.2%
Midwestern State University	773	487	63.0%
Missouri Western State University	528	313	59.3%
Montana Technological University	307	234	76.2%
Nicholls State University	959	735	76.6%
Oregon Institute of Technology	420	306	72.9%
Rogers State University	301	194	64.5%
Shawnee State University	249	177	71.1%
Southwestern Oklahoma State University	564	393	69.7%
University of South Carolina-Upstate	685	475	69.3%
Total	5,896	4,089	69.4%

Fall 2023 Enrollment By Gender

	Men	Women	Total
Bemidji State University	1,603	2,323	3,926
Fairmont State University	1,410	1,897	3,307
Midwestern State University	2,038	3,535	5,573
Missouri Western State University	1,473	2,344	3,817
Montana Technological University	1,028	594	1,622
Nicholls State University	2,206	3,974	6,180
Oregon Institute of Technology	2,427	2,676	5,103
Rogers State University	1,205	2,001	3,206
Shawnee State University	1,329	1,877	3,206
Southwestern Oklahoma State University	1,725	3,086	4,811
University of South Carolina-Upstate	1,617	3,329	4,946
Total	18,061	27,636	45,697

Oregon TRUs Comparison Fall 2022, 2023, or 2024 Cohort

(Fall First-Time Full-Time) as reported by school. Note 2024 report out on 2022-23 data, source HECC.

EOU: 69.3% (2024) **68%**

SOU: 72% (2022) **72%**

WOU: 72.7% (2022) **72%**

PSU: 75% (2024) **77%**

OIT: 72% (2025)

Regarding total enrollment by FTE headcount, Oregon Tech has surpassed WOU to become the third largest TRU behind PSU and SOU, with only 18 FTE's separating SOU and Oregon Tech. (2025)

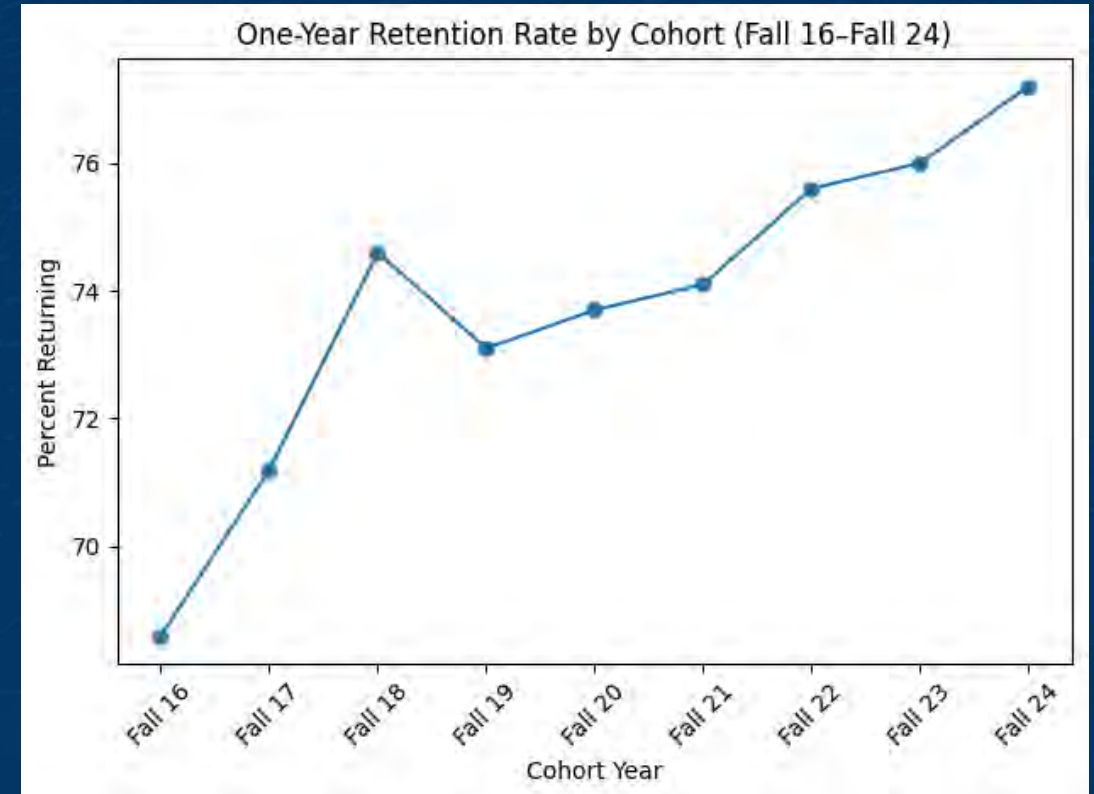
One of three schools in Oregon to produce consecutive years of growth in FTE enrollment (Oregon, OSU)

