Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Mt. Thielsen, Klamath Falls Campus
February 23, 2017
9:30am–Noon

Academic Quality and Student Success Committee Agenda

Page

1. **Call to Order/Roll/Declaration of a Quorum** (9:30am) *Chair Brown*

2. **Consent Agenda** *Chair Brown*

   2.1 **Approve Minutes of June 29, 2016 Meeting** 1
   2.2 **Approve Minutes of November 15, 2016 Meeting** 4

3. **Action Items** (9:35am)
   3.1 **Recommendation to the Full Board to Recommend the HECC Approve a New Program: BS in Professional Writing** (20 min) *Interim Provost/Dean Maupin* 7
   3.2 **Recommendation to the Full Board to Recommend the HECC Approve a New Program: Masters in Applied Behavior Analysis and Authorize Staff to Forward the Proposed Program to the Provost's Council** (15 min) *Interim Provost/Dean Maupin and MariaLynn Kessler, Humanities & Social Sciences Professor* 27

4. **Discussion Items** (10:10am)

   4.1 **Update on Title IX Training** *Coordinator Nicole Briggs* (5 min) 30
   4.2 **Update on Proposed Doctorate of Physical Therapy Program** (5 min) *Interim Provost/Dean Maupin* 32
   4.3 **Update on Academic Strategic Planning** (5 min) *Interim Provost/Dean Maupin* 47
   4.4 **Update on Provost Search** (5 min) *Trustee Peterson*

BREAK 10:30am – 10:45am

   4.5 **Graduation/Completion Presentation** (60 min) *Interim Provost/Dean Maupin, IR Analyst Farooq Sultan, and Dean Erika Veth* 49

5. **Other Business/New Business** (11:45am) *Chair Brown*

6. **Adjournment** (Noon)

LUNCH Noon-1pm in Mt. McLoughlin

Oregon TECH

Meeting of the Oregon Tech Board of Trustees Academic Quality and Student Success Committee Diamond Peak, Klamath Falls Campus June 29, 2016 8:30am-Noon

DRAFT MINUTES

Committee Trustees Present:

Jeremy Brown, Chair
Bill Goloski
Kelley Minty Morris
Dan Peterson

University Staff and Faculty Present:

Lita Colligan, AVP Strategic Partnerships
Laura McKinney, VP Wilsonville
Hallie Neupert, Interim Dean of the College of EMT
Di Saunders, AVP Communications and Public Affairs
Farooq Sultan, Institutional Research Analyst
Carl Thomas, Director of Admissions
Erika Veth, Distance Education Director

1. **Call to Order/Roll/Declaration of a Quorum**
   Chair Brown called the meeting to order at 8:30am. AVP Saunders called roll and a quorum was declared.

2. **Consent Agenda**
   2.1 **Approve Minutes of February 22, 2016 Meeting**
   Trustee Minty Morris moved to approve the consent agenda. Trustee Peterson seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3. **Action Items** – none

4. **Discussion Items**
   4.1 **Enrollment Management Presentation**
   Chair Brown stated student success is one of this committee's goals and enrollment management is a big part of that; today the committee will hear about recruitment, and retention will be discussed at a future meeting. **Director Thomas** stated recruitment is done by faculty, staff, and alumni with Admissions taking the lead and other university departments assisting. Recruiting happens both in and out of state and with graduate and international students; however, the infrastructure needs improvement for international students. One current focus is to reach under-represented students. There is not a clear plan on how to reach under-served or some other audiences.

Analyst Sultan walked through a PowerPoint presentation addressing the data associated with retention including freshman and transfer numbers. Discussion regarding application numbers and reasons for increases/decreases, dual enrollment students, success rates, admitted/enrolled numbers; applied, admitted, enrolled students; yield rate; and residency.

Director Thomas addressed where students who do not enroll with Oregon Tech often attend; student demographics; reasons for admission denial; capped programs; under-enrolled programs; online course offerings; retaining students who do not get into their major; the need to advertise new majors and explain the jobs available to students with those degrees; need to ensure students we admit are successful; low default rate; creating a recruitment funnel, identifying target recruitment figures; and the need to retain staff. **Trustee Brown asked to look at: students who enroll late and what their history is in terms of retention, etc.; success rate by dual credit students versus others; and under-enrolled programs that might benefit from offering courses on-line.**

4.2 Oregon Manufacturing Innovation Center (OMIC) Presentation

VP McKinney spoke about the structure of the Center, the global model, and how Oregon Tech can engage. The goals for OMIC participation include: expand business engagement; add new revenue sources; build a world-class manufacturing degree program; relieve space issues in Wilsonville for labs, etc.; complement our existing expertise in areas of interest to industry and expand our campus partners. This is a group effort by government, industry, academia, and philanthropy. Key goal is to accelerate technology transition. Industry cannot spare faculty, floor space or employee time to do this themselves. Now looking to cost share with other industries and take advantage of academic research capabilities.

She explained how the Klamath Falls campus might be involved with this project: faculty could come up for the summer or stage some research in Scappoose and some in Klamath; remote delivery simulcast will be purchased so Klamath Falls faculty could deliver courses to Scappoose or students there could take Klamath Falls classes remotely. The project could expand the availability of courses and increase revenue. **Trustee** Peterson requested staff to consider how potential investments might influence the university overall and to message more about the benefits to KF. **Trustee Brown requested to see a business model that shows projections of costs and returns**.

VP McKinney stated the building could be sold if the project does not work; it is proposed that PSU/OSU will cover all operating costs; and the costs are well managed and predictable. There are market pipelines for students; co-locating opportunities for labs and equipment with PCC and others; a $100k grant to buy equipment.

4.3 Accreditation Report Update

Dean Maupin gave an overview of the accreditation process which occurs every seven years. The accreditation team of eight peer evaluators visited the Klamath campus in April. The Findings stated the university: needed an agreement with the Foundation that defines

the relationship; needs a policy for credit for prior learning assessment that meets the criteria of Standard 2.C.7 (Oregon Tech policy and standard used to be that the university couldn't provide more than 25% of degrees in credit for prior learning, but we do go beyond 25%). **Trustee Brown encouraged staff to development some messaging addressing the non-compliance with the credit for prior learning model.** Recommendations from the Accreditation Report include: 1. use planning and assessment effectively to guide the Core Themes (there is not a team designated to this); 2. review assessment processes to ensure they appraise authentic achievements, and 3. engage in regular evidence based assessments of accomplishments. Discussion regarding the need for one office to handle accreditation for the university; potential to combine it with the Office of Institutional Effectiveness. **Trustee Brown requested Accreditation be placed on the agenda next year to make sure that we are meeting the requirements of the findings and recommendations.**

4.4 Faculty Compensation Study Update including Adjunct Pay

Interim Dean Neupert stated there is a faculty compensation committee charged by Faculty Senate to develop a policy to support the function of the compensation committee, to address issues and allocations; develop policy on current salary compensation; and relook at the comparator list. Provost Burda agreed with the committee to hire an outside consultant, MGT. Currently MGT has a work plan developed including deliverables; comparables and peer compensation; a revised comparator list; and a second survey of faculty mood will be conducted later this summer. Comparators were developed which had to be part of IPEDs and CUPA to obtain standardized data. The cost of living will be considered at the various campuses. Next steps: develop a model and continue to collect data. A draft report will be presented at convocation. The report will also look at adjunct and overload pay.

5. **Other Business/New Business** - none

6. **Adjournment**

Trustee Goloski moved to adjourn the meeting. Trustee Minty Morris seconded the motion. With all Trustees present voting aye the motion passed unanimously. Meeting adjourned at 11:30am.

Oregon TECH

Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Room 201, Wilsonville Campus
November 15, 2016
8:00am – 11:15am

DRAFT MINUTES

Committee Trustees Present:
Jeremy Brown, Chair
Nicole Galster
Kathleen Hill
Jill Mason

University Staff and Faculty Present:
Sandra Bailey, Director of Academic Excellence
Nicole Briggs, Title IX Coordinator (via telephone)
Barb Conner, Director of Retention
Lita Colligan, AVP Strategic Partnerships
Erin Foley, VP Student Affairs/Dean of Students
LeAnn Maupin, Acting Provost/Dean of the College of HAS
Laura McKinney, VP Wilsonville
Steve Neiheisel, VP of Strategic Enrollment Management
Hallie Neupert, Interim Dean of the College of ETM/Department Chair
C.J. Riley, Civil Engineering Associate Professor
Maureen Sevigny, Distance Education Program Manager
Farooq Sultan, Institutional Research Analyst Programmer

1. **Call to Order/Roll/Declaration of a Quorum**
   Chair Brown called the meeting to order at 8:20am. **AVP Colligan** called the roll and a quorum was declared.

2. **Consent Agenda**
   2.1 Approve Minutes of June 29, 2016 Meeting
   Action was tabled until the February 23, 2017 meeting.

3. **Action Items**

   3.1 Request for Recommendation to the Board to Recommend to Provost's Council Approval of a New Program: BS in Professional Writing
   Acting Provost/Dean Maupin walked the committee through the proposed new program, how it meets the mission of the university and the job opportunities. There are three emphases: scientific and technical writing, digital media, and writing for organizations. Anticipated enrollment is 25-40 students annually. No new faculty are required at this time. Discussion regarding the rationale behind the Bachelor of Science

designation rather than Bachelor of Arts; when the proficiency test is given (junior or sophomore year); technical electives offered/required.

Trustee Mason moved to recommend to the Board to have additional discussion regarding the proposed program: BS in Professional Writing. Trustee Hill seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

4. Discussion Items

4.1 Accreditation Updates

Dean Neupert stated ABET conducted site visits in October 13-18, 2016 and reviewed four programs: BS Mechanical Engineering in Seattle and Klamath Falls, BS Electrical Engineering, and BS Renewable Energy Engineering in Willsonville and Klamath Falls, and BS Civil Engineering in Klamath Falls. She reviewed the audit summary received at the end of the visit. There were no weaknesses or deficiencies noted. Recommendations/concerns include: the number of faculty in Civil Engineering for the number of areas of expertise being taught, stability of ongoing funds for maintenance of lab facilities; stability concerns in Electrical Engineering and Renewable Energy Engineering as there are very few senior faculty; and the alignment of assessment activities between campuses in Mechanical Engineering. **Chair Brown** thanked the faculty and staff involved in the programs.

Acting Provost/Dean Maupin stated the Commission on Dental Accreditation had representatives on the Klamath Falls and Salem campuses on October 12-14, 2016. There were three recommendations noted in the preliminary draft report: written course descriptions and syllabi were not the same at both campuses; need to establish a mechanism to ensure a significant number of patients for the students' experiences; have a formal written curriculum management plan.

4.2 Retention Presentation

Director of Retention, Barb Conner, walked through a powerpoint presentation including Retention's mission, vision and goals. She explained the various programs offered to increase retention. Dashboards are available online but Trustees need to request access to them and obtain training.

BREAK

4.3 Review of Written Title IX Training Update

Title IX Coordinator, Nicole Briggs via phone gave an overview of Title IX Training completion/compliance: student participation is at 46% for the Campus Safe Act and 45% for the Oregon Tech Sexual Misconduct Information Proecdures and Resources Policy. Faculty and Staff: 50% complied. Internally track we do not have to report unless an office of civil rights inquiry is made. Task force looking at how to achieve 100% compliance. **Chair Brown asked for a written update for the February 2017 Board meeting.**

4.4 Review of Written Faculty Profile Report

Acting Provost/Dean LeAnn Maupin walked through the faculty profile report which is broken down by type of faculty, location/region, gender, and race.

4.5 General Education Reform Update
Director of Academic Excellence, Sandra Bailey and **Dr. C.J. Riley, Civil Engineering Professor,** walked through a powerpoint presentation explaining the history of the General Education Reform process, the makeup of the task force, issues addressed through the taskforce, the General Education Reform model, desired outcomes, potential obstacles, and proposed roll-out.

5. Other Business/New Business
None

6. Adjournment
Meeting adjourned at 11:15am.

ACTION
Agenda Item No. 3.1

Recommendation to the Full Board to Recommend the HECC Approve a New Program: BS in Professional Writing

Background

The proposed Bachelor of Science degree in Professional Writing was presented to the Academic Quality and Student Success Committee at its November 15, 2016 meeting. The degree proposal was also considered by the full Board during its November 16, 2016 meeting. The Board requested that the University's Department of Communication provide a more precise definition of the degree in terms of offering a BS versus a BA, in addition to mission centrality. The Board also asked the Interim Provost to bring the degree proposal before the state Provost's Council during the February 2, 2017 meeting. The Department of Communication provided an edited draft that also included updated implementation dates for the degree program, which was presented to the Provost's Council. The Council voted unanimously in support of Oregon Tech offering the BS degree in Professional Writing.

Recommendation

Staff recommends the Academic Quality and Student Success Committee recommends the full Board recommend HECC approve a new program: BS in Professional Writing.

Attachments

- Rationale for a BS degree
- Proposal for a New Academic Program

Rationale for a BS Degree

The Oregon Institute of Technology Communication Department designed the Professional Writing program (PWF) as a Bachelor's of Science degree for several reasons.

It has a technical and scientific underpinning that matches OIT/OT's specific mission. It is deliberately designed to fit the criteria of bachelors' of science degrees. It focuses on aspects of writing and text creation that differ from the focus found in most bachelors' of arts degrees.

The fundamental difference between these two degrees lies in the emphasis on literary text analysis and creative writing. A bachelor's of arts degree is usually offered and staffed by departments of English and focus on the following:

BA (research from National Council of Teachers of English, and College, Composition, and Communication)

Liberal arts
Discourse analysis rather than discourse production
Largest #s of courses in creative writing, literature, literary criticism and lit. theory
Heavy in English, often requiring foreign language
History of the English language, theory, research, focusing on literary issues
Sometimes specialized writing courses like argument and technical writing, but . . .
Most majors here not really typical writing majors, more like literature majors with writing tacked on
Major authors courses (great artists, including Shakespeare, Chaucer, Milton)
Study of writing of others common more than producing writing
Poetry, fiction, drama, literary history

BS in Professional/Technical Writing

Dominated by writing courses of all sorts
Focus is clearly writing and text production
Involvement with Technology (multimedia, visual comm., etc.)
May have some options for creative writing, but not the major focus
Applied, more science
Practical focus
Research focus
Technical/practical content

One other distinction appears. All Bachelors' of Science degrees analyzed required a practical capstone or externship that requires graduates to work in some professional setting.

A quick review of the titles of these types of majors also show the differences between the two degrees. If the major has English, Rhetoric, or, on occasion, Communication, it will most likely be a BA degree. If the major uses the terms Professional, Technical, and, often, Communication, then the degree will be a BS degree.

The designs of the degree vary from university to university, but many of the BS degree examined also required work in a technical or scientific content area to support the courses in writing, oral communication, and text production.

HIGHER EDUCATION COORDINATING COMMISSION

Proposal for a New Academic Program

Institution: Oregon Institute of Technology

College/School: College of Health, Arts, and Sciences

Department/Program Name: Communication Department

Degree and Program Title: BS in Professional Writing

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: Undergraduate Programs, Professional Writing.

23.1303

Detail for CIP Code 23.1303 (from http://nces.ed.gov/)

Title: Professional, Technical, Business, and Scientific Writing.

Definition: A program that focuses on professional, technical, business, and scientific writing; and that prepares individuals for academic positions or for professional careers as writers, editors, researchers, and related careers in business, government, non-profits, and the professions. Includes instruction in theories of rhetoric, writing, and digital literacy; document design, production, and management; visual rhetoric and multimedia composition; documentation development; usability testing; web writing; and publishing in print and electronic media.

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

Oregon Institute of Technology's Communication Department proposes an undergraduate Professional Writing program (PWR). The major focuses on professional, technical, business, and scientific writing to prepare students for careers in technical, scientific, medical, government, non-profit, and business writing environments. Instruction links theory to practice via courses in rhetoric, writing, design, digital literacy, style, multimedia composition and management, documentation, usability testing, web writing, and publishing in print and electronic media. Courses introduce students to the procedures and practices that professional writers and editors use daily. This program

will provide structured opportunities to engage in the study and production of writing as an interdisciplinary skill while focusing on training in a technical field.

This program's disciplinary foundations include rhetoric—the study of communicating persuasive messages both visually and verbally—along with theories informing document design and use. The PWR program allows students to design a curricular path that matches career goals, to specialize in one of *three emphases*, and to learn flexibility to adapt to rapidly changing career demands. The three emphases include Scientific/ Technical Writing, Digital Media, and Writing for Organizations.

The program's goal is to prepare professionals who can successfully work across disciplinary lines and platforms, who can work in online and social media marketing, write and manage text for digital environments, and communicate in varied professional settings. The program will prepare students to master scientific, medical, and technical writing linked to engineering, technology, and the health-care fields. A required sequence of courses in a technical field will support the professional writing degree and help students develop some expertise in a technical field, such as engineering, IT or management, health, and environmental science or other science-focused professions. A review of over 100 job openings for "technical and professional writers" reveals that professional writers are expected to have experience with many types of software along with strong writing, editing, project management, and publishing skills. The combination of theory and practice is a hallmark of OIT degrees, and this combination will be a special focus of Oregon Tech's professional writing degree since it will combine writing-focused education with training in technical fields and practical applications in multiple settings. The motives and professions of the students will vary, but the focus on writing will attract students who wish to make professional writing the center of a career—a new population of students for Oregon Tech.

The writing environment is changing, but skilled technical, professional, and writers trained to work with web-based platforms are more in demand than ever. As one of our consultants said, "We can't find skilled entry level people" (K. Melanson, Mentor Graphics, August 5, 2015). New areas of work are enhancing professional communicators' responsibilities along with their importance to organizations. Qualified professional writers design information for print and electronic formats; produce materials that address technical and professional contexts and audiences; research and then integrate findings into effective documents; and create visuals. The main emphasis is to help students become skilled, discriminating, and sophisticated in their efforts to communicate. Oregon Tech (OT) is uniquely qualified to deliver this program in professional writing.

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

Bachelor of Science in Professional Writing (PWR), Curriculum

The courses at the core of this program focus on professional writing skills. The program consists of Professional Writing core courses, general education courses, and program

specific courses based on theoretical underpinnings and student career plans. Technical electives are required in science, business, or technical fields. Students select these according to specific career plans, area of emphasis, and in consultation with a faculty advisor. The major includes coursework in several areas of focus.

Freshman Year		**Fall**
SPE 111	Fundamentals of Public Speaking	3
MATH 111/ MATH 243	College Algebra or Introductory Statistics	4
WRI 121	English Composition	3
COM 225	Interpersonal Communication	3
MIS 101	Word Processing Software Laboratory	1
MIS 102	Spreadsheet Software Laboratory	1
Total		15

Freshman Year		**Winter**
WRI 122	Argumentative Writing	3
COM 115	Introduction to Mass Communication	3
PWR 101	**Introduction to Professional Writing**	**3**
MIS 103	Presentation Graphics Software Laboratory	1
	Humanities elective (text analysis focus)	3
	Social Science elective	3
Total		16

Freshman Year		**Spring**
COM 109	Intro to Communication and Technology	3
ART 207	Digital Photography or Graphic Design	3
WRI 227	Technical Report Writing	3
PWR 102	**Introduction to Web-Authoring**	**3**
	Technical elective (from list)	3 or 4
Total		15/16

Sophomore Year		**Fall**
COM 216	Grammar	3
COM 256	Public Relations OR	
PWR 216	**Writing in the Public Interest**	**3**
SPE 321	Small Group and Team	3
	Technical elective	3
	Emphasis elective	3
Total		15

Sophomore Year		**Winter**
COM 237	Intro to Visual Communication	3
JOUR 211	Multiplatform Journalism	3
	Humanities elective	3
	Emphasis elective	3
	WRI/COM elective	3

Total		15

Sophomore Year		**Spring**
COM 255	Communication Ethics	3
COM 248	Digital Media Production	3
WRI 338	Style	3
	Lab Science elective	4
	Emphasis elective OR SPE 314	3
Total		16

Junior Year		**Fall**
COM 301/**COM 305**	Rhetorical Theory/**Contemporary Theories of Rhetoric**	**3**
COM 326	Communication Research	3
WRI 420	Document Design	3
	Social Science elective	3
	Science/Math elective	4
Total		16

Junior Year		**Winter**
PWR 330	**User Research**	**3**
PWR 355	**Project Management for Writers**	**3**
WRI 415	Technical Editing	3
	Social Science elective	3
	Technical elective	3
Total		15

Junior Year		**Spring**
COM 358	Communication and the Law	3
COM 345	Organizational Communication	3
	Upper Division Writing elective OR WRI 410 Grant Proposal Writing	3
	Technical elective	3
	Social Science elective	3
	Emphasis elective	3
Total		18

Writing Proficiency Exam required at end of Junior Year

Senior Year		**Fall**
PWR 499	**Internship in Professional Writing**	**3**
PWR 490	**Portfolio Development**	**2 or 3**
(2 credits with Prof. Exam Pass; 3 credits with Prof Exam NP)		
WRI 425	**Advanced Composition**	**3**
	Emphasis elective	3
	Science elective	4
Total		15 or 16

Senior Year		**Winter**
PWR 499	**Internship in Professional Writing**	**3**
COM 424	Capstone	3
	PWR elective (online or in-class)	3
	Technical elective	3
Total		12

Senior Year		**Spring**
PWR 499	**Internship in Professional Writing**	**3**
	Emphasis elective	3
	Emphasis elective	3
	Technical elective	3
Total		12

Total credits required for B. S. in Professional Writing: 180/182

The university's general education requirements are included in this degree plan. The total number of credits equals 180 or 182, depending on the credits counted for the portfolio development class (2 or 3 credits), and one technical elective (3 or 4 credits).

d. Manner in which the program will be delivered, including program location (if offered outside the main campus), course schedule, and the use of technology (for both on-campus and off-campus delivery).

This program will be delivered on-campus in Klamath Falls, OR. Some courses will be available both online and in-the-classroom since electronic media skills are vitally important to these graduates, and online work and presentations will help build these skills.

e. Adequacy and quality of faculty delivering the program.

All program courses are currently being taught or are being developed by existing faculty in the Communication Department. These faculty members have doctoral degrees in the related fields and have been educated across many disciplines to offer the new program. Faculty and courses are reviewed each term. Departmental faculty members receive excellent evaluations, including student evaluations, tenure, promotion, and post tenure reviews. Part-time and adjunct faculty members occasionally teach one or two courses, and all adjuncts are reviewed by the Department Chair.

OT's Communication Department is uniquely positioned to help students develop flexibility in writing and broader communication skills. The configuration of the department is unique. The existing Communication Studies degree is modeled on a flexible degree path combining major-specific content with technical content. This model guided the design of the Professional Writing curriculum; it blends mastery of some technical content with knowledge and skills related to professional and technical writing. OT's health-care programs provide opportunities for students interested in the

health care field to design a degree path to enhance knowledge and skills in professional and technical writing related to these areas. These fields could include biology and chemistry, health care policy and management, population and health management, and public health policy. If students seek advanced degrees, the program will prepare students for graduate work in rhetoric, writing, and technical writing.

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

The Communication Department has 12 full-time faculty members including three full professors, one associate professor, and eight assistant professors. Faculty resources are adequate to implement and support the Professional Writing degree program.

Writing/Rhetoric/Digital specialists	**Cross-Disciplinary/Comm/Rhetoric**
Matt Schackenberg	Kevin Brown
Franny Howes	Christian Vukasovich
Kari Lundgren	Dan Peterson
Matt Search (Wilsonville)	Veronica Koehn
Christopher Syrnyk	Andrea Fultz

Two faculty to be hired by Fall 2017 to replace two retiring professors

g. Other staff.

The proposed major will be supported by staff serving other major programs. We do not anticipate needing additional support.

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

No new facilities are needed. Library resources are those now available and used at each instructor's discretion, but may need some additional resources related to digital work and web-authoring. The Communication Department uses current computer labs and software in both Klamath Falls and Wilsonville. OIT provides adequate numbers of laptops, iPads, and desktop computers along with computer labs, software, networking technologies, and virtualized cloud-based labs for offsite students.

i. Anticipated start date.

The program can be offered as soon as it is approved since all courses exist or are being developed and all resources are in place. Students could begin taking courses toward the degree immediately. Fall, 2017, is the anticipated formal start date.

2. Relationship to Mission and Goals.

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

This program advances Oregon Tech's mission to "meet the emerging needs of Oregon's citizens as well as reaching a national audience with rigorous applied degree programs in engineering, engineering technologies, health technologies, communication, and arts and sciences." It merges six areas of the institution's primary focuses: communication/ writing, technology, engineering, health, and science. Providing a university experience across two campuses for students is a primary goal. The proposed degree will build the framework to provide a common education between Klamath Falls and Wilsonville campuses and incorporate a small online component. Students will work closely with academic advisors to design personalized degree paths.

Reducing barriers to receiving an education is an institutional goal. The major will provide an experience where students can work around the world or stay close to home in order to receive an undergraduate education. The program coordinators will work with industry leaders through advisory boards to create internships to help prepare OT's professional writing students.

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

Communication is one of Oregon Institute of Technology's major areas of focus. The Communication Department can focus on any major program's content. Professional writers understand many subjects and explain and present this content to any audience.

Offering this degree will continue to place OIT as a leading innovator in Oregon education. Growth is a strategic priority for OIT, and this program provides opportunities for students who want to work in many different content areas but also who want to (and are able to) write. This population of students has never before been recruited to OIT. The program will help OIT reach a goal of increased enrollment, broadening offerings to greater numbers of Oregon's population, and combining a practical skill (writing) with technical preparation.

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

i. improve educational attainment in the region and state;

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

iii. address and civic and cultural demands of citizenship.

i. By offering the program at all campuses, OT will expand educational opportunities to Oregonians by removing geographic barriers to higher education and thereby enhancing the quality of the state's workforce in writing-based professions. Offering a B.S. in Professional Writing will help

Oregon reach its 40-40-20 goal, provide qualified industry professionals to work in the communication and writing professions (and across professional boundaries), and allow Oregon Tech to reach new populations of traditional and non-traditional students. The changing landscape of information technology, writing, communication, and text management is, of course, a moving target, and improving the state's ability to meet future demands in these areas will continue to be an exciting challenge. The technical underpinnings of this degree make it a good fit for Oregon Tech and offer a way to grow professions linked to technology, innovation, and economic growth.

ii. The degree will be regularly reviewed with advisory boards and alumni so that graduates will be able to serve effectively in professions related to text-management. Students with this degree will be able to work in industries not specifically related to writing but connected to health care, computer science, engineering, and other major industries in the state or region. With technology and health care industries projected to grow over 20% in the next ten years, professionals in Oregon will be in demand, along with people who can communicate clearly about issues related to health care, science, and technical subjects. This program will prepare students who can create effective documents and manage the complex communication tasks that are so important for almost all professions.

iii. There is always a need for people who can write effectively to serve the civic world and for ethical and well-trained professionals attuned to the shifting demands of industry, health management, government, and science. Writers trained in technical information and how to gather and present ethical, evidence-based information in clear, and culturally sensitive, ways will be able to assist any population and any professional setting.

3. Accreditation

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

The B.S. in Professional Writing is proposed as an applied writing degree program. It does not require national accreditation.

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

The B.S. in Professional Writing has been designed to meet all accreditation standards and will be submitted as a minor change to NWCCU.

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

N/A

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

NWCCU policy requires that, prior to the implementation of the program, OT will notify the Commission in writing of the proposed minor change in a completed application form and a brief document outlining sections a. through i. of the policy guiding substantive and minor changes. Commission staff members review the notification and determine the "nature of change." If the change is judged to be consistent with the institution's existing accreditation, the institution is notified in writing that the proposed change is included under the existing accreditation of the institution. This program does not represent a major change in mission.

The effective date of the approval of the minor change is the date of the notification letter unless otherwise specified by the Commission. The Commission sets up appropriate follow-up oversight of minor changes.

4. Need

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

We anticipate a modest demand for this major across the next five years including approximately ten to twelve students per year. We believe that these students can occupy unused seats in existing courses and will be able to find internships opportunities in Klamath Falls and in the Portland metropolitan area. Courses can be offered in rotation with many courses currently offered in the Communication Studies major. In addition, this major will provide "off-ramp" opportunities for students who came to OIT expecting to be admitted to competitive programs (specifically in the health-care or health technologies) and did not "make it" in those majors. These students may be interested in health care and be competent writers and find a way to work in the profession in new and exciting ways related to writing and text-creation. This is also true for OIT students who came to OIT thinking that they wanted a specific engineering profession but find that the choice is not as attractive as they thought. This degree program could provide these students with an OIT option to work with engineering topics but in professional writing instead of engineering.

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

Approximately 10 per year over each of the next five years for a five-year total of 50 completers.

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

This program will serve both resident and non-resident students, international and domestic students, and full-time and part-time undergraduate students. We also hope to attract working professionals who would be interested in this degree program as a way to enhance their professional skills. The Writing for Organizations emphasis will be particularly attractive to this population, both in Klamath Falls and Portland.

d. Evidence of market demand.

We have received dozens of inquiries over the last several years from students seeking a degree that combines technical fields specifically with professional writing. The flexibility of this degree appeals to students well-versed in digital writing, interactive texts, and web-site design and use.

Writing professionals find employment in a variety of areas including law, publishing, the arts, government, corporate communication, finance, health organizations, community advocacy, education, and journalism. Upon graduation, students will have created a portfolio showcasing their unique talents and skills as writers as well as the skills that they have developed enabling them to work in many settings and with many types of teams. Increasingly, technical information is being delivered online, and technical writers are using interactive technologies of the web to blend text, multidimensional image, graphics, sound, and video. All of this will be part of the training that students majoring in Professional Writing at OT will receive. Researching the market need for writers is challenging since all industries and professions need and use writers, just in varying degrees of autonomy and training. Some industries rely on contract work; others hire staff technical writers; still others expect the trained professionals in major content specialties to be able to write all the prose needed for the job.

Employers are looking for people whose abilities (and training) extend beyond working with word processing and document layout applications. They search for professionals whose broad arrays of technological tools as well as content knowledge support the ability to write well. Many bachelor's degree programs in writing focus (at least in part) on creative writing including poetry and fiction. OT's professional writing program may include some of this, mostly focused on interactive narratives or writing for the computer gaming industry, but it will focus on practical courses in techniques and platforms required by the careers that demand high quality writing skills in technical settings. Experience with content management systems, such as WordPress, will allow students to master the skills of publishing, editing, modifying content, organizing, and maintaining documents from a central interface. Project management courses will also train these writers and editors to manage workflow and document production in collaborative environments. These days, careers in professional writing require not only expertise in writing but also expertise in oral communication, management, information technology, and digital media.

Some evidence is available that shows the continuing need for, and the growth in, the growth in the industry, especially as it relates to managing text and documents across disciplinary lines.

The Society for Technical Communication explains the need for Professional Writing and Rhetoric in many of its documents. The field itself "includes any form of communication that exhibits one or more of the following characteristic features: Communicating *about technical or specialized topics*, such as computer applications, medical procedures, or environmental regulations; communicating *by using technology*, such as web pages, help files, or social media sites; and providing *instructions about how to do something*, regardless of how technical the task is or even if technology is used to create or distribute that communication (STC, 2015). Technical communicators make information more useable and accessible to those who need that information, and they advance the goals of companies or organizations that employ them.

Students in this field will work as technical writers and editors, information architects, instructional designers, technical illustrators, usability and human factors professionals, visual designers, web designers and developers, and trainers and E-Learning developers. Technical communicators share a user-centered approach so they can provide the right information, in the right way, at the right time to make someone's life a bit easier, perhaps safer, and certainly more productive.

If the job prospects in professional writing are linked to computers, healthcare, engineering, or science, job growth could grow at an average of 29% over the next eight years (BLS). Occupations related to Computer and Information Technology, including those who write with and for these professionals, may grow at a rate of 22% over the next eight years (BLS). This program's underpinning in these technical fields will help students prepare to work with these growth industries.

Majors related to language use, including writing, continue to be among the most popular majors in colleges and universities in the US. In 2012, out of 1,791,046 degrees awarded, 295,221 were humanities related (including writing and English). OT has difficulty tapping into consistent student interest in these subjects, but linking professional writing with technical subject matter is one way to appeal to new populations of students (U.S. Department of Education, National Center for Education Statistics. (2013). *Digest of Education Statistics, 2012* [NCES 2014-015]).

According to the Bureau of Labor Statistics, the median pay for writers and authors is $55,940/year or $26.89 an hour. Jobs including editors, public relations specialists, reporters, and technical writers are expected to see a 15% (faster than average) job growth over the next eight years. The Bureau has no category for writing jobs related to the computer industry, however, and no mention of writing specifically related to the health care fields. Writers in these areas average an estimated $65,500/year or $31.49/hour (BLS). These are areas that this program is designed to help students enter.

Technical *communicators* prepare instruction manuals, journal articles, and other supporting documents to communicate complex and technical information easily. They develop, gather, and disseminate technical information among customers, designers, and manufacturers. Technical writers routinely work with other technology experts. If job occupations related to public relations are included in the job outlook, then the prospect is also bright, with a predicted 13% job growth, and a $95,450 annual salary or $45.89 an hour (BLS). Public relations managers plan and direct the creation of material that will maintain or enhance the public image of the employers or clients. Fundraising managers coordinate campaigns that bring in donations for their organization. For public relations and fundraising communication positions, a bachelor's degree in public relations, communication, English, or journalism is generally required. Courses in advertising, business administration, public affairs, public speaking, and creative and technical writing will be helpful (all available at OIT and through this degree).

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

This program will not be "shared" with any other university's program, though it will provide students interested in PSU master's degree in technical communication. It will also allow easy transfer between community college programs and the bachelor's degree program at OIT.

Industry Constituent Data

In June, 2015, and August, 2015, the planning team (Dr. Matt Schnackenberg, Dr. Franny Howes, Dr. Linda Young, Dr. Matt Search, and Lita Colligan, Associate Vice President of Strategic Partnerships and Government Relations) met with selected leaders in the professional writing field and professionals who would be interested in hiring graduates of an OT B. S. program in Professional Writing.

Phone interviews
Dan Weston
Michelle Schwartz, Cambia Health
Sona Pai, AHA writers (clarification conversation)

Wilsonville meeting, August 5, 2015
Claudia Wood and Donna Neerhout, Autodesk
Kurt Melanson, Mentor Graphics
Sona Pai, AHA writers

Representatives from the Communication Department presented an initial curriculum plan and asked specific questions related to skills needed from students with such a degree and suggestions for the program as a whole.

The conclusion is that the skills and knowledge offered by OT would be good matches for employment in any of the fields represented, especially since the writing degree

would be matched to technical knowledge, scientific, or health-based content and courses. Both groups included professionals in a variety of health care and technical fields and who have extensive experience with professional/technical writers.

The primary points of discussion included market demand for professional writing graduates, the relevancy of the proposed curriculum, and a review of job titles, positions, and tasks suited to graduates with a PWR degree. The response to the PWR curriculum was positive. The groups suggested a name change, and this was applied. Focus group members reported ongoing challenges with recruiting competent writers and editors, stating that entry-level people often lacked advanced writing skills, project management skills, various skills and experiences with online and social media, including data analytics, and professional knowledge that helps them work effectively on their own and with others.

The focus groups recommended streamlining the curriculum at the start and providing a shared base of courses, then allowing majors in the program to branch off into three areas of emphasis. This is represented in the program design and the three emphases of Scientific/Technical writing; Digital Media; and Writing for Organizations. Also, a portfolio of work, and clear externships will prepare students well. The goal is versatility and flexibility, and the ability to adapt to the constantly changing world of text creation and management. The focus group participants liked the underlying focus on a technical field, or a hybrid collection of technical courses, to underpin the professional writing focus. These people all agreed to support the program and provide ongoing insights into the changing needs of industry and well as opportunities for internships.

Local Agencies

Informal focus groups and discussions have occurred related to needs in Communication and related skills. Recruitment for the Communication Studies major has also helped department members keep in close contact with local agencies and possible employers. Since the development of the Communication Studies major (2002), an advisory board has provided evidence for the need for professional writers locally. Professionals from Jeld-Wen and local ranger and forest service organizations have indicated their interest in hiring students from this major program and will continue to offer advice and guidance.

This program will be the only bachelor's degree in Professional Writing in Oregon. A BS in Professional Writing would enable students who have a two-year degree in related fields to pursue a bachelor's degree in Professional Writing.

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

Prospects for graduate success are strong. OT's focused curricula and reputation has led to high employment and graduate school success for OIT Communication Studies graduates. This major program will result in similar outcomes by incorporating existing courses taught by experienced faculty members and by requiring a technical emphasis.

Professional Writing jobs range from entry-level writing and editing roles with the potential for advancement to senior technical writers and editors. Information technology professionals and data analysts and writers, with additional education, become researchers or eventually advance to the executive level. Professional writers and information technology professionals with basic business, information technology and healthcare knowledge, skills, and competencies are needed to fill many positions opening up in healthcare settings including hospitals, long-term care facilities, group practices, insurance companies, laboratories, and medical supply companies. Professional writers can train in healthcare courses, software and programming courses, environmental science courses, management and business courses, and engineering courses, all with the goal of working specifically on written documents.

The externship coordinator for Medical Imaging also assured the design team that there are possibilities to link writing majors with the current MIT externship sites. This is a possibility that would allow students in the major to work in publications, public relations, or other text-focused divisions of hospitals and clinics.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

1. Produce graduates with advanced skills in writing, editing, research, and technology that will help them produce high quality writing in multiple settings and via multi-media.

2. Provide students with foundational knowledge in rhetoric, linguistics, journalism, and style so that they can apply theoretical and practical knowledge across content areas, careers, discourse settings, and writing demands.

3. Prepare graduates for immediate entry into professional writing fields as editors, writers, project and document managers, web-designers, and researchers.

4. Prepare graduates in a supporting technical field [beyond professional writing].

5. Give students practical opportunities to integrate old and new knowledge and apply knowledge to rapidly changing contexts.

6. Prepare students to work across international and cultural boundaries, at different locations, at different times, remember work that has been done, keep track of changes and agreements, and communicate clearly quickly, and sensitively.

The Professional Writing program consists of core Communication Department student learning outcomes. Upon completion of this program, Professional Writing graduates will be able to:

1. Create and manage text for a variety of situations, purposes, genres, and platforms.
2. Demonstrate mastery of the fundamental structure of writing in English by writing clearly, correctly, and concisely, using correct grammar.

3. Manage text for a varied audiences and use various writing tools (software); show clear ability to analyze and adapt to audience needs; use digital media, storytelling, media design, and video; and develop websites and manage social media for a variety of purposes.
4. Create and manage appropriate professional identities and interactions in multiple settings.
5. Communicate effectively across diverse settings and cultures.
6. Demonstrate mastery of the theoretical concepts that guide the major program.
7. Demonstrate mastery of text and visual rhetoric.
8. Use graphic design and technological applications effectively.
9. Create and manage large-scale projects, documents, and production schedules.
10. Demonstrate ability to collaborate with teams including working with clients in culturally sensitive ways.
11. Demonstrate ethical practice as it relates to creation and communication of text and visuals.
12. Demonstrate mastery of the concepts and skills of user-centered design.
13. Demonstrate the knowledge of business concepts as they relate to managing writing tasks, publishing, technical, and professional writing.
14. Demonstrate understanding of copyright and intellectual property, and evaluate the legal, social, and economic environments of text creation and management.
15. Demonstrate understanding of the global professional environment and how this relates to professional writing.
16. Use specialized knowledge to solve problems related to any kind of writing.
17. Demonstrate knowledge of specific technical field(s) and connect this knowledge to professional writing tasks.

b. **Methods to assess outcomes**

Departmental outcomes are each assessed by two direct and two indirect measures. The two direct methods are the analysis of a comprehensive portfolio created through the major courses and a junior-year Writing proficiency exam. This exam will combine on-demand writing with the creation of a portfolio.

Indirect measures used by the Department of Communication include a senior exit survey and focus groups and a regular review of writing produced by students in this major.

Programmatic student learning outcomes are measured within courses directly related to the specific outcomes. Measures include examinations, papers, and projects.

In-class exams and papers will be required in all courses along with practical projects that demonstrate developing skills.

Final projects will demonstrate abilities to conduct research projects and write clearly.

Program portfolio combining research projects and practical projects will show a variety of high-level skills and knowledge.

Junior level writing competency test will assure standards of written competency before the senior year.

External agency evaluation of student performance on applied research projects, writing, and communication portfolios will integrate professional standards with program outcomes.

6. Program Integration and Collaboration

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

Several universities in Oregon offer degrees in writing, but none offers an interdisciplinary degree, and no program requires students to train across disciplinary boundaries beyond English departments or in technical fields.

No other state university in Oregon offers a professional writing bachelor's degree. The University of Oregon offers a creative writing bachelor's degree which will "complement almost any career including positions in law, government, journalism, medicine, teaching, communication, social and environmental justice, publishing, advertising, cinematic production, and advanced technology fields" (UO website).

Portland State offers master's degrees in both professional writing and scientific and technical writing, which this degree could feed into and support. Portland State will be the first graduate program that the faculty recommends to all students at OIT interested in pursuing advanced degrees in the field of technical writing.

Southern Oregon University offers a writing minor, as does Oregon State University. Oregon State also offers an MFA in Creative Writing in its department of Writing, Literature, and Film, as well as an MA in English, with concentrations in literature and culture or rhetoric, writing, and culture. These are clearly different from the proposed OT program.

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

The BS in Professional Writing is a unique interdisciplinary program that enhances Oregon Tech's strengths as an applied university with focused, hands-on programs. The professional writing degree will require a technical focus so that the writers have a major-content area to master beyond writing, text management, presentations, and editing. The primary potential for collaboration is the opportunity for students to master technical areas on campus and to work in internship positions with companies needing professional writers. In addition, graduates may choose to continue their education at the graduate level. OIT welcomes collaboration from other universities and, especially, from industry professionals.

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

There are no existing programs exactly like the proposed BS in Professional Writing.

Some collaboration with the Communication Studies major is expected since this degree program will be offered by the Communication Department at OIT. All Communication professors hired in the department have expertise across disciplinary boundaries, including public relations, negotiation and conflict resolution, intercultural communication, and advanced writing, and communication. One of the Communication Department's many strengths is its broadly prepared faculty members who can offer courses in multiple content areas.

d. Potential impacts on other programs.

Emails from the OT department chairs of Humanities and Social Science, Natural Sciences, Electrical Engineering and Renewable Energy, Software, and Management indicated no impacts on their programs from the proposed program. Each department has capacity for students in both technical and general courses with no adverse impact. Access to supporting courses and labs has been approved by department chairs and faculty members.

There are no anticipated impacts on other programs around the state.

The BS in Professional Writing will recruit its own population of students. In addition, the BS in Professional Writing may help retain students rejected from other majors on campus or struggling to fit in with an original degree program plan. The program is designed to be flexible enough to help students transfer courses already completed in other majors and apply these courses to the required technical emphasis. The program may also help attract students to Oregon Tech who are undecided about a major but who would like to work with text, digital media, or technical and scientific writing.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in External Review of New Graduate Level Academic Programs in addition to completing all of the above information.

No external review is required since this is an undergraduate major only.

Faculty are expected to continue professional development activities to remain current with industry practices.

ACTION
Agenda Item No. 3.2

Recommendation to the Full Board to Recommend the HECC Approve a New Program: Masters in Applied Behavior Analysis and Authorize Staff to Forward the Proposal to the Provost's Council

Background

Staff proposes a new academic program: Masters of Science in Applied Behavior Analysis. The purpose of this degree program is to develop competent behavior analysts who are prepared to work across all areas of application in the field. This degree builds upon the Oregon Tech Graduate Certificate in Applied Behavior Analysis. In addition, an Oregon Talent Council grant was awarded to Oregon Tech in 2016 to develop a statewide supervision network to meet the need for approved supervised experience.

Recommendation

Recommend the full Board recommend the HECC approve a new program: Masters in Applied Behavior Science and authorize staff to forward the proposal to the Provost's Council.

Attachments

Executive summary for new academic program MSABA

Proposal for a New Academic Program

Executive Summary

Proposed Degree
The Master of Science in Applied Behavior Analysis (MS-ABA).

Department
Humanities and Social Sciences

Program

The MS-ABA, the first stand-alone ABA master's degree in Oregon, is a 62 credit program designed to meet the course work and experience requirements for national certification and Oregon licensure.

The curriculum has been designed to meet the accreditation standards of the Behavior Analysis Accreditation Board (BAAB) and includes Behavior Analyst Certification Board (BACB®) approved course work, and meets supervised practicum requirements. The MS-ABA builds upon Oregon Tech's current ABA programs and is designed to allow for delivery on all Oregon Tech campuses and to students in remote locations throughout Oregon using Zoom (a synchronous videoconferencing program).

Demand

The demand for board certified/licensed behavior analysts (BCBA/LBA) is great and continues to grow; recent industry research has seen a three-fold increase in BCBAs from 2008-2014 and 116% growth in job postings between 2012 and 2014. The demand for highly qualified ABA professionals to provide services to individuals with autism is particularly urgent (recent industry research indicates an immediate need for over 1,300 behavior analysts in Oregon). In addition to positions related to autism, BCBAs work in health care, education, social services, corrections, and businesses and organizations. The MS-ABA focuses on developing competent behavior analysts who are prepared to work across all areas of application.

The program is expected to enroll 15 students per year. The curriculum is designed to be completed in two years by a full-time student; students attending on a part-time basis will take longer to complete the degree.

ABA and Oregon Tech

The proposed degree will build upon the strong foundation of ABA programs already in place at Oregon Tech. ABA has been a signature area of focus for Oregon Tech since 2011 when the undergraduate ABA course sequence was approved by the BACB® as meeting the course work requirements for national certification as an assistant behavior analyst (BCaBA). Oregon Tech began offering graduate courses in ABA in 2013. The courses were approved by the BACB® as meeting the course work requirements for national certification as a behavior analyst (BCBA) in 2014. Oregon Tech began offering a Graduate Certificate in ABA in 2015 and partnered with Southern Oregon University to create a joint Master's in Education with emphasis in ABA and Autism Spectrum Disorders. While this unique collaboration has allowed SOU and OT to meet an immediate need for ABA training, the program is limited in scope and cannot meet the BAAB accreditation standards.

In 2016, Oregon Tech received a grant from the Oregon Talent Council (OTC) to develop a statewide supervision network to meet the need for approved supervised experience. The OTC grant has provided the support to hire a practicum coordinator, develop the intensive practicum curriculum and, in winter term 2017, begin offering the intensive practicum to 13 students across eight sites.

Oregon Tech has been a leader in the state in developing and providing education and training in ABA. The MS-ABA clearly supports Oregon Tech's mission to provide rigorous, high quality applied degree programs to meet accreditation standards, focus on application of theory to practice, and offer statewide educational opportunities for emerging needs.

Resources

Oregon Tech has developed strong, positive industry partnerships from which we have created an excellent pool of adjunct instructors who serve our ABA programs as instructors and advisors for curriculum development. The current ABA programs (undergraduate and graduate) are offered through the work of these adjunct instructors, the OTC funded practicum coordinator position (though June 2017), and two HSS faculty (Borgen and Kessler). Successful implementation of the MS-ABA will require two additional FTE positions.

Additional resources to support the program include funding to support:

- Library resources including subscriptions to industry research journals;
- HIPAA compliant videoconferencing;
- Practicum related travel;
- Marketing and recruiting;
- Professional development;
- Additional departmental computers, supplies and services.

Proposal Reviews

The MS-ABA proposal has been reviewed by Oregon Tech's Graduate Council and approved to move forward in the review process.

An external review of the proposal was conducted by a panel of three highly qualified individuals. The panel was positive in their review of the program. No revisions, minor or significant, were identified by the panel. The external review emphasized the following strengths of the proposal: a) the unique nature of a stand-alone ABA training program that incorporates an intensive practicum and prepares students to work not just in autism related jobs but broadly across multiple ABA related fields; b) the rigor of the curriculum including coursework, practica, and research requirements; c) statewide accessibility of the program; d) highly qualified faculty; e) adequate resources to support implementation of the program; and f) the enthusiasm and shared vision of faculty and administration for the program.

DISCUSSION
Agenda Item No. 4.1
Update on Title IX Training

Background

Title IX provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." **Title 20 U.S.C. § 1681**

The U.S. Department of Education's Office for Civil Rights (OCR) has set forth guidance, including April 2014 OCR Guidance and Frequently Asked Questions, regarding schools' obligations to train students, faculty, and staff on Title IX issues. The OCR has indicated that schools should train responsible employees to report incidents of sexual harassment and sexual violence. The OCR has also indicated that schools should provide training to students on Title IX and sexual violence, to ensure that students understand their rights under Title IX.

The following is a summary of Title IX trainings offered to and completed by the OT community, as of 2/13/2017.

I. Students:

A. Safe Colleges online training: (3,731 students – not including ACP students who are still in high school)

1. Mandatory Trainings:
   a. Campus SaVE Act for Students -Sexual Violence Awareness course: Completions: 2,634/3,731: 71%
   b. Oregon Tech Sexual Misconduct Information, Procedures, and Resources Policy: 2,606/3,731: 70%
2. Suggested Training: Oregon Tech Sexual Harassment Policy: 233/3,731= 6%

B. Internal Responsible Employee trainings:

1. 9/7/16 Title IX Responsible Employee training for Residence Life staff with Sexual Assault/Dating Violence training by Klamath Crisis Center. 28 participants including Res Life Director and Coordinator – 28/28: 100% of RA's, Student Success Mentors, Res Hall Association mentors.
   - Fifteen staff members for the Res Life service desk and tech assistants will be trained.

II. Faculty and Staff:

A. Safe Colleges online training: (based on 600 employees: 434 regular/permanent employees as of 2/10/17, [plus 149 adjuncts and 17 temp workers as of 11-1-16])

1. Mandatory Trainings:
   a. Title IX and Sexual Misconduct course: Completions: 556/600: 93%
2. Suggested Trainings:
   a. Oregon Tech Sexual Misconduct Information, Procedures, and Resources: 91/600 = 15%
   b. Oregon Tech Sexual Harassment Policy: 90/600 = 15%
   c. Oregon Tech Discrimination Grievance Procedure: 97/600 = 16%

B. Internal Responsible Employee training:

1. Convocation Responsible Employee Training for Faculty: ~ 100 faculty (6 staff members)/182: 55% regular appointment faculty
2. Departmental Trainings:
    a. Residential Life staff: 6/6: 100%
    b. Student Success Center: 5 participants; 5/7 completions: 71%; Career Services: 2/3: 66%
    c. Campus Safety: 11/11: 100%
    d. Athletics: 13/14: 93%

3. Upcoming Trainings
    a. February 14, 2017 – Business Affairs Office (to be joined by Student Success Center and Athletics staff who weren't able to attend earlier trainings)

C. Title IX training for health center staff: 8 participants; 8/10: 80%

D. Title IX for Executive Staff training through Academic Impressions (*recommended*):
(Please note that E-staff have completed mandatory Safe Colleges training)

1. "Title IX for Executive Leadership" – Academic Impressions webinar: 10/12 = 83%

Recommendation

No action required. Information only.

Attachments

None

DISCUSSION
Agenda Item No. 4.2

Update on Proposed Doctorate of Physical Therapy Program

Background

Oregon Tech is in the proposal stages of a Doctorate of Physical Therapy degree. A consultant was hired to provide the following services:

- Needs assessment to include:
  - Compatibility of DPT program with university mission
  - Student demand
  - Job market
- Inventory of existing university assets to include:
  - Advisory Committee
  - Faculty
  - Articulation Agreements
  - Building funds
  - Library Resources
  - Other campus facilities
- Outline of development needs to include:
  - Building plan/space requirements
  - Qualified PT faculty
  - Curriculum
  - Clinical education
- Cost analysis to include:
  - Projected revenue
  - Projected expenses
- Potential challenges

The consultant provided an in depth report upon completion of the contract in December 2016, which is now being utilized for the formal proposal that will be presented to the Oregon Tech Graduate Council in the next month. Upon approval, the degree will be brought before the Academic Quality and Student Success Committee for consideration.

Recommendation

No Action necessary. For discussion purposes only.

Attachments

Full consultant report.

Doctor of Physical Therapy Degree Program Feasibility Study

Prepared by Martha R. Hinman, PT, DPT, EdD
Educational Consultant

11/23/2016

ANALYSIS OF NEED FOR A DPT PROGRAM

Student Demand

Physical therapy continues to be a popular graduate program that attracts more applicants than available seats with a national acceptance rate of approximately 15% among qualified applicants. According to aggregate program data collected annually by the Commission on Accreditation in Physical Therapy Education (CAPTE), only 4% of DPT programs are located in the Northwest region of the U.S. (based on regional accreditation distributions). Of the 233 CAPTE-accredited DPT programs, only 2 are located in the State of Oregon, 1 at Pacific University and 1 at George Fox University, both of which are located more than 250 miles from OIT's Klamath Falls campus. These programs appear to have acceptance rates similar to the national average based on information posted on their web sites. Thus, there remains a large pool of qualified applicants in the State of Oregon, and it is expected that a DPT program at OIT may attract students from feeder institutions in a different part of the state. Surprisingly, data provided in the 2014 Oregon Health Professions Profile indicates that 81% of Oregon PTs obtained their entry-level education in out-of-state institutions. The reason why so many attended schools in other states is not included in this report, but anecdotal information obtained from a recent survey suggests that the lack of an affordable public option is a major contributing factor.

Most DPT students are admitted with a baccalaureate degree, having majored in disciplines such as biology, exercise science, kinesiology, athletic training, or psychology which allow them to take the needed prerequisite courses for PT school. CAPTE data indicate that the mean GPA earned by students who are admitted to DPT programs is 3.5/4.0, and the majority of accepted students still represent women (62%) and non-minority groups (81%). The average program enrolls 50 students per class, employs at least 10 full-time faculty members, and has a 4+3 curriculum model (requiring ~30 months to complete).

Workforce Analysis

Over the past decade, various media resources have forecasted a very strong job market for physical therapists nationwide and cited the expected job growth as one of the many reasons for ranking physical therapy among the most highly desired careers in the U.S. Examples of these reports include *CNN Money* which ranked PT as #8 on its list of "Best Jobs in America" (http://money.cnn.com/pf/best-jobs/2012/snapshots/8.html), *US News & World Report* which ranked PT as #5 in its list of "Best Health Care Jobs" and #7 on its overall list of "100 Best Jobs" (http://money.usnews.com/careers/best-jobs/physical-therapist), *Cosmopolitan* which listed PT # 9 among its list of the "14 Best Jobs for Women" (http://www.cosmopolitan.com/career/advice/g2970/best-jobs/?slide=9), and *Time Magazine* which ranked PT #6 in its list of "150 most recession-proof jobs" (http://content.time.com/time/business/article/0,8599,1858773,00.html).

More recent reports published in the fall of 2014 by the *Conference Board* (https://hcexchange.conference-board.org/blog/post.cfm?post=2575), the *Wall Street Journal* (http://www.wsj.com/articles/help-wanted-librarians-sea-captains-1409631004), and *Forbes magazine* (http://www.forbes.com/sites/kathryndill/2014/12/01/10-jobs-in-high-demand-that-require-a-bachelors-degree/) continue to project an unmet need and strong job market for PTs. In addition, the March 6, 2015 issue of *"PT in Motion"*

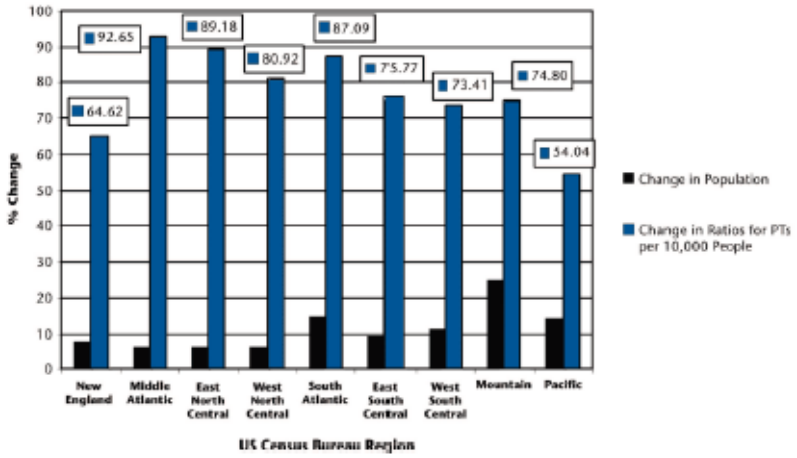
(http://www.apta.org/PTinMotion/News/2015/3/6/WorkforceStats/) reported that the American Physical Therapy Association (APTA) had revised its workforce model for 2010-2020 which was originally reported in 2011. According to APTA, *"The model continues to project a shortage of physical therapists in all scenarios, despite growth in graduates from physical therapy programs, largely due to an estimated increase in demand from individuals with health insurance."* An excerpt from that report is seen below and a complete copy of the APTA Workforce document may be accessed at: http://www.apta.org/WorkforceData/.

> *"Most of APTA's projections continue to show physical therapy as a growing profession, with unmet demand ranging from 606 to 26,696 PT full-time equivalents (FTEs) over the next 5 years depending on how many PTs leave the workforce. Before the 2014 adjustments, APTA predicted a 1,530 FTE surplus at the lowest attrition rate. That surplus was changed to a shortage of 606 when the increased number of individuals with health insurance was factored in. A projected shortage was estimated downward by about 1,000 at the highest attrition rate, largely due to an anticipated growth in the number of PT program graduates. The total number of licensed PTs is projected to rise from about 192,000 to between 203,000 and 234,000 by 2020. The supply and demand data are part of a suite of resources on the physical therapy workforce available on APTA's website. The projections for shortages echo similar predictions made by The Conference Board and Forbe's magazine, which listed physical therapy as 1 of the 'top 10 jobs in high demand.'"*

The optimistic employment projections cited by most of these sources are based on data provided by the U.S. Bureau of Labor Statistics (BLS); currently, the BLS forecasts a 34% increase nationwide in employment for PTs between 2014 and 2024, which is far above the 11% growth rate for all occupations (http://www.bls.gov/ooh/healthcare/physical-therapists.htm). They cite aging baby boomers and mobility issues associated with the rising incidence of diabetes and obesity as factors contributing the growing employment demand.

According to BLS, 209,690 PTs were employed in the U.S. in 2015 earning a mean annual salary of $85,790 (http://www.bls.gov/oes/current/oes291123.htm). The mean salary for the 2530 PTs employed in Oregon at that time was slightly lower at $81,480. BLS also provides a location quotient (LQ) for various occupations/industries in each state. LQs are ratios that compare an area's employment concentration compared to that of a reference or base area. When compared to the entire U.S., Oregon's LQ for PTs is 0.96 indicating a slightly lower concentration of PTs in Oregon than in the U.S. as a whole.

A study published by Landry et al. in *Physical Therapy* in 2009 analyzed the Health Human Resources (HHR) ratios for physical therapists in the U.S. and Canada during the preceding decade (http://ptjournal.apta.org/content/89/2/149.full.pdf). They documented an average growth rate of 70% (from 1995-2005) of PTs in the U.S. and provided a state-by-state comparison. According to their data, the growth rate of PTs in Oregon during that same decade was only 36.12%. In contrast, Oregon's population growth during that same time period exceeded the national average (15.8% in Oregon vs. 12.85% nationally). Thus, these investigators determined that the HHR ratio for the State of Oregon actually increased only 28.93% compared the 63.83% change that occurred at the national level. This data clearly suggests that the increasing number of PTs in the State of Oregon is not sufficient to keeping pace with the rapid population growth and increasing demand for rehabilitation services. These trends are reflected in the graph below where Oregon is classified in the Pacific region and reflect the lowest amount of change in ratios of PTs per 10,000 population.



Another report published by The American Academy of Physical Medicine and Rehabilitation in November 2010 (http://passportusa.com/wp-content/uploads/2013/03/PT-Shortage-2010-Zimbelman-Et-Al-Article.pdf) was based on a rather elaborate prediction model that was generated in 2008 and used to estimate the demand for physical therapy jobs through the year 2030. A metric was created to grade the predicted PT shortage ratios in each state; this ratio was defined as "the difference between PT demand and PT supply per 10,000 persons and demonstrated by the following equation:"

[State] PT Demand - [State] PT Supply/[State] Total Population X 104 = [State] PT Shortage Ratio

The national PT supply ratio (i.e., national mean of 5.5 PT jobs per 10,000 population) served as the target or "demand" value and represented the "C" grade in this grading rubric. The standard deviations (SDs) of the PT supply ratios across the 50 states formed the framework of the grading rubric. A and F grades were assigned to states with ratios that were ± 2 SD, B and D grades were assigned to ratios that were ± 1 SD, and C+ and C- grades were assigned to ratios within ± 0.5 SD. The State of Oregon received a "C" grade in 2008 when these data were first analyzed. Projected grades of "D" in 2020 and "F" in 2030 indicate the expectation for a greater unmet demand for PTs in this state over the next several years. With the exception of Colorado and Hawaii, all of the other states listed in the same Western region reflected similar unmet