



Student Affairs Division

Strategic Plan 2021-2026

Mission Statement

The Student Affairs Division affirms the University's mission through opportunities for access, holistic development, and success. Student Affairs departments collaborate with students, faculty, staff, and external communities to support students' persistence to graduation and professional success beyond graduation.

Core Values

In addition to the values set forth in the mission statement, we value and are committed to modeling and teaching:

- Accessibility – being easy to approach, reach, speak with, or understand
- Accountability – taking responsibility for our actions and demonstrating leadership
- Adaptability – being able to readily adjust to different conditions
- Community engagement – involving others from the Oregon Tech or external groups
- Compassion – feeling deep sympathy for another with the desire to assist
- Confidence – exhibiting pride and conviction in our university, our talent, and our contributions to those around us
- Diversity, Equity, Inclusion – welcoming and empowering individuals of differing backgrounds, identities, and life experiences
- Excellence – embracing and celebrating the highest quality standards in teaching, research, service, and innovation
- Integrity – adhering to the highest standards of ethical principles
- Respect - demonstrating high regard for one another in interactions and treating others with dignity
- Service - contributing to the well-being of our university and external communities
- Student Success – prioritizing student and graduate success in every decision or action at every level of the university

Strategic Goals

In pursuit of our mission and core values, we have established four key strategic goals to focus our priorities. These goals will positively impact the University's overarching goal of increasing retention and graduation rates. Therefore, the Division of Student Affairs will:

1. Provide and promote an exceptional experience for every student from their initial contact through graduation and then as an alumnus.
2. Serve as a model of diversity, equity, inclusion, and collaboration in everything we do as a division and as departments.
3. Prioritize effectiveness and efficiency.
4. Assess and advocate for adequate physical space, facilities and equipment that ensure safe and productive environments that improve student success and performance.

The Student Affairs mission, values, and goals purposefully align with the University's Strategic Plan and objectives (noted in brackets).

Goal 1: Provide and promote an exceptional experience for every student from their initial contact through graduation and then as an alumnus.

- 1a. Wellness: Encourage student participation in initiatives that promote a holistic approach to student development (social, emotional, spiritual, intellectual, physical, environmental, financial and occupational). [USP 1.1, 6.2]
- 1b. Programs & Services: Continually review and assess student-centered university initiatives [list units in division] to meet evolving student needs. [USP 1.3, 3.2, 4.1, 10.6]
- 1c. Safe Campus: Create a culture of awareness, responsibility and respect through internal training and convening of students, faculty and staff in the areas of emergency preparedness, sexual misconduct, and cultural competency, among other areas, to promote an environment where every student feels physically, emotionally and culturally safe and welcome. [USP 6.3, 9.1]
- 1d. Customer Service: Provide clear, timely, respectful and fair interactions with students to ensure effective two-way communication and positive outcomes that promote student success. [USP 6.2, 6.3, 9.1, 10.6]
- 1e. Students as active partners: Instill the value of active engagement in academic and co-curricular experiences in order to improve the overall quality and value of students' Oregon Tech experience. [USP 1.1, 3.2, 6.1, 7.3, 7.5]
- 1f. Recognition of successes: Strive to better acknowledge achievements by campus community members (individuals and groups) to improve internal communication, engage everyone in the success of the campuses, and create a student success culture. [USP 4.3, 4.4, 7.4]
- 1g. Professionalism: Provide co-curricular opportunities (e.g., student employment, student leadership) to develop communication and networking skills. [USP 2.2, 2.3]

Goal 2: Serve as a model of diversity, equity, inclusion, and collaboration in everything we do as a division and as departments.

- 2a. Diversity: Embed cultural competency development into co-curricular education to represent a range of perspectives, backgrounds, and differences. [USP 2.3, 6.3, 9.1, 9.4]
- 2b. Equity: Integrate impartiality and justice in working with students and student groups to ensure equal treatment and to reduce barriers in services, programming, policies, and procedures which impede successful outcomes for students, especially for historically underrepresented populations. [USP 3.4, 6.3, 9.1, 9.3]
- 2c. Inclusion: Foster a sense of belonging within the Oregon Tech community, acknowledging that all students, faculty, staff members are unique and valued members of our community. [USP 6.3, 9.1]
- 2d. Collaboration: Collaborate with campus partners (and external partners) to further university goals, student persistence and retention goals. [USP 1.3, 2.1, 4.1, 4.3, 5.2, 6.3]

Goal 3: Prioritize effectiveness and efficiency.

3a. Assessment: Collect and analyze data to both evaluate and inform decision making. [USP 6.1, 9.5]

3b. Process: Review and revise procedures to implement best practices, reduce redundancy and minimize chaos. [USP 6.1, 9.5, 10.4, 10.6]

3c. Resource Utilization: Ensure sustainability of resources while being good stewards of university funds to benefit students.

- Fiscal stewardship: Responsibly manage resources through transparent and efficient processes. [USP 10.2]
- Professional Development: Identify and invest in new opportunities for enhancing knowledge and skills to ensure that staff members effectively serve the diverse and changing needs of our students. [USP 4.4, 10.5]
- Revenue generation: Generate additional sources of revenue (e.g., grants) rather than new fees, in order to balance the need to increase tuition costs for students. [USP 3.1, 8.1, 8.3, 10.2, 11.2]

Goal 4: Assess and advocate for adequate physical space, facilities and equipment that ensure safe and productive environments that improve student success and performance.

4a. Environmental impact: Assess and document physical space needs to determine how to effectively and efficiently serve Klamath Falls and Portland Metro students. [USP 1.4, 4.2]

4b. Equipment: Make allocation decisions that align with strategic priorities. [USP 10.2, 10.3]

TRiO Tech Opportunities Program
2025-2026 Assessment Plan

Department Goal/Objective	OT St Plan	S.A. St. Plan	Timeline	Action Plan	Outcome Measure	Result
By the end of the 2025-2026 year, TOP will have a full program of 160 students along with a waiting list of students who applied into the program.	1.1 1.2 9.1 9.3	1e 2b	June 2026	TOP Director will work with Financial Aid office to send information about TOP services to students who qualify for the Pell grant. TOP Director will collaborate with the Admissions office to send information to first-generation students. The Director will focus efforts in Student Affairs sharing information to students through partners such as Disability Services and Housing & Residence Life.	Data pulled through Blumen, a TRIO database, showcasing 160 served students.	
Fully staff the TOP grant project with qualified and dedicated personnel by the end of the 25-26 year.	6.2 6.4 9.1 9.2	2c	June 2026	Encourage well-informed searches for candidates ensuring dedicated and knowledgeable candidates are hired. Increase budget for hiring recruitment.	No open professional staff positions.	
TOP will collaborate with SIB to integrate their events into the Roost to	1.1 1.3 9.3	1a 2d	December 2025	TOP professional staff and front desk student	Increased attendance to TOP events and the	

TRiO Tech Opportunities Program
2025-2026 Assessment Plan

promote campus visibility of the program and encourage higher event attendance rates.	10.2			workers will train with SIB to ensure proper training on The Roost platform for the purpose of raising awareness of TOP and TOP's events.	ability to pull data from The Roost.	
TOP will create a “Volunteer Opportunities” master list for students to access to help students integrate into the community, gain work experience, and to aid in finding volunteer work for scholarship activities charts.	2.2 5.2 11.2	1a 1e 1g 2d	June 2026	TOP will spend the year calling, networking, and connecting with local businesses and companies to establish potential volunteer opportunities for TOP students. Information will be captured in an excel sheet and distributed to students by request and through TOP's weekly newsletter.	Excel document template with ability to be updated with new information.	
Increase diversity-based development through TOP Tuesdays to encourage students to embrace and learn about other cultures.	1.4 2.3 9.2	1a 1c 2a 2b 2c	June 2026	TOP Mentors will be tasked with gathering suggestions from students to create engaging, diverse, and inclusive, and informational TOP Tuesday events. Mentors will receive feedback and alter future events in accordance.	Positive feedback reporting feelings of growth from TOP's End of Year Survey.	

Tech Nest Store
Assessment Plan 2025

The Tech Nest Store is dedicated to creating a safe and inclusive environment for our students, staff, and the broader community. We proudly offer high-quality, affordable Oregon Tech gear, school supplies, and snacks.

1. Safety and Welcoming Environment

A. Safety Assessment

Physical Safety & Accessibility, Daily walk-through by Store Manager and Cashier. Annually (Late Summer), 100% compliance with all Oregon Tech safety and accessibility standards (e.g., clear egress paths, well-lit areas, ADA compliance) - conducted by VP of Student Affairs, Store Manager and Cashier.

Psychological and emotional safety. Actively listening to all customers. Welcoming feedback with a willingness to change policy or accommodations based on feedback.

Food Safety Compliance, less than 1% of reviewed inventory found to be expired or improperly stored.

Emergency Preparedness, Review and practice of the store's specific emergency procedures (e.g., fire, evacuation)., Bi-Annually, 100% of staff can correctly execute the emergency procedures when tested.

B. Welcoming Environment Assessment

Customer Experience, "Welcome/Willingness to Help" Focus on making a positive, prompt, and welcoming first impression with a combination of non-verbal cues and friendly language. Key rules include greeting customers with a smile and eye contact, acknowledging their presence promptly, using open body language, and avoiding generic or closed-ended questions like "Can I help you?". The greeting should also be consistent with the store's brand and personalized when possible.

Inclusivity & Atmosphere, Inclusivity and atmosphere in retail are intertwined, as a positive atmosphere that embraces diversity is created through inclusive practices in both store design and customer interaction. Key aspects include creating a welcoming environment for all, making physical and sensory accommodations, offering diverse products and displays, and training staff to use inclusive language and avoid assumptions.

Cleanliness & Organization, daily visual inspection checklist completed by the Store Manager and Cashier.

2. Product Quality and Affordability

A. Affordability Assessment

Price Competitiveness, Quarterly Comparative Price Audit of 10-15 key "basket" items (e.g., Oregon Tech hoodie, Oregon Tech T-Shirt, most popular school supplies and drink options) against local/online competitors (e.g., local big-box store, major online retailer)., Quarterly, Key items must be priced within 10% of the top line average of local competitor price (excluding temporary sales/promotions).

Daily inventory is conducted and measured against a revolving 365-day model

B. Product Quality Assessment

Tech Nest Clothing/Gear Durability & Satisfaction, tracking of returns/exchanges specifically due to product defect or poor quality (excluding size/style exchanges).

Continuous/Monthly Review: Defect-related returns must remain below 1% of total unit sales for Oregon Tech Gear.

Supplier Performance, Annual review of key vendors based on quality, on-time delivery, and cost. Annually (Spring), 90% of major vendors meet all contractual quality and delivery standards.

3. Assessment Reporting and Action Cycle

Data Collection: Collect data (surveys, audits, checklists, inventory reports) continuously and throughout the quarter.

Quarterly Review: A dedicated "Assessment Team (Store Manager, cashier, and VP of Student Affairs) meets to review all quarterly data against the Target Benchmarks.

Action Plan Development: For any metric that fails to meet its benchmark, the team develops a clear, measurable action plan with assigned responsibilities and deadlines.

An Annual Assessment Report, summarizing performance across all three areas, outlining key successes, and detailing improvement strategies for the coming year, is prepared and submitted to the appropriate Oregon Tech oversight body.

I. Medical Team

Goal 1: Establish a Comprehensive Quality Improvement Framework

Objectives:

- Develop clinical quality metrics focusing on:
 - Documentation accuracy: chart reviews,
 - Provider availability: percentage of scheduled clinic hours covered,
- Train staff on QI processes and data collection.
- Establish baseline data in Year 1 for identified metrics.
- Implement quarterly reviews.

Timeline:

- Year 1 – Develop metrics and establish baselines,
- Year 2 – Implement and measure change over time,
- Year 3 – Evaluate, incorporate needed changes.

Measurable Indicators:

- Quarterly reports on documentation accuracy,
- Provider availability (scheduled hours covered).

Alignment:

- Pillar IV, Goal 10 (Objective 10.6),
- Values: Accountability, Excellence,
- Student Affairs: Goal 3a (Assessment), Goal 3b (Process), Goal 1b (Programs & Services).

Goal 2: Expand Access and Visibility

Objectives:

- Launch pop-up clinics in high-traffic areas.
- Create marketing materials to promote services.

Timeline:

- Year 1 – Planning, scheduling, and marketing pop-up clinics,
- Year 2 – Hold at least 1 pop-up clinic per term,
- Year 3 – Increase pop-up clinics to at least two per term.

Measurable Indicators:

- Year 1 – Completion of planning, scheduling, and marketing activities,
- Year 2 – Successful provision of at least 1 pop-up clinic per term,

- Year 3 – Successful provision of at least two pop-up clinics per term.

Alignment:

- Pillar I, Goal 1 (Objective 1.4),
- Values: Student Success, Service,
- Student Affairs: Goal 1a (Wellness), Goal 1d (Customer Service), Goal 1e (Students as active partners), Goal 2d (Collaboration).

Goal 3: Workforce Sustainability

Objectives:

- Develop recruitment and retention plan for MD and APN roles.
- Create onboarding and succession documentation.
- Explore telehealth services as an option if needed to maintain access to care.

Timeline:

- Year 1 – Draft and finalize recruitment plan,
- Year 2 – Begin hiring process,
- Year 3 – Telehealth integration if needed.

Measurable Indicators:

- Year 1 - Successful creation of a recruitment and retention plan,
- Year 2 - Completion of plan phases,
- Year 3 – (if needed) Telehealth services available and utilized

Alignment:

- Pillar IV, Goal 10 (Objective 10.2),
- Values: Accountability, Confidence,
- Student Affairs: Goal 3c (Resource Utilization), Goal 4b (Equipment), Professional Development.

II. Mental Health Counseling Team

Goal 1: Refresh Assessment Tools

Objectives:

- Identify and audit currently used assessment tools in Year 1.
- Select standardized tools and train providers in Year 2.
- Fully implement standardized tools and track utilization in Year 3.

Timeline:

- Year 1 – Identification and audit of currently used assessment tools,
- Year 2 – Selection of standardized tools and training for providers,
- Year 3 – Full implementation and utilization measures.

Measurable Indicators:

- Year 1 - Completion of audit and selection of assessment tools,
- Year 2 - Training complete, begin to track utilization,
- Year 3 - 100% implementation and utilization tracking.

Alignment:

- Pillar II, Goal 4 (Objective 4.1),
- Values: Excellence, Integrity,
- Student Affairs: Goal 1b (Programs & Services), Goal 3a (Assessment).

Goal 2: Enhance Crisis Response and Safety Protocols

Objectives:

- Develop and publish a crisis response plan for mental health emergencies.
- Train all counselors and front desk staff in crisis intervention.
- Conduct annual drills and evaluate response times.
- Collaborate with campus safety and community crisis resources to co-create protocol for transporting students to a higher level of care in a trauma-informed manner.

Timeline:

- Year 1 – Develop and publish crisis response plan,
- Year 2 – Train staff,
- Year 3 – Conduct drills and evaluate.

Measurable Indicators:

- Year 1 - Crisis response plan published,
- Year 2 - 100% staff trained,
- Year 3 - Annual drill evaluations completed.

Alignment:

- Pillar III, Goal 6 (Objective 6.2);
- Values: Respect, Service, Accountability.
- Student Affairs: Goal 1c (Safe Campus), Goal 2d (Collaboration).

Goal 3: Develop Quality Improvement Measures

Objectives:

- Define counseling utilization and satisfaction metrics.
- Establish baseline data in Year 1 for all identified metrics.
- Collect and analyze data annually.
- Publish mental health outcomes report by Year 3.

Timeline:

- Year 1 – Define metrics and establish baselines,
- Year 2 – Collect data,
- Year 3 – Publish annual report.

Measurable Indicators:

- Year 1 – Baselines collected for utilization rates, satisfaction scores
- Year 2 – Metrics tracked annually, adjustments made,
- Year 3 – Same as year 2.

Alignment:

- Pillar IV, Goal 10 (Objective 10.6),
- Values: Accountability, Student Success,
- Student Affairs: Goal 3a (Assessment).

III. Health Promotion and Prevention Team

Goal 1: Refresh Programming

Objectives:

- Conduct student focus groups to identify relevant topics.
- Introduce at least 3 new programs annually.
- Update marketing strategies to reflect modern student interests.

Timeline:

- Year 1 – Conduct focus groups and literature reviews,
- Year 2 – Launch new programming based on results, collect data,
- Year 3 – Evaluate.

Measurable Indicators: 3 new programs annually; 20% increase in student engagement.

Alignment:

- Pillar I, Goal 1 (Objective 1.1),
- Values: Student Success, Diversity & Inclusion,
- Student Affairs: Goal 1b (Programs & Services).

Goal 2: Create and Implement Student Health Ambassadors Program

Objectives:

- Develop program structure and define ambassador roles.
- Recruit and select student health ambassadors.
- Train ambassadors on health promotion and peer engagement strategies.
- Launch program and integrate ambassadors into outreach activities.
- Evaluate program effectiveness and expand based on feedback.

Timeline:

- Year 1 – Design program structure and recruit student ambassadors,
- Year 2 – Train ambassadors and implement program,
- Year 3 – Evaluate and expand program.

Measurable Indicators:

- Number of ambassadors recruited,
- Number of outreach events led by ambassadors,
- Student engagement metrics.

Alignment:

- Pillar I, Goal 1 (Objectives 1.1, 1.4),
- Values: Student Success, Service, Diversity & Inclusion,
- Student Affairs: Goal 1a (Wellness), Goal 1e (Students as active partners), Goal 2d (Collaboration).

IV. IHSC Administration

Goal 1: Establish Administrative Quality Improvement System

Objectives:

- Develop administrative processes and quality metrics focusing on:
 - Front desk operations
 - Billing
 - Administrative oversight
- Train staff on processes and data collection.
- Establish baseline data in Year 1 for identified metrics.
- Implement quarterly reviews.

Timeline:

- Year 1 – Create/update processes, define KPIs, and establish baselines,
- Year 2 – Implement tracking,
- Year 3 – Review.

Measurable Indicators:

- Year 1 – Creation/updating of processes and KPIs for administrative oversight, billing, and front desk operations; establishing baselines,
- Year 2 – Collection and review of data,
- Year 3 – same as year 2

Alignment:

- Pillar IV, Goal 10 (Objective 10.6),
- Values: Accountability, Excellence.
- Student Affairs: Goal 3a (Assessment), Goal 3b (Process).

Goal 2: Strengthen Staffing and Operational Efficiency

Objectives:

- Hire medical administrative assistant,
- Crosstrain administrative staff for coverage during absences,
- Optimize processes for efficiency, update process documents, and train.

Timeline:

- Year 1 – Hire medical admin assistant,

- Year 2 – Crosstrain staff,
- Year 3 – Optimize processes, update documents, training.

Measurable Indicators:

- Year 1 - Position filled,
- Year 2 - cross-training completed,
- Year 3 – Updated process documents, trained staff.

Alignment:

- Pillar IV, Goal 10 (Objective 10.2);
- Values: Service, Confidence,
- Student Affairs: Goal 3c (Resource Utilization), Professional Development.

Goal 3: Establish Psychological Safety Across ISHC

Objectives:

- Conduct baseline psychological safety survey.
- Develop psych safety protocol.
- Deliver psych safety training for all staff.
- Repeat survey and publish improvements.

Timeline:

- Year 1 – Conduct baseline survey; develop psych safety protocol,
- Year 2 – Deliver training,
- Year 3 – Repeat survey and publish improvements.

Measurable Indicators:

- Baseline and follow-up survey scores,
- 100% staff trained by.

Alignment:

- Pillar III, Goal 6 (Objective 6.3); Pillar IV, Goal 9 (Objective 9.1),
- Values: Respect, Integrity, Diversity & Inclusion, Accountability,
- Student Affairs: Goal 1c (Safe Campus), Goal 2c (Inclusion).



Housing and Residence Life Assessment Plan

Assessment Plan 2025-2026 with the start of five year plan as well.

Accomplishments—past 3 years goals met as set in the 2020-2025 HRL Assessment Plan

HRL Accomplishments

Goal #1: Provide reasonably priced living environments that are clean, attractive, well maintained, comfortable and safe.

- a. Housing has continued to review local housing prices and each year review comparisons with other state universities. Fall 2025, OIT Housing was the second to the lowest student housing offered at state schools. Eastern Oregon University is currently the only state school with lower housing prices.
- b. Housing numbers have fluctuated some during the past five years, but are on another upward trend with record numbers showing at 4th week numbers Fall 2025.
 - a. Residential 4th week numbers
 - i. Fall 2021= 690
 - ii. Fall 2022= 706
 - iii. Fall 2023= 689
 - iv. Fall 2024 = 673
 - v. Fall 2025 = 731
- c. Housing strives to keep buildings clean and well-maintained through the online Maintenance Request form and hiring staff.
 - a. 2024-2025 academic year alone, Maintenance responded to 751 work orders.
 - b. Fall 2025 Housing hired another custodian to assist in covering floors when other custodians are gone. This allows all floors to get consistent cleaning even when custodian members call in sick.
- d. A new 511 bed residential facility is projected to open April 2026. This is an exciting new opportunity in Housing and students are looking forward to this new option. There are wonderful gathering spaces throughout the building that will be used to create study and socializing areas.



Goal #2: Work in collaboration with the campus community to promote student connections and opportunities.

- a. Housing continues to run a robust selection process to recruit and hire student staff. Fall 2025 Housing has seventy student staff ranging from Resident Assistants to Custodians. These students truly are the backbone of the Housing department during the academic year.
- b. Housing collaborates with TOP to pay for TOP Student Success Mentors (SSMs) to be in the residential facilities and support and mentor TOP students right at "home". Housing also has Housing SSMs who support students who are not part of the TOP program. The Housing SSM model was changed in the past year to more closely mimic what the TOP SSMs are providing for students to allow consistency in mentorship.

Housing and Residence Life 2025-2026 Goals

1. Assessments and Surveys—
 - a. Do assessments for the following—
 - i. Staff Training
 - ii. Flight School
 - iii. General Housing/Environmental
 - iv. Events throughout the term
 - b. Utilize assessments to set goals for the upcoming academic year and long-term, strategic goals.
 - c. Make decisions on assessment tools offered through Benchworks. If utilize, determine most effective ways to utilize data gathered.
2. Onboarding New Residential Building—Building projected to open April 2026
 - a. Coordinate furniture delivery and general building set up and preparation prior to students moving into facilities.
 - b. Offer opportunities for students to move into the building for Spring Term 2026 if they wish. Coordinate smooth move and transition to the new building.
 - c. Hire two Maintenance I staff to allow timely response to work orders and building issues in all housing facilities.
3. Hire and successfully train new Director of Residence Life—goal is by end of March to have Director hired.
4. Intentional Leadership Training with Student Staff Year-Round
 - a. Due "Leadership Highlight" at monthly all-staff meetings.
 - b. Utilize group chats to share leadership strategies.



- c. Assistant Director of Residence Life and Residence Life coordinator will include leadership tips and trainings during meetings with the teams they supervise.
- d. Do end of year assessment of HRL Student Staff to assess if they feel they grew as leaders and to gain insight in how to implement leadership training more effectively in coming years.

5. Current Residence Hall usage for upcoming year—

- a. Prepare 1st floor for single room usage for Fall 2026 as overflow housing.
- b. Start a long-term Facility Improvement Plan for the building.
 - i. Including but not limited to replacing carpet, remodeling bathrooms, repainting, etc.

Long-Term Housing and Residence Life Goals

- 1. “Specialized” Housing
 - a. Research and determine the best starting point for offering specific living communities in the Residence Hall. Ideas:
 - i. Low-Stimulus Housing for Neurodivergent Students
 - ii. Non-Traditional/Upper-Class/Transfer Housing Communities
 - iii. Living Learning Communities if interest from academic side
- 2. Residence Hall Remodel
 - a. Complete Facility Improvement Plan for the Residence Hall.
 - b. Begin working on the plan as budget permits—goal is to start with the 1st floor.

Student Involvement & Belonging Assessment Plan

I. Department Summary and History

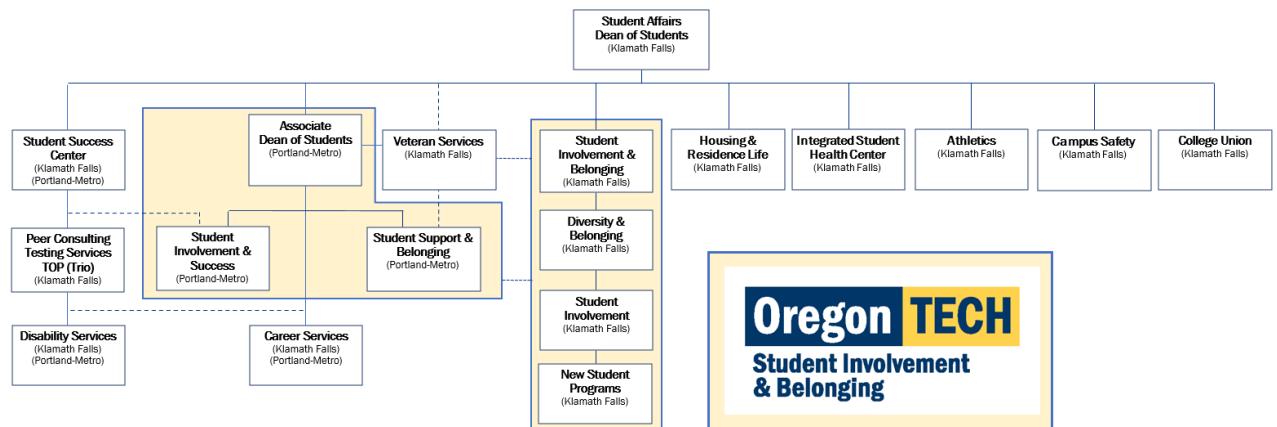
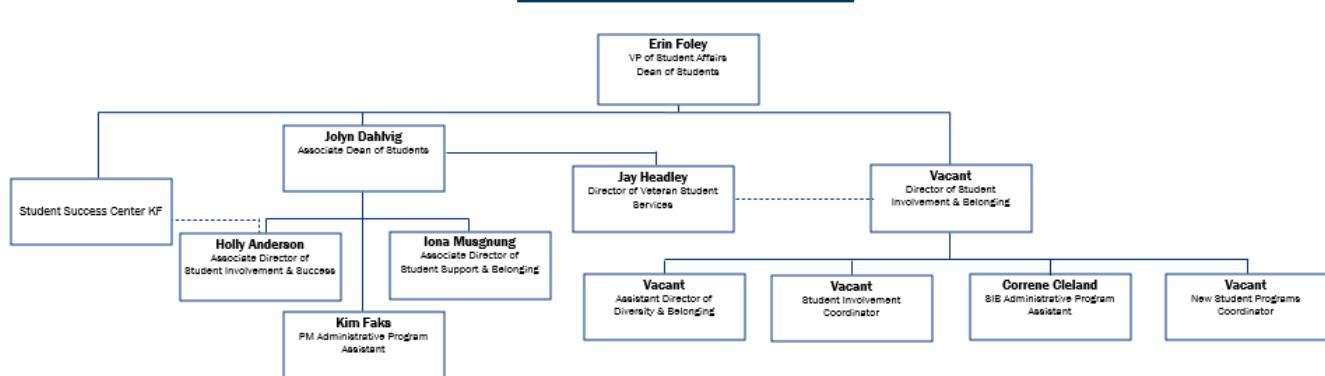
A. Mission Statement

Student Involvement & Belonging promotes the holistic growth and development of Oregon Tech students through involvement and support. We create a community where all feel a sense of belonging.

The Student Involvement & Belonging department lies within the [Division of Student Affairs](#). As the Student Affairs mission, values, and goals purposefully align with the University's Strategic Plan and objectives (noted in brackets), we align ourselves with the division-wide plan and the university.



**Student Involvement & Belonging
Organizational Chart**



B. Student Affairs Division Mission Statement

The Student Affairs Division affirms the University's mission through opportunities for access, holistic development, and success. Student Affairs departments collaborate with students, faculty, staff, and external communities to support students' persistence to graduation and professional



success beyond graduation.

C. Core Values

In addition to the values set forth in the mission statement, we value and are committed to (**items in bold are values addressed in the University Strategic Plan**):

- Accessibility – being easy to approach, reach, speak with, or understand
- **Accountability** – taking responsibility for our actions and demonstrating leadership
- Adaptability – being able to readily adjust to different conditions
- Community engagement – involving others from the Oregon Tech or external groups
- Compassion – feeling deep sympathy for another with the desire to assist
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- **Excellence** – embracing and celebrating the highest quality standards in teaching, research, service, and innovation
- **Integrity** – adhering to the highest standards of ethical principles
- **Respect** - demonstrating high regard for one another in interactions and treating others with dignity
- **Service** - contributing to the well-being of our university and external communities
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D. Student Affairs Division Strategic Goals

In pursuit of our mission and core values, we have established four key strategic goals to focus our priorities. These goals will positively impact the University's overarching goal of increasing retention and graduation rates. Therefore, the Division of Student Affairs will:

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2. Serve as a model of diversity, equity, inclusion, and collaboration in everything we do as a division and as departments.
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Goal 1: Provide and promote an exceptional experience for every student from their initial contact through graduation and then as an alumnus.

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SIB Events/Programming (Wellness Wheel)

- 1b. Programs & Services: Continually review and assess student-centered university initiatives [list units in division] to meet evolving student needs. [USP 1.3, 3.2, 4.1, 10.6]
SIB Assessment Plan

1c. Safe Campus: Create a culture of awareness, responsibility and respect through internal training and convening of students, faculty and staff in the areas of emergency preparedness, sexual misconduct, and cultural competency, among other areas, to promote an environment where every student feels physically, emotionally and culturally safe and welcome. [USP 6.3, 9.1]

SIB Events/Programming (Wellness Wheel)

1d. Customer Service: Provide clear, timely, respectful and fair interactions with students to ensure effective two-way communication and positive outcomes that promote student success. [USP 6.2, 6.3, 9.1, 10.6]

SIB Communications, Customer Service

1e. Students as active partners: Instill the value of active engagement in academic and co-curricular experiences in order to improve the overall quality and value of students' Oregon Tech experience. [USP 1.1, 3.2, 6.1, 7.3, 7.5]

SIB Events/Programming (Wellness Wheel)

1f. Recognition of successes: Strive to better acknowledge achievements by campus community members (individuals and groups) to improve internal communication, engage everyone in the success of the campuses, and create a student success culture. [USP 4.3, 4.4, 7.4]

SIB Leadership (Legacy Awards) Diversity & Belonging (Multicultural Awards), Communications

1g. Professionalism: Provide co-curricular opportunities (e.g., student employment, student leadership) to develop communication and networking skills. [USP 2.2, 2.3]

SIB Events/Programming (Wellness Wheel), Leadership

Goal 2: Serve as a model of diversity, equity, inclusion, and collaboration in everything we do as a division and as departments.

2a. Diversity: Embed cultural competency development into co-curricular education to represent a range of perspectives, backgrounds, and differences. [USP 2.3, 6.3, 9.1, 9.4]

SIB All Areas

Diversity: At Oregon Tech, diversity means a full, representative range of perspectives, backgrounds, and differences.

2b. Equity: Integrate impartiality and justice in working with students and student groups to ensure equal treatment and to reduce barriers in services, programming, policies, and procedures which impede successful outcomes for students, especially for historically underrepresented populations. [USP 3.4, 6.3, 9.1, 9.3]

SIB All Areas

Equity: Equity refers to not just equality but fairness. We work to make sure all people have successful outcomes, no matter where they start, especially for historically underrepresented populations.

2c. Inclusion: Foster a sense of belonging within the Oregon Tech community, acknowledging that all students, faculty, staff members are unique and valued members of our community. [USP 6.3, 9.1]

SIB All Areas

Inclusion: Inclusion is the active and intentional choice of engaging with diversity and

creating a sense of belonging that acknowledges that we all benefit when everyone has a place at the table.

2d. Collaboration: Collaborate with campus partners (and external partners) to further university goals, student persistence and retention goals. [USP 1.3, 2.1, 4.1, 4.3, 5.2, 6.3]
SIB All Areas

Goal 3: Prioritize effectiveness and efficiency.

3a. Assessment: Collect and analyze data to both evaluate and inform decision making. [USP 6.1, 9.5]
SIB Assessment Plan

3b. Process: Review and revise procedures to implement best practices, reduce redundancy and minimize chaos. [USP 6.1, 9.5, 10.4, 10.6]
SIB Assessment Plan

3c. Resource Utilization: Ensure sustainability of resources while being good stewards of university funds to benefit students.
SIB Assessment Plan

3c.1 Fiscal stewardship: Responsibly manage resources through transparent and efficient processes.
[USP 10.2]
SIB Leadership

3c.2 Professional Development: Identify and invest in new opportunities for enhancing knowledge and skills to ensure that staff members effectively serve the diverse and changing needs of our students.
[USP 4.4, 10.5]
SIB Diversity & Belonging

3c.3 Revenue generation: Generate additional sources of revenue (e.g., grants) rather than new fees, in order to balance the need to increase tuition costs for students.
[USP 3.1, 8.1, 8.3, 10.2, 11.2]
SIB Resources, Communications, International Student Services, Veteran Student Services

Goal 4: Assess and advocate for adequate physical space, facilities and equipment that ensure safe and productive environments that improve student success and performance.

4a. Environmental impact: Assess and document physical space needs to determine how to effectively and efficiently serve Klamath Falls and Portland Metro students. [USP 1.4, 4.2]
SIB Leadership, Diversity & Belonging, Resources, International Student Services, Veteran Student Services

4b. Equipment: Make allocation decisions that align with strategic priorities. [USP 10.2, 10.3]
SIB All Areas

E. Department Summary and History

The summer of 2020, department of Student Involvement & Belonging (SIB) formed to unite the functional areas of Campus Life in Klamath Falls and Portland-Metro, remerge Diversity & Belonging with SIB, and expand engagement opportunities to students at all Oregon Tech locations,

remotely.

In the past, the campuses worked as partners, but student activities and organizations worked in isolation from each other. Incidental fees are collected for each campus (only for the KF and PM campuses) and are allocated to each campus according to each respective Incidental Fee Commission. Approximately 30% of the revenue generated by KF incidental fees are allocated to the administrative department and all student organizations. While incidental fees will continue to remain separated by campus, our departmental time and resources are now shared to provide optimal engagement opportunities for all student, to foster cohesion and teamwork, to reduce redundancies in staffing, and to maximize team efficiency in each functional area.

F. Department Locations

The SIB department operates from the Klamath Falls and Portland-Metro campuses and provides remote experiences for all locations through the Oregon Tech Mobile App.

G. Co-Curricular Engagement

The University Strategic Plan defines co-curricular as “a complement to the formal curriculum that typically does not count for credit or toward graduation (USP, p. 14). The SIB department is one of many within Oregon Tech whose aim is to provide robust co-curricular opportunities for students. There is widely published research that demonstrates the essential nature of co-curricular experiences. For the purpose of this plan, a few notable studies are cited here.

- *Foundations of Student Affairs Practice*, 2002
 - Pg. 31 “Development is viewed as a positive growth process in which the individual becomes able to deal with increasingly complex experiences (Sanford, 1967).”
 - Pg. 37 “Chickering and Reisser (1993) posited that environmental factors play an important role in achievement of the developmental tasks noted here. They proposed seven aspects of the college environment influence development: institutional objectives, institution size, faculty-student development, curriculum, teaching practices, diverse student communities, and student affairs programs and services.”
 - Pg. 84 “Astin (1984) proposed that for learning to occur, students must become actively involved in the college environment.”
 - Involvement is “the amount of physical and psychological energy that the student devotes to the academic experience,” (Astin, 1984, p. 297).
 - Pg. 85 Participation in student government, Greek Life, and other clubs and organizations has been shown to lead to greater student satisfaction as well as increased development in areas such as confidence, purpose, mature interpersonal relationships, and intimacy.
 - Astin, 1984
 - Hood, Riahinejad, & White, 1986
 - Hunt & Rentz, 1994
 - Williams & Winston, 1985
 - Student engagement is correlated with student retention and success and, “Schlossber (1989) argued a sense of belonging is an influential factor in whether a student succeeds and develops in college” (Foundations, 2002, 86).
 - Pg. 86 Schlossber identified 5 components of mattering
 - Attention- sense of being noticed
 - Importance- sense of being cared about
 - Ego Extension- sense that another empathizes with one’s success or failure

- Dependence- sense of feeling needed
- Appreciation- sense that one's efforts are value
- Pg. 87 Kuh, Schuh, Whitt, & Associates (1991) pg. 321
 - “The most critical issue regarding campus environments and student involvement is creating a sense of belonging, a feeling on the part of the students that the institution acknowledges the human needs of social and psychological comfort and that they are full and valued members of the campus community.”

H. Enrollment and Retention Trends

As part of the Student Affairs Division assessment, SIB has examined the following items in the past.

- Student Participation
 - Active club retention
 - Event attendance
 - Fall to Fall retention for New Student Orientation's Week of Welcome
 - Programming Participation Surveys (satisfaction, open-ended feedback)
- Student Leadership
 - Students holding officer or employment positions for Registered Student Organizations
 - Students holding multiple leadership positions
 - Students holding leadership positions over time
 - Registered Student Organization feedback (surveys, open forums, focus groups)

Through the development of this plan, SIB has identified one or more assessment strategies for each functional area. These are addressed in Section II. We hope to work with the Assessment Commission, the Diversity, Equity, and Inclusion Committee, and Institutional Research to compare retention, graduation, and student success trends among students who actively participate with SIB with students at-large and engagement trends with Oregon Tech's comparator institutions.

I. Community Partnerships

SIB partners with community organizations and initiatives through assigned full-time staff duties and volunteer positions, Registered Student Organization partnerships, and programming opportunities. Some examples of these partnerships include:

- Events & Programming
 - ASOIT and American Red Cross Blood Drives
 - Music Garden Festival
 - Week of Welcome
- Diversity & Belonging
 - Klamath Falls Equity Taskforce
 - Klamath Tribes Liaison
 - Oregon Tribal Cultural Items Taskforce
 - Oregon Indian Education Association
 - Oregon Health & Science University OnTrack
 - Rainbow Falls LGBTQ+ Community Coalition
 - Oregon Alliance to Prevent Suicide and Oregon Health Authority

LGBTQ+ Mini Grant Award

- Service -Local KF community service projects in partnership with:
 - Adopt-a-Highway Program
 - Food Bank
 - Klamath Trails Alliance
 - REACH
 - Ross Ragland Theater & Cultural Center
 - SVP's Vets Helping Vets project
 - YMCA

J. Functional Areas

SIB centers our work on four principles of holistic student engagement: Involvement, Support, Belonging, and Success. Each of the following functional areas play an essential role in providing robust engagement opportunities for students which support the retention and continued success of our students.

Student Engagement

- Peck, A. (2012, October). Using structured reflection to guide student learning: A research study. *Campus Activities Programming®*, 45(4) 6-9.
- NACA NIRSA p.3

The Campus Labs benchmarking study also uncovered additional findings with some interesting implications. The more involved students were in cocurricular experiences, the more likely they were to say they were acquiring the skills employers want. As noted in the table below, students who were “involved” in a cocurricular experience were more likely than students in general to say they were gaining these skills. Students who were “leaders” were more likely than involved students to say they were gaining these skills. While these results do not offer definitive proof that these students are gaining more from their experiences, they do suggest that the learning is more salient to them. This can be useful to campus activities and campus recreation professionals who seek ways to improve students’ awareness of what they are learning and their ability to articulate and demonstrate what they are learning to others.

- a. **Communications:** SIB staff manages department communications and marketing to maximize opportunities for student engagement. This includes internal communications and external communications through a variety of platforms (text and graphic marketing collateral, Oregon Tech App, Canvas, TECHweb, SIB webpages, etc.).
- b. **Diversity & Belonging:** SIB includes the office of Diversity & Belonging which provides programming and trainings for students in the areas of diversity, equity, and inclusion, collaborates with the DEI Committee and serves as the primary advising body for the Treehouse student-led program.
- c. **Events/ Programming:** SIB staff coordinates programming for all students to connect with their peers and the university community and feel a sense of belonging. Additionally, SIB provides oversight and management of all activities, events, and programming hosted by Registered Student Organizations (RSOs), SIB provides financial sponsorship of RSOs and RSO activities, and partners with other departments to expand engagement opportunities for students.

- d. **International Student Services:** SIB staff serve as the primary support for F1 students through their roles as SEVP Designated School Officials, advisors for F1 students for immigration compliance, cultural adjustment, and student success, and through direct engagement and support programming.
- e. **Leadership:** SIB provides student leadership development through the Leadership Academy (skill tracking program which is open to all students) and through the training and advising of RSO Leaders (club officers and program employees) and SIB student employees.

Student Leadership/ Employment

- o Furr and Elling (2000) explored the relationship between cocurricular experiences and employment and found that employment on campus appears to positively impact involvement with professors and in clubs and organizations.
- o Pike, et al. (2008) found that working on campus 20 hours per week was positively related to all five of the benchmarks in the National Survey of Student Engagement, including academic challenge, active and collaborative learning, faculty interaction and enriching educational experiences.
- o In a study conducted by Peck (2012), presidents of campus programming boards were more likely to develop desired competencies when they were enhanced by structured reflection activities. NACA NIRSA p.4

- f. **Resources for Students:** SIB manages a variety of student spaces and provides students access to services which support student success. These include the Bird Feeder (all locations), student food pantry and emergency grocery/personal needs funds, Book Depot (KF) from which students may borrow donated used textbooks, and the Owl Feathers Exchange (KF), an inventory of gently used items exchanged by students.
- g. **Service:** SIB provides students with opportunities to engage in community service through Volunteer Owls events and RSO community service requirements. Service opportunities and hour tracking are managed through the NobleHour platform. SIB partners with Financial Aid to provide support for the Leadership & Diversity Scholarship.
- h. **Supporting New Students:** SIB manages and coordinates the New Student Orientation programs which include the fall Week of Welcome (KF and PM), Orientation Online (all locations), and provides targeted support programming initiatives for first-year students. The Week of Welcome facilitates opportunities for new students to:
 - i. Build an Owl identity
 - ii. Engage sessions/events designed to foster community and a sense of belonging
 - iii. Meet faculty and staff who provide services/resources
 - iv. Learn how to navigate campus and access resources
 - v. Connect with Registered Student Organizations/Student Clubs
- i. **Veteran Student Services:** SIB partners with Veteran Student Services through collaborations in Military-affiliated student engagement, support, advising interactions, student success.

II. Department Learning Outcomes and Measures

A. SIB Learning Outcomes

SIB followed the University Strategic Plan, Essential Learning Outcomes, and the Student Affairs Division Strategic Plan to determine the departmental learning outcomes. We have identified the following learning outcomes which will be assessed through the SIB department and its functional areas.

1. Student Engagement
2. Sense of Belonging
3. Student Support
4. Student Success

B. SIB Measures

SIB will request data from these institutionally manage assessment measures

1. NSSE¹
2. CECE²
3. Institutional Research Data: persistence, retention, and completion

C. Functional Area Measurements

1. Communications
 - i. Effectiveness of SIB communications
 1. SIB department webpages and documents (how?)
 2. SIB marketing materials (how?)
 3. Oregon Tech App Data
 - a. App downloads and registrations
 - b. App content views
 - c. Daily app opens
 - d. Daily unique app users
 - e. Engagements trends
 - f. Departments/ services who manage their own content
 - g. Annual App Efficacy Report
 4. Presence (TBD)
 5. Student awareness of SIB functional areas
2. Diversity & Belonging
 - i. NSSE data
 - ii. CECE data
 - iii. Training/ workshop
 1. Number of events offered
 2. Participation numbers and data (who attends/ who doesn't)
 3. Evaluations and feedback
 - iv. EverFi³
 1. Student completion rate
 2. EverFi completion surveys
3. Events & Programming
 - i. Frequency of engagement opportunities
 1. Wellness wheel – identify holistic opportunities

¹ NSSE: National Survey of Student Engagement measures engagement in six High-Impact Practices and provides ten Engagement indicators.

² CECE: The Culturally Engaging Campus Environments (CECE) Model uses 9 indicators which represent the characteristics of optimally inclusive and equitable campus environments. It explains the ways in which campus environments shape the experiences and outcomes of diverse student populations in college. <https://nite-education.org/the-cece-model/>

³ EVERFI is an online training platform for diversity, equity, inclusion, and other topics.

2. # of events
 - a. SIB led
 - b. RSO led
 - c. SIB sponsored
3. Event attendance
4. Student feedback from events
- ii. CAS standards- look into programming purposes / purpose of opportunities
4. International Student Services
 - i. NSSE data
 - ii. CECE data
 - iii. Number of F1 students
 - iv. Number of advising appointments
 - v. Number of events
 - vi. Event participation
 - vii. End of year survey results
5. Leadership
 - i. NSSE data
 - ii. CECE data
 - iii. Number of leaders participating
 - iv. RSO leader completion rate of required trainings
 - v. NACA Next⁴ experience for all student employees in leadership positions
 1. Pre-test and planning meeting
 2. Holistic advising model for advisors and student leaders
 3. Post-test and evaluation meeting
6. Resources for Students
 - i. Effectiveness of resources
 1. Usage data
 2. Food insecurity/ financial need data
 3. Budget management
 - ii. Financial
 1. How incidental fees were spent
 2. Fundraised monies through the Oregon Tech Foundation
7. Service
 - i. Number of hours tracked
 - ii. Number of community service events coordinated
 - iii. Number of Leadership & Diversity Scholarship recipients to complete their community service requirements
 - iv. Number of RSOs to complete their community service requirements
8. Supporting New Students

⁴ "NACA® NEXT is a new tool designed to help your students as they prepare for their next step after graduation – their careers. It has been developed in response to a survey published annually by the National Association for Colleges and Employers (NACE) in which employers identify the skills they are seeking from recent college graduates.

This tool allows students to evaluate themselves on the skills employers seek, and it provides them with suggestions for mastering these skills through their involvement in campus activities. As an added option, this tool also allows them to have you evaluate them on these same skills so that they can compare their self-evaluation with your evaluation of the students. In addition, they can also compare their scores with those of their peers from around the country."

<https://www.naca.org/NEXT/pages/default.aspx>

- i. NSSE data
- ii. CECE data
- iii. Student participation
- iv. Student satisfaction survey results
- v. Trends in retention data for participating students

9. Veteran Student Services

- i. NSSE data
- ii. CECE data
- iii. Number of students using V.A. benefits
- iv. Number of students visiting Veterans Resource Centers
- v. Number of students using services
- vi. Number of advising appointments
- vii. Number of events
- viii. Event participation
- ix. End of year survey results

III. Assessment Mapping

A. See Appendix

- 1. SIB Assessment Map and Timeline
- 2. SIB Functional Areas Mapped to CECE
- 3. SIB Functional Areas Mapped to NSSE

IV. Assessment Cycle

A. Three Year Cycle of SIB and Institutional Assessments

- 1. CECE – 2020 (PM 2020, KF 2021), 2023, 2026
- 2. NSSE – 2021, 2024, 2027
- 3. NACA Next – 2022, 2025, 2028

B. Annual SIB Assessment Cycle

- 1. Summer
 - a. Annual report due to VP of Student Affairs in July. Report includes:
 - 1. Communications – effectiveness of messaging, App usage
 - 2. Diversity & Belonging – participation, training and feedback survey results, retention data
 - 3. Events & Programming – number of events, participation
 - 4. International Student Services – number of F1 students, number of advising appointments, number of events, event participation, how needs were addressed
 - 5. Leadership – number of RSOs, leaders
 - 6. Resources for Students – how incidental fees were spent, fundraised monies, free resource usage data
 - 7. Service – number of hours tracked, number of Leadership & Diversity Scholarship recipients to complete their community service requirements, number of RSOs to complete their community service requirements
 - 8. Supporting New Students – participation, satisfaction survey results, retention data
 - 9. Veteran Student Services – number of students using V.A. benefits, number of students visiting Veterans Resource Centers, number of students using services, number of events, event participation, how needs were addressed
 - b. SIB Department Retreat
 - 1. Assessment review

2. Assessment plan and task assignment
- b. Fall
 1. Launch annual tracking measures
 1. Communications – Oregon Tech App Efficacy Report
 2. Diversity & Belonging – EverFi Training Package
 3. Leadership – Student Employee Trainings, RSO Registration and Trainings
 4. Service – NobleHour for community service
 2. Special assessment programming includes:
 1. Diversity & Belonging – 2 trainings/ workshops
 2. International Student Services – International Orientation
 3. Supporting New Students – Week of Welcome
 4. Veteran Student Services – Veteran Student Welcome
- c. Winter
 1. Tracking measures
 1. Communications – Oregon Tech App usage data
 2. Leadership – RSO Budget Cycle
 3. Service – NobleHour community service hours report
 4. Supporting New Students – participant retention and completion data
 2. Special assessment programming includes:
 1. Diversity & Belonging – 2 trainings/ workshops
 2. Supporting New Students – Orientation Online
- d. Spring
 1. Tracking measures
 1. Communications – Oregon Tech App usage data
 2. Leadership – RSO Annual Evaluations (new)
 3. Service – NobleHour community service hours report
 4. Supporting New Students – Orientation Online Canvas Course Analytics
 2. Special assessment programming includes:
 1. Diversity & Belonging – 2 trainings/ workshops
 2. International Student Services – satisfaction surveys
 3. Supporting New Students – Orientation Online ready for incoming class
 4. Veteran Student Services – satisfaction surveys

VIII. References

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VIII. Appendix

- A. SIB Assessment Map and Timeline
- B. SIB Functional Areas Mapped to CECE
- C. SIB Functional Areas Mapped to NSSE

RESEARCH/ PREP DOCUMENTS

NWCCU Standards

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

From SA Retreat

- A. Prepare a list of who are our peers that we are comparing ourselves with in Student Affairs and Finance and Administration, if any. If none, how do we determine the peers? [Is there interest to use NWCCU (JA's) peer selection process information for the first attempt at peer selection?]
- B. Document how our performance compares with those peers?
- C. Prepare a list of processes/committees from which we collect constituents' input.
- D. Categorize by division, e.g., AA, SA, F&A, scope of responsibilities and planning processes.
- E. List processes we have to collect constituents' input outside the university. (e.g., employers, parents, community, etc.)
- F. Document how the input is used to allocate resources.
- G. Document how regularly we seek input from students, staff, and faculty for planning.
- H. Strategic planning is one important step, but document what other processes we have in each division.
- I. Document how and how often we seek program advisory boards' input.
- J. Document how we incorporate those in planning processes.
- K. Document how we use Career Services staff and events to seek input from employers about graduates and programs.
- L. Document how we use external input to inform our planning and program development.

Data Point (Variable)	Measure(s)	Data Source(s)	Potential Goal(s)
Engagement	Participation in Campus Life events	<ul style="list-style-type: none"> ● Event Sign-in ● Division-wide Database 	<ul style="list-style-type: none"> ● Impact student retention, Academic Status
Student Leadership	Being Officer, VOWLS, or Program Staff	<ul style="list-style-type: none"> ● Staff Rosters ● Division-wide Database 	<ul style="list-style-type: none"> ● Impact student retention, Academic Status
New Student Orientation	First-time Freshmen participation in NSO	<ul style="list-style-type: none"> ● NSO Registration & event sign-in ● Division-wide Database 	<ul style="list-style-type: none"> ● Impact student retention, Academic Status
Targeted Marketing	Efforts to reach sub-populations	Division-wide Database	<ul style="list-style-type: none"> ● Potential populations to target: AW students, Veterans, female students, those aged 24 to 29

OIT Dashboards

Equity Gap Dashboards Reflection Questions - <https://techweb.oit.edu/teaching-tools/student-success-equity-gap-dashboard>

Oregon Tech Student Affairs

Disability and Testing Services

Disability Services Vision Statement

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

Testing Services Vision Statement

Testing Services provides a secure, equitable and professional testing environment for accommodated testing to support Oregon Tech students registered with Disability Services and those who need to schedule a make-up exam.

Strategic Goals

Based on student feedback, NSSE data, and in pursuit of both Student Affairs and University goals, we have developed the following strategic goals to focus our priorities.

Department Goal/Objective	Oregon Tech St. Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure
Provide a supportive environment for students with a disability status as a form of diversity.	6.2 6.3 9.1	1d 2a 2b 2c	Ongoing	<ul style="list-style-type: none"> <i>Provide additional support for students beyond initial intake interviews.</i> <i>Host and participate in events, activities, and presentations that reflect appreciation for various disabilities.</i> 	NSSE Inclusiveness & Engagement with Diversity ICD ability NSSE Inclusiveness & Engagement with Diversity ICD events Student attendance & post-participation feedback obtained via Qualtrics.

Result: DTS Advisors have begun to offer support to students around Executive Functioning skills building; assisting with creating a term schedule, plotting out when exams are scheduled, when big assignments are due; calendaring systems and strategies; etc. Additionally, DTS Coordinator participated in the SOESD panel of higher education disability services which presented to teachers, administrators, and special education supporters in the Southern Oregon school districts in January 2025. DTS partnered with Portland-Metro Student Services (Advising & Retention, SIB, Student Health, the Library) to introduce Body Doubling events during Dead Week of Spring Term 2025. These events have been expanded for the Fall 2025 term to be offered twice a week (Tuesdays virtually; Wednesdays in-person), with invitation for the virtual events being shared with members of the Klamath Falls campus community.

Department Goal/Objective	Oregon Tech St. Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure
Taking allegations of discrimination or harassment seriously.	9.3	2b 2c	Ongoing	<ul style="list-style-type: none"> Work with department chairs, the provost, and DICE to address all allegations. Provide ongoing training for staff and faculty. 	NSSE Inclusiveness & Engagement with Diversity ICDallegation Tracking the number of reports made by students.

Result: DTS Coordinator/Interim Director met with the Dean of Students and the Executive Director of DICE to clarify the DTS policy around grievances, which led to an updated DTS policy, and involvement of those two offices in future claims of grievances around accommodation(s) not being provided appropriately. As a result of further guidance/communication from the Office of Civil Rights (OCR), additional language around appropriate approval and processes around student accommodations were included into the 2025-2026 Faculty Handbook. DTS has also started tracking accommodation grievances from students.

Department Goal/Objective	Oregon Tech St. Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure
Improve and expand upon digital accessibility and universal design.	1.4 9.3 10.2	1b 3b 3c 4b	Ongoing	<ul style="list-style-type: none"> <i>Work with Online Education to enhance digital accessibility for online students.</i> <i>Improve and expand upon digital accessibility resources for students</i> <i>Provide digital accessibility & universal design training for staff & faculty.</i> 	NSSE Experiences with Online Learning EOL06e Direct student feedback related to ease of access.

Result: DTS continues to work with faculty towards a commitment to embracing and implementing Universal Design Learning (UDL) strategies at Oregon Tech. DTS Coordinator/Interim Director has met with Online Learning to implement the Ally overlay into the faculty and student resources in Canvas to ensure accessibility. Additionally, DTS was given access to create a student-specific resource course in Canvas to increase student access to accommodation content, resources, and assistance that would otherwise only be available during our business hours.

Department Goal/Objective	Oregon Tech Strategic Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure
Increase awareness and understanding related to mental, emotional, and physical disabilities to foster ability allyship.	1.4 4.4 6.2 6.3	2a 2b 2c 3c	Summer Term 2026 Ongoing	<ul style="list-style-type: none"> • <i>Work with DICE to create Ability Allyship training & credentialing.</i> • <i>Provide ongoing training for staff and faculty.</i> 	Provide pre-training and post-training surveys to faculty & staff.

Result: DTS will revisit the Ability Allyship training and credentialing partnership with DICE over Summer 2026. DTS is participating in the Provost Initiative on Neurodiversity that we hope will engage faculty and create ongoing trainings for staff and faculty. DTS will be working with more staff offices over the course of the academic year (ex. Career Services, Advising & Retention) to create resources specific to supporting students with disabilities within their work.

Department Goal/Objective	Oregon Tech Strategic Plan	S.A. Strategic Plan	Timeline	Action Plan	Outcome Measure
Create policy and procedures that reinforce the promotion of disability as diversity and safeguard disability status as a protected status.			Summer 2025 & Ongoing	<ul style="list-style-type: none"> • <i>Work with DICE and General Counsel on policy and procedure.</i> • <i>Review NSSE Inclusiveness and Engagement with Diversity and ICD Stigma.</i> 	

Result: DTS reviewed all policies over Summer 2025 and made significant improvements to many policies to increase clarity of scope and responsibility (ex. Documentation Policy for student intake; Emotional Support Animal policy; Service Animal policy; Grievance Procedure; etc.) often in collaboration and communication with other university offices – like DICE, Housing & Residence Life, Dean of Students/Student Affairs. DTS will attempt to connect with General Counsel to gradually review policies to ensure legal compliance and best practices.

Oregon Tech Student Affairs
Career Services FY24-26 Assessment Plan

Student Affairs Mission Statement

The Student Affairs Division affirms the University's mission through opportunities for access, holistic development, and success. Student Affairs departments collaborate with students, faculty, staff, and external communities to support students' persistence to graduation and professional success beyond graduation.

Career Services Mission Statement

Career Services is committed to leading a university-wide culture of career development and professionalism to empower students and alumni to achieve their career goals. As a team, we partner with faculty, staff, and employers to build students' career readiness throughout their time at Oregon Tech, and we offer lifetime career development support for alumni.

Strategic Priorities and Goals

In pursuit of fulfilling our mission, Career Services has selected the following core priorities and strategic goals in alignment with the mission and goals of the University - Pillar 1 and Student Affairs - Goal 1 (see Appendix), specifically to foster student success in persistence to graduation and professional success beyond graduation.

Priorities

- **Career Development:** The lifelong process of managing and advancing your career over time, acquiring new skills, knowledge, and experiences, and taking actions to enhance professional growth and achieve long-term career goals.
- **Career Readiness:** The foundation from which to demonstrate requisite core competencies that broadly prepare college students for success in the workplace and lifelong career management.
- **Industry Connections:** Relationships with industry (and government/nonprofit) employers resulting in career development opportunities and experiences for students in the form of full-time employment, paid internships, industry exposure, and networking.

Goals

1. Increase student participation in career development and career readiness experiences to support holistic student development and success.
2. Grow collaboration with academic departments to improve integrity of graduate outcomes data and strengthen student career pathways and industry connections.
3. Improve transparency, maintain ethics, and ensure equity in job and internship opportunities aligned with Oregon Tech academic programs and students' career goals.

To monitor the impact of our work, Career Services selected the following set of metrics. Each metric aligns to one of our core priorities and one or more of our strategic goals.

Career Services Metrics Mapping	Priorities	Strategic Goals
#Student Appointments	Career Development	1
%Graduate Outcomes Survey Participation	Career Development	1 and 2
# Student Participation: Career Fairs	Career Development	1 and 2
#Student Employment	Career Readiness	1
#Student Participation: Workshops and Presentations	Career Readiness	1 and 2
#Student Participation: Professionalism Events e.g., Etiquette Dinner	Career Readiness	1 and 2
#Engaged Employers	Industry Connections	2 and 3
#Active Employers	Industry Connections	2 and 3
# Employer Participation: Career Fairs	Industry Connections	3
#Jobs & Internships Posted	Industry Connections	3

Career Services Metrics YOY Results	FY24	FY25	YOY
#Student Appointments	262	208	-20.6%
# Student Participation: Career Fairs	819	721	-12.0%
#Student Participation: Workshops and Presentations	153	197	28.8%
#Student Employment Jobs	247	190	-23.1%
#Engaged Employers	384	208	-45.8%
#Active Employers	862	929	7.8%
# Employer Participation: Career Fairs	153	126	-17.6%
#Jobs & Internships Posted	58,386	64,374	10.3%
#Student Employment Jobs	247	190	-23.1%
%Graduate Outcomes Survey Participation	23%	N/A	N/A
#Student Participation: Professionalism Events	55	N/A	N/A

Note: N/A means data was not recorded and resulting YOY could not be calculated. FY25 was a re-building year for Career Services. The Department's typical 4-person operational staff: 1 Director, 2 Career Advisors, and 1 Employer Relations Specialist, was reduced to the Director for Winter term (January-March) due to staff transitions. As a result, some strategic goal initiatives were paused as the Department's focus shifted to providing essential services (career advising appointments and career fairs) and executing searches for 3 positions. Career Services does not have primary responsibility for Student Employment. It is reported for department workload purposes only.

Portland-Metro Student Services Assessment Plan 2019-2026

Outcomes + Goals

Student Engagement & Support	AY19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Objective	Continue to engage busy students.	Create clear department goals connected to Oregon Tech Strategic Plan + specific assessment measures. Continue weekly text message “nudges” specific to PM.	All departments complete a full assessment cycle during AY 21-22. Continue Owl2Owl text program + add app posts; work with PM Academic Advising & Retention (Kelly) to craft these messages and create a calendar.	Provide robust student engagement programming calendar through SIB	Provide robust student engagement programming calendar through SIB Implement consistent assessment of programming	Provide robust student engagement programming calendar through SIB Implement new SIB management software “The Roost” Consistently track RSO leadership, events, and student participation	Provide robust student engagement programming calendar through SIB Utilize 6-year data to complete assessment report for 2019-2026 cycle Reflect on 6-year data and reports to inform future assessment plan
Outcome/ Progress	Ongoing	Career Services completed clear department goals/assessment mechanisms. SIB, CARES/ACES, ISS, VSS worked toward this goal throughout 20-21. PM continued Owl2Owl texting program (more info in the STST section).	CS Offered workshop series in advance of spring career fairs. CS Held marathon resume reviews for students at KF and PM campuses. Supported continued direct service with remote work, return to work, and 100% staff turnover SIB, CARES/ACES, ISS, VSS worked toward this goal PM continued Owl2Owl texting program and continued engagement through STST.	SIB PM led/ advised over 200 events which attracted over 285 unique attendees. PM RSOs attracted 137 members. Reintroduced in-person SOAR: Orientation program with 72 attendees. ASOIT PM led several major campus needs assessments including: - Academic Townhall - Course Modality Survey - Engagement questionnaires - Event feedback - Tuition and Fees conversations	SIB PM led/ advised over 220 events. 62 students attended SOAR (33 FY & 29 Transfers). PM had 14 Registered Student Organizations (including ASOIT-PM). SIB PM coordinated 17 identity or culturally themed programs. SIB PM administered a survey of three NSSE questions with positive results about students sense of belonging (feeling comfortable – 96.5%, feeling valued by institution – 89.6%, and feeling part of the community – 93.1%).		
Objective	Successfully launch Oregon Tech app and drive usage.			Distribute app access to more users representing departments/ organizations.	Implement new Dynamic Audiences feature to proactively engaged specific student cohorts	Continue to utilize app for student resources and engagement. Observe student behavior to	SIB to launch the branded mobile platform for The Roost as our university engagement tool.

				Increase app usage and knowledge of app features.		determine future use compared to The Roost.	
Outcome/ Progress	User activity <ul style="list-style-type: none"> Campus Wall Views – 304,332 Total Conversations – 22,980 Peer-peer messages – 22,643 	See Student Involvement & Belonging goals and assessment measures.	See SIB EOY report.	Onboarded Library, MESA, and Advancement staff and club leaders to post directly to the app and engage community.	ITS determined that Ready Education's security protocols are insufficient and would not authorize this data sharing. Project terminated.	Contract end date allowed an opportunity to assess app usage and effectiveness. Users (students and employees) responded that the app was not an effective engagement tool. Student Affairs leaders determined that the contract should not be continued.	
Objective	Participate in website redesign.	Develop TECHWeb and App to fill gaps created by new website. Align App with new website.	Monitor connection between the website, TECHweb, and the app to ensure alignment with shifting department needs/goals.	Update PM pages to provide visually appealing and helpful information.	Work with MarCOPA to identify assessment measure of PM webpages	Work with MarCOPA to identify assessment measure of PM webpages	Work with MarCOPA to identify assessment measure of PM webpages
Outcome/ Progress	Kim actively participated in the committee.	Completed	PM SS, SIB, and CS webpages updated	PM SS, SIB, ASOIT, Counseling, and CS webpages updated Supported the placement of a direct link to PM campus on all university menu bars.	No progress on assessment measures. Webpages have continued to be updated with relevant and student-centered content.	No progress on assessment measures. Webpages have continued to be updated with relevant and student-centered content.	
Objective	Student veterans on the Portland-Metro campus have knowledge and access to resources they need to maintain personal wellness and achieve their academic goals.	Fall 20 – implement services/resources designed to meet the needs of veteran students. Analyze data from Qualtrics survey to determine student needs. Consider how research fits in with data from survey and open forums. Determine if we have enough data/feedback/research to develop a strategic plan to better serve the	Students continued to share the challenge of finding the Veterans Resource Center (2 nd floor, back hallway) and additional space is needed to serve increasingly large student population.	Director of Veterans Resource Center, Don Stockton, continues to seek input from student population and visits PM campus regularly to provide direct student support to military-affiliated students.	Identify potential service gaps and assess need for staffing.	Identify potential service gaps and assess need for staffing.	Identify potential service gaps and assess need for staffing.

		needs of our veteran students.					
Outcome/ Progress	<p>Spring 19 & Fall 2019 – collect data through open forums and surveys</p> <p>Winter & spring 20 – Develop overall plan for servicing the needs of veteran students</p> <p>Host open forums for student veterans to collect feedback regarding veteran student needs</p> <p>Administer Qualtrics survey to collect feedback from veteran students regarding student needs and knowledge of available benefits.</p>	<p>Research services/resources offered at for veteran students serving similar types of students</p>	<p>New space identified on the first floor. Successful hire of Director of Veterans Resource Center, Don Stockton.</p> <p>Successfully engaged in an in-person commencement with a veteran's reception prior to commencement that was successful for veterans and their family members.</p>	<p>Veterans Resource Center relocated to the 1st floor for more visibility and accessibility for military-affiliated students. The new VRC opened January 25, 2023 with three student staff members.</p> <p>VRC reached 278 space check-ins through QR code.</p>	<p>Don attempted to increase staffing levels for the Veterans Resource Center through grant funding. The application was denied. Current service levels are being maintained.</p>		
Objective	<p>International students at the Portland Metro campus are knowledgeable and have access to resources they need to maintain personal wellness and achieve their academic goals.</p>	<p>Implement revised plan for meeting the needs of international students.</p> <p>Assess effectiveness of current communications plan (from recruitment through active student status) and resources/services for international students through focus groups.</p> <p>Collect quantitative data regarding current communications plan and services through a Qualtrics survey.</p>	<p>Analyze qualitative and quantitative data from focus groups and Qualtrics survey to determine priorities for improving communication and services for international students.</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Project remains on hold due to staffing changes and vacancies</p>

Outcome/ Progress	Developed plan for serving the needs of PM international students.	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies				
Objective	Transfer students have the tools, resources, and knowledge to begin their academic experience at the Portland Metro campus.	Assess and improve student satisfaction levels with the implementation of professional advising and other services designed to meet transfer student needs.	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies	Kim will be leading new transfer student initiatives and programs designed to engage this population.	Kim will lead new transfer student initiatives and programs designed to engage this population.
Outcome/ Progress	Collect feedback from current transfer students regarding gaps in knowledge of academic program requirements, registration logistics and campus resources. Info included in Fall 19 survey/focus groups mentioned above.	Project remains on hold due to staffing changes and vacancies				Transfer students received targeted outreach to participate in SOAR orientation program. Kim led transfer student programming and awareness campaign.	

Staffing	AY19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Objective	Hire a new Associate Dean.	x	Hire a new Associate Dean.	Transition role to Executive Director after role vacancy	Fill full-time leadership role at PM	Role renamed to Assistant Dean of Students	
Outcome/ Progress	Completed	x	Completed	Josie continues to serve in interim capacity.	Josie hired as Executive Director of PMSS	Position filled. Objective completed.	
Objective	Promote Coordinator to Associate Director of Campus Life.	Restructure PM SIB to align with KF Promote APA to APS	Fund .5 FTE SIB Coordinator (22-23) through PM IFC	Provide robust student engagement offerings at scale that is sustainable with size of team	Transition to 1 FTE SIB for PM campus. Hire student staff to work with SIB (Asst. Director).	Provide robust student engagement offerings at scale that is sustainable with size of team	Provide robust student engagement offerings at scale that is sustainable with size of team Increase SIB student staff
Outcome/ Progress	Completed	Completed	Completed 21-22: 68 events provided	Completed. 22-23: 200 events provided	Kim Faks has done incredible work at the Assistant Director of SIB and worked beyond her duties to maintain the	Through Incidental Fee process, students supported an increase to the PM SIB budget with the intent to hire more	

					service levels of the Tutoring Center. She has hired and continues to hire students for her SIB team at PM.	student employees for programming	
Objective	Maintain professional development even with budget cuts – become metrics/data driven.	Provide monthly PD opportunities through team meetings focused on assessment + strategic plan initiatives. Support (at least) annual individual PD opportunity for professional staff.	Expand PMSS to include ACES (Pablo) and Academic Advising & Retention (Kelly) + PM Leadership (Lara).	Identify specific PD opportunities to support skill development for PMSS staff, specifically identify assessment trainings and student services best practices.	Identify specific PD opportunities to support skill development for PMSS staff, specifically identify assessment trainings and student services best practices.	Identify specific PD opportunities to support skill development for PMSS staff, specifically identify assessment trainings and student services best practices.	Identify specific PD opportunities to support skill development for PMSS staff, specifically identify assessment trainings and student services best practices.
Outcome/ Progress	Ongoing. A December 2019 staff retreat focused on learning outcomes/assessment for programs.	Given the events of 2020-2021, PMSS professional development focused on serving students during a pandemic and shared DEI work. The PMSS meetings expanded to include representation from key areas at PM: Faculty (Andi F.), Admissions (Ryan D.), Fin.	Learning outcomes were foundational to programming design but specific program assessment was not built into the programming. Three PMSS staff attended NCORE to improve recruiting, engagement and retention of BIPOC students. Additional work in this area is needed in order to support assessment and accreditation.	PD for ED of PMSS at NASPA national conference (assessment sessions) PD for SIS Coordinator through literature (assessment), webinars PD for APA: reclassification is sought PD for DS Coordinator at national conference	In progress	In progress	
Objective	Create student staff training manuals for each area + incorporate diversity training.	Incorporate DEI professional development and conversations regularly into PMSS meetings.	Incorporate DEI professional development into student-centered support services, student programming, and leadership development.	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies	Provide professional development for student employees	Provide professional development for student employees -Build a dynamic team of student employees who are trained and work together collaboratively to create a professional collegiate environment. -Demonstrate how student employment creates

							professional skills and resume-worthy experiences. -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. -Foster a community of helpfulness and high-quality customer service.
Outcome/ Progress	Completed for Student Service areas.	<p>Completed.</p> <ul style="list-style-type: none"> • White supremacy culture conversation with Delfine Frank, 3/16/21 • Debrief Walida's lecture, 2/9/21 • DEI Committee happenings ala Iona, 10/20/20 • PRIDE Week trivia/conversation 10/6/20 <p>Convocation speakers – how does this apply to our shared work? 9/22/20</p>	<p>Celebrated Women's History Month, Black History Month, and Pride with programming at PM campus.</p> <p>Three PMSS staff attended the National Conference on Race and Ethnicity to better prepare to meet this outcome.</p> <p>Encouraged diverse candidates to apply for ASOIT leadership positions with 75% selection of BIPOC candidates for office in 22-23.</p>		<p>Josie and Debbie are developing a student training program based on what was delivered in 2019 and current best practices. We hope to include all PM student supervisors to continue the success of the program that occurred in the past.</p>	<p>Debbie led the student employee team in a training program before fall term.</p> <p>All PMSS student employees participated in "Beginning with the End in Mind" program and one-on-one meetings with Debbie.</p>	<p>Supervisor gatherings -August 13, 2025 -August 20, 2025 -September 4, 2025</p> <p>Student Employee Trainings -September 12, 2025 -January 9, 2026 -April 3, 2026</p> <p>Club Hootie's Student Leader Celebration -May, 2026</p>
Objective	Advocate for an academic advisor	Collaborate with the Rock/continue advocacy within PM Leadership Team.	Collaborate/support the Academic Advisor, Kelly Sullivan, as much as possible.	<p>Maintain excellent relationship with Academic Advisor, Kelly Sullivan, to provide holistic student support</p> <p>Work with Kelly to draft position description for additional FTE for advising, retention initiatives, and academic success (tutoring, supplement instruction)</p>	<p>Successfully transition Tutoring to Academic Affairs.</p> <p>Maintain excellent relationship with Academic Advisor, Kelly Sullivan, to provide holistic student support.</p>	<p>Maintain excellent relationship with Academic Advisor, Kelly Sullivan, to provide holistic student support.</p>	Maintain excellent relationship with the Advising & Retention team to provide holistic student support.

Outcome/ Progress	Ongoing	Completed thanks to Dr. Afjeh's advocacy with Dr. Mott.	The advisor serves on SST, STST, and the Student Services and Partners team. The advisor and ADOS collaborated on a white paper to identify academic barriers to student retention at PM.	Kelly was an active participant on PM SST and provided regular updates and interventions for students needing additional academic support and guidance.	Kelly was an essential partner for PM SST and provided regular updates and interventions for students needing additional academic support and guidance.	Kelly was an essential partner for PM SST and provided regular updates and interventions for students needing additional academic support and guidance.	
Objective		Assess staffing priorities for PM from a student perspective—Academic Advising, Financial Aid, Registrar Support, etc.	Identify service gaps due to vacant positions for the counselor, career advisor, and PMSS APA.	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies	Project remains on hold due to staffing changes and vacancies
Outcome/ Progress		Completed. ASOIT 2019-20 Registration survey results. Fall 2020 Needs Assessment survey – highlights support for the Benefits Navigator position and PM Counselor position to be filled. PM staffing is adequate in these areas and has remained static for advising, FA, and Registration services.	The Basic Needs Resource Coordinator has engaged PM students and PMSS well, attending events, holding office hours, and attending New Wings events.				

Collaborate with Klamath Falls teams	AY19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Objective		<p>Create pathways for ongoing communication/ collaboration with Financial Aid, the Rock, Admissions, Registrar.</p> <ul style="list-style-type: none"> • New Wings • NSO • Registration 	<p>Continue collaboration and improve communication with Admissions, FA/Reg, and Advising and Retention.</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Support improved cross-divisional collaboration efforts by:</p> <ol style="list-style-type: none"> Implementing scalable strategies for the Portland-Metro campus and maintaining excellent contact with Klamath Falls personnel Collaboratively identify metrics and develop goals to support the retention of Portland-Metro students by August 2025 	<p>Support improved cross-divisional collaboration efforts by:</p> <ol style="list-style-type: none"> Implementing scalable strategies for the Portland-Metro campus and maintaining excellent contact with Klamath Falls personnel Collaboratively identify metrics and develop goals to support the retention of Portland-Metro students by August 2025
Outcome/ Progress		<p><u>Fall 2020 Needs Assessment survey</u> benefited several departments/divisions.</p> <p>Significant pathways/momentum with New Wings (Ryan-Kim-Kendal-Jolyn creation); Kim's relationship/trust-building with Ryan yielded positive results with CIC taking Admission Ambassador responsibilities.</p>	<p>Partnered with Admissions, FA/Reg, and Advising for events including Preview Days, New Wings, and NSO activities.</p> <p>Partnered on graduation and the certification process for veterans.</p> <p>Advocated for additional space for admissions staff in Student Services.</p> <p>Continued partnerships for preview and New Wings events.</p> <p>Continued CIC/Ambassador student tours.</p> <p>Improved Slate messages to perspective and incoming students at PM.</p>			<p>No new progress on this goal.</p>	
Objective		<p>Initiate a student employment working group – intentionally build “career readiness skills” (NACE) and embrace student employment as a comprehensive retention</p>	<p>Continuance of the student employment working group – objective placed on hold.</p> <p>Update student employment handbook.</p> <p>Engage in student-employee recognition.</p>	<p>Continuance of the student employment working group – objective placed on hold.</p>			

		strategy/co-curricular learning opportunity.					
Outcome/ Progress		<p>Student employment working group started but was stalled due to Payroll technology changes, faculty strike, etc.</p> <p>This objective was placed on hold in 21-22 while CS experienced 100% staff turnover.</p> <p>The student employment handbook was updated and reposted.</p> <p>Student employment recognition was held on KF and PM campuses.</p>	<p>Project suspended.</p>				

Facilities	AY19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Objective	Improve physical space, including CIC.	<p>Create soft seating for students in the PMSS office suite- increase interpersonal interaction between students and professional staff.</p> <p>Encourage ASOIT PM to identify campus needs + allocate resources.</p>	<p>Improve physical space to improve student-centered services, campus identification, and retention.</p> <p>Observe student use of the Student Services space.</p>	<p>Improve physical space to improve student-centered services, campus identification, and retention.</p>	<p>Improve physical space to improve student-centered services, campus identification, and retention.</p>	<p>Improve physical space to improve student-centered services, campus identification, and retention.</p>	<p>Improve physical space to improve student-centered services, campus identification, and retention.</p>
Outcome/ Progress	<p>Completion of the Commons.</p> <p>Progress on study room upgrades.</p> <p>Installed ADA compliant Testing Services furniture.</p>	<p>Kim purchased furniture and orchestrated the removal of unused cubicles to create a welcoming PMSS office space.</p> <p>Through ASOIT conversations, support for graduate students was identified as a need</p> <p>Holly facilitated a group to establish and resource a graduate student office.</p>	<p>Additional soft furniture was added to the PMSS space, as well as a video screen with slide display. This encouraged student use and created a more welcoming environment for prospective students and family members while they wait.</p> <p>This space was also used successfully to welcome veterans and family members during the Veterans' reception prior to commencement.</p> <p>Increased access to the graduate student office.</p>	<p>PMSS furniture was allocated to the Wellness Center. We've received excellent feedback about the space and the waiting room.</p> <p>Supported ASOIT PM's repurposing and rebranding of 221 office space into a welcoming student lounge</p> <p>Worked with Julie Desmond to provide great visual graphics on the TV displays throughout the building</p>	<p>PMSS was outfitted with new furniture. Design work was well received by all community members.</p> <p>ASOIT-PM led the transformation of the 4th Floor Computer Lab into the student lounge space.</p> <p>PMSS partnered with PM Operations and MarCoPA for a variety of painting projects to bring more Oregon Tech branding into the design and color pallets.</p>	<p>ASOIT-PM's upgrade for the 4th Floor student lounge space has been completed with the installation of new flooring in June 2025. ASOIT-PM gathered student feedback on the investment of the project and students selected their preferred flooring option. Students, employees, and visitors have responded very well to the remodel. It is one of the main gathering spaces on campus.</p>	

			<p>Expanded staff offices in the ACES/testing, PC/SI space.</p> <p>Increased Admissions office space within Student Services.</p> <p>Completed the TV display project and expansion of the gaming corner. Rebranded The Commons.</p> <p>Negotiated for larger space for the VRC and the counseling office and check-in area.</p> <p>Initiated discussion on expanded cabinetry for the Bird Feeder in the second-floor kitchen.</p>	<p>Continued to update the Commons</p> <p>Worked with Dr. Pracht to provide 75th Anniversary mural on the 1st floor (did not create)</p>	<p>SIB secured a space on the 4th floor.</p> <p>Due to an excellent first year, Niki had great rapport with student clients and was able to demonstrate the need to continue counseling services with limited summer term hours.</p>	<p>Student Involvement & Belonging opened their SIB Center on 4th Floor.</p> <p>PMSS partnering with PM Operations to identify a new location for the PM Veterans Resource Center.</p> <p>Bird Feeder pantry moved to the 4th Floor Kitchenette</p>	
Objective		Rebrand SSC to CARES	Assess PC space use + determine next steps for the PM Testing Center space.	Continue to assess use of tutoring, testing, and computer lab spaces	Disability Services rebranded from Access Tutoring managed by two different divisions (KF – AA, PM – SA) with plan to transition PM Tutoring to AA/ SEMR	See Disability and Testing Services report	
Outcome/ Progress		Holly worked with the library and Julie to create a cohesive color scheme and “refresh” of the Peer Consulting space.	<p>Expanded staff offices in ACES/testing and PC/SI suite.</p> <p>Initiated tracking of student use using QR codes scanning process.</p> <p>Consider renaming Peer Consulting the Tutoring Center to improve visibility and avoid constant population-level re-education.</p>	<p>CARES department restructured and name changed back to Student Success Center</p> <p>PM impact: Peer Tutoring rebrand successful without any negative feedback from students. Tutoring now managed by two different divisions (KF – AA, PM – SA)</p> <p>Tutoring reached 300 space check-ins through QR code.</p>	<p>See Disability and Testing Services report</p> <p>Tutoring management transitioned to AA/ SEMR.</p>	See Disability and Testing Services report	

Student Support Team (SST)	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26
Objective	Not yet in plan.	<p>Continue to refine process for addressing and resolving student concerns through SST Rubric (see SST One Note Notebook). The team's course of action will always depend on the individual situation; however the process will focus on forward motion, accountability, and resolution.</p> <ul style="list-style-type: none"> • focus on identifying pertinent information, • proactively seek contextual information from relevant parties, • establish a plan, • assign responsibilities to professional staff, • review results • close the “file.” 	<p>Iona will take responsibility for note taking/the SST one-note + case manage to involve the appropriate personnel in supporting students.</p>	<p>Create a community of caring for the “whole” student</p> <p>Provide proactive interventions for challenges that students are facing and connect students with resource and service providers</p> <p>Work with DICE for implementation of Maxient software</p>	<p>Assess and identify need for FTE for case manager and Basic Needs Coordinator for PM campus</p> <p>Work with DICE for implementation of Maxient software</p>	<p>Implement the Portland-Metro wing of the Student Success Team/ Behavioral Intervention Team in alignment with the university-wide Student Success Team/ Behavioral Intervention Team structure.</p> <p>Work with DOS for implementation of Maxient software</p>	<p>Actively foster campus awareness of Portland-Metro Behavioral Intervention Team in alignment with the university-wide Student Success Team/ Behavioral Intervention Team.</p> <ul style="list-style-type: none"> • Implement new Early Warning Report/ BIT/ Care Report form and process • Use reporting tools to assess trends in student needs and potential service gaps <p>Assess and identify need for FTE for case manager and Basic Needs Coordinator for PM campus</p>
Outcome/ Progress		<p>Completed. While the number of students served through SST was low, the process was consistent due to Leanne's consistency in taking notes/facilitating the conversation.</p>	<p>Iona convened SST for the first half of 2021-22 and then Taylor led this effort with 46 total students reviewed and/or offered additional resources, case management, or referrals.</p> <p>Case management efforts will be greatly improved by upcoming transition to Maxient.</p>	<p>Continued to utilize OneNote for case management.</p> <p>Josie led the SST group and worked with Kelly to maintain documentation.</p> <p>SST experienced an excellent collaborative environment and served 52 students over the course of the year. Out of the 52 students that we monitored, two were graduated in spring term and 15 are enrolled in fall 2023.</p>	<p>Project remains on hold.</p> <p>Maxient implementation put on hold during DOS transition</p>	<p>PM SST met regularly to document reports for students of concern and provide systematic interventions for students based on nature of the needs presented.</p> <p>Maxient implementation put on hold during DOS transition</p>	

			Maxient implementation put on hold during DOS transition			
Objective	Monitor membership of the SST to determine the best use of professional staff time and service to students	Monitor membership of the SST to determine the best use of professional staff time and service to students (e.g. Kelly? Holly? Kim?).	Monitor membership of the SST to determine the best use of professional staff time and service to students	Monitor membership of the SST to determine the best use of professional staff time and service to students	Monitor membership of the SST to determine the best use of professional staff time and service to students	Monitor membership of the SST to determine the best use of professional staff time and service to students
Outcome/ Progress	Group membership includes PM Counselor, SIB/ D&B/ Title IX/ ISS Coordinator, Dean of Students, Associate Dean of Students	SST staff updates were made with staff attrition. It is recommended that Dr. Pracht serve on SST and Student Services and Partners going forward to promote a more collaborative efforts at individual and collective risk management.	Dr. Pracht joined the SST Group's expansion to include Basic Needs Coordinator proved essential to the holistic support of students.	Group did not convene Intervention was managed by the Executive Director of PMSS and Academic Advisor	Group includes the Assistant Dean of Students (F1 PDSO), Mental Health Counselor, Assistant Director of SIB, Disability Services Coordinator, Assistant Director of Advising & Retention, Academic Advisor, and Financial Aid & Registration Coordinator (VA Certifying Official)	
Objective	Conduct a Fall quarter campaign to increase campus awareness of SST and the Early Alert Form (e.g., Owls Keep An Eye Out).	Conduct a Fall quarter campaign to increase campus awareness of SST and the Early Alert Form (e.g., Owls Keep An Eye Out).	Continue to promote Early Warning Alert reporting through campus advertising platforms	Assess effectiveness of advertising to students, staff, and faculty	Systematically document reports of concern and actions taken by SST	Systematically document reports of concern and actions taken by SST
Outcome/ Progress	Partially complete. An email was sent to faculty/staff as a reminder.	This objective was achieved through video slides, posters, and reminders in the Weekly and sent through Owl2Owl.	This objective was achieved through video slides, posters, and reminders in the Weekly and sent through Owl2Owl.	Project remains on hold due to staffing changes and vacancies	Smartsheet platform used for report database and documentation of interventions by SST or referrals	
Objective	Continue at least monthly training through scenarios, discussion of relevant white papers/other sources, and consultation with	Continue at least monthly training through scenarios, discussion of relevant white papers/other sources, and consultation with outside parties as needed.	Restart group training through scenarios, discussion of relevant white papers/other sources, and consultation with outside parties as needed.	Restart group training through scenarios, discussion of relevant white papers/other sources, and consultation with outside parties as needed.	Restart group training through scenarios, discussion of relevant white papers/other sources, and consultation with outside parties as needed.	Apply knowledge to PM SST structure and protocols Provide training to PM SST on mental health first aid

	outside parties as needed.				Open training opportunities to PM campus
Outcome/ Progress	<p>Partially completed. Leanne, Iona, Erin, and Jolyn discussed some scenarios which helped “get a feel” for one another’s thinking and process as we addressed concerns. The BIT rubric was not as helpful as the internal SST process established by the group.</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>Project remains on hold due to staffing changes and vacancies</p>	<p>PM SST were provided resources and training materials from NABITA via TEAMS.</p> <p>PM SST were invited to participate in NABITA virtual trainings, funded by PMSS budget.</p> <ul style="list-style-type: none"> • NABITA Behavioral Intervention Team Standards & Best Practices <ul style="list-style-type: none"> ◦ Josie, Lara • NABITA Risk Rubric <ul style="list-style-type: none"> ◦ Josie, Lara, Ryan • ASCA Gehring Academy for Case Management <ul style="list-style-type: none"> ◦ Josie

Oregon Tech Veteran Student Services Assessment Plan (AY25–27)

Department: Veteran Student Services

Director: Don Stockton

Mission Statement

Oregon Tech remains committed to supporting military-connected students by facilitating their transition to and through higher education. We aim to provide comprehensive support services, ensure access to benefits, and foster a welcoming and inclusive campus environment.

Vision Statement

To be a national leader in veteran student support, ensuring academic success, personal growth, and career readiness for all military-connected students.

Goal 1: Enhance Education Benefits Navigation and Utilization

Objective: Increase timely and accurate submission of VA education benefit requests by 15% over AY25–27.

Action Item	Assessment Metric	Timeline
Revise and expand Military-Connected Student Orientation	Pre/post-orientation surveys; % increase in benefit understanding (target: 20%)	June 2025
Conduct quarterly workshops on VA benefits and certification	Increase in early certification submissions; % submitted before term start (target: 75%)	Quarterly AY25–27

Goal 2: Strengthen Campus Inclusion and Engagement

Objective: Improve campus climate ratings among military-connected students by 10% by AY27 and increase civic engagement participation by 25%.

Action Item	Assessment Metric	Timeline	Civic Engagement Initiative
Expand veteran culture training to faculty and staff	Climate survey results; % of trained personnel	AY25–27	Include modules on civic responsibility and community service
Host biannual Vets Town Hall and community integration events	Event attendance; post-event feedback scores	Biannual AY25–27	Partner with local civic organizations and invite elected officials
Launch peer mentorship program	Peer mentor participation rates; retention rates	Fall 2025	Integrate civic engagement projects into mentorship activities
Advocate for establishment of a Reserve Officer Training Corps (ROTC) detachment	Proposal development and submission; stakeholder engagement metrics	AY25–27	Promote leadership development and civic responsibility through ROTC pathways

Goal 3: Improve Data-Driven Program Development

Objective: Establish a robust data collection framework to inform programming decisions.

Action Item	Assessment Metric	Timeline
Satisfaction and engagement surveys	Survey response rates (target: 60% per term); satisfaction scores (average rating $\geq 4/5$)	Annual
Analyze academic performance trends of military-connected students	Academic performance benchmarks; GPA comparison vs. general student population	Annual

Create annual data dashboard for internal review	Dashboard utilization by staff (target: 80% staff engagement)	Annual
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Goal 4: Enhance Existing Veteran Resource Center Space and Engagement

Objective: Improve the functionality, comfort, and utilization of the current VRC space to better serve military-connected students and increase attendance by 20% over AY25–27.

Action Item	Assessment Metric	Timeline
Conduct a student-led VRC space audit	Identify top 3 areas for improvement	Winter 2026
Implement targeted upgrades (furniture, lighting, tech)	Post-upgrade satisfaction survey (target: 85% positive)	Spring 2026
Launch monthly themed engagement events	Monthly visitor count (target: 20% increase); community building feedback	Monthly AY25–27
Promote VRC through digital and physical campaigns	Social media impressions and flyer distribution metrics	Ongoing
Track attendance and engagement metrics	Measure progress toward 20% increase; quarterly reviews	Quarterly AY25–27

Goal 5: Expand Strategic Recruitment of Military-Connected Students

Objective: Increase military-connected student enrollment by 10% by AY27.

Action Item	Assessment Metric	Timeline
Develop targeted outreach plans for high-yield military installations	% increase in enrollment per term	AY25–27
Partner with Oregon Tech Admissions for joint recruitment efforts	Number of joint events and leads generated	AY25–27
Attend national veteran education fairs	Fair attendance and follow-up conversion rates	Annual