Full-time equivalent enrollment at Oregon public universities in fall term, by year

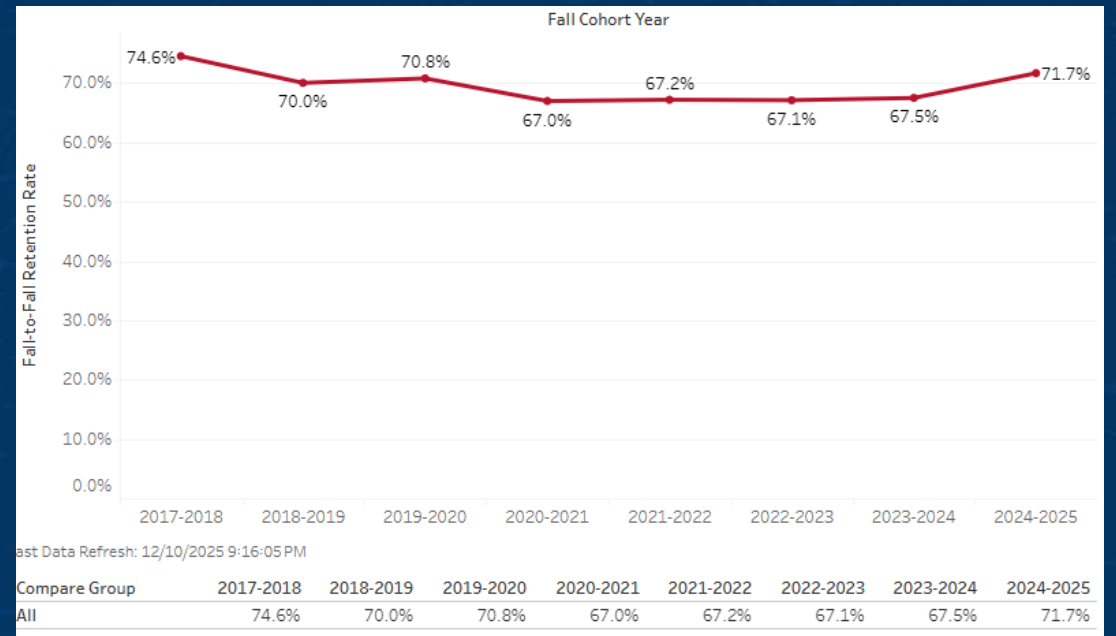
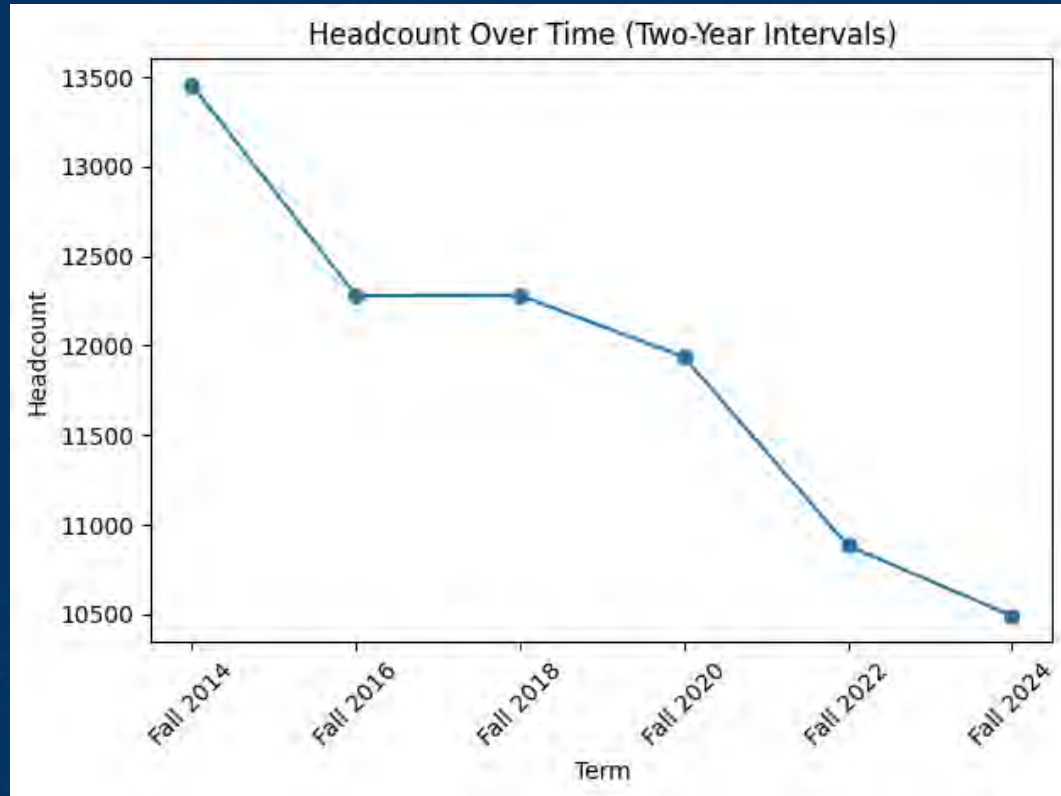
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Eastern Oregon University	2,274	2,221	2,152	2,171	2,133	2,124	2,050	1,973	1,973	2,082	2,004
Oregon Institute of Technology	3,108	3,239	3,236	3,218	3,247	3,214	2,990	2,907	2,898	3,045	3,132
Oregon State University	25,878	26,527	26,865	26,779	27,120	27,013	27,575	28,585	29,983	31,545	32,350
Portland State University	20,162	19,721	19,563	19,252	18,816	17,428	16,522	15,668	14,977	14,585	14,242
Southern Oregon University	4,408	4,293	4,383	4,204	4,030	3,512	3,321	3,264	3,236	3,209	3,150
University of Oregon	22,598	22,629	22,207	22,081	22,105	21,263	21,781	22,706	23,257	24,072	24,299
Western Oregon University	4,513	4,529	4,452	4,310	4,068	3,769	3,300	3,069	3,171	3,083	2,978
State	82,941	83,159	82,857	82,015	81,520	78,325	77,539	78,172	79,495	81,622	82,155

Cal Poly Humboldt

	Fall 2023	Fall 2024	Fall 2025
Freshmen	1,394	1,201	1,194
Sophomore	800	955	864
Junior	1,354	1,475	1,628
Senior	1,871	1,832	1,991
Total	5,419	5,463	5,677
Other PostBac	76	98	84
Credential	96	75	82
Master's	385	409	433
Total	557	582	599
Grand Total	5,976	6,045	6,276



Eastern Washington University



Useful links

[PEER REPORT 2023.pdf](#)

[HECC 2025 Enrollment](#)

<https://www.oregon.gov/highered/strategy-research/Documents/Snapshots/Univ-Snapshot-combined.pdf>

<https://inside.ewu.edu/institutional-research/eastern-up-close/annual-enrollment/>

<https://www.humboldt.edu/irar/enrollment-data>

Action Item 4.1

Master of Science in Dental Hygiene (MSDH) – New Degree Program

Background

The Dental Hygiene Department within the College of Health, Arts, and Sciences proposes a new **Master of Science in Dental Hygiene (MSDH)**, pending approval to begin in **Summer 2026**. This 45-credit, fully online graduate program is designed to prepare advanced dental hygiene professionals for leadership roles in education, research, public health, advocacy, and multidisciplinary healthcare settings.

Oregon Tech currently offers an in-person **Bachelor of Science in Dental Hygiene (BSDH)** at two locations, as well as an **online bachelor's degree completion program** for licensed dental hygienists with associate degrees. The proposed MSDH program expands these pathways by providing a comprehensive graduate-level option, allowing students to progress from associate or bachelor's preparation through master's-level training within the discipline.

The MSDH curriculum emphasizes **educational excellence, leadership development, advocacy, research, and innovation**. Required coursework includes multidisciplinary health, leadership and global health, instructional methods for didactic, clinical, and online teaching, practice and career management, and research methods, culminating in either a capstone or thesis. Students also select graduate-level electives from dental hygiene, allied health, writing, statistics, and biology, allowing flexibility aligned with career goals.

All required MSDH courses will be delivered **fully online**, significantly expanding access for working professionals, non-traditional students, and learners statewide and nationally. Existing Oregon Tech tenured and tenure-track faculty will teach the program. Several courses build upon or revise existing offerings, and no additional faculty lines, administrative staff, facilities, or library resources are required. Startup costs are minimal and limited to course development already approved through the university curriculum process.

The program responds directly to documented **statewide and national shortages of dental hygiene educators and advanced practitioners**. No other public university in Oregon offers a Master of Science in Dental Hygiene, positioning Oregon Tech as the sole in-state provider of this credential. Employment projections show continued growth in dental hygiene and strong demand for graduate-prepared educators, administrators, and leaders in oral health and public health systems.

The BSDH program is currently accredited by the **Commission on Dental Accreditation (CODA)**, which reaffirmed accreditation without reporting requirements in January 2025. While graduate dental hygiene programs are not separately accredited, the MSDH curriculum follows national guidance from the American Dental Education Association and aligns with Oregon

Tech's mission, strategic priorities, and statewide goals for access, workforce development, and educational attainment.

Staff Recommendation

Staff request a motion for approval by the AQSS Committee to recommend to the full Board to take due action to **approve the Master of Science in Dental Hygiene (MSDH) at Oregon Tech** and authorize the President or designee to follow up with **HECC** and **NWCCU** as appropriate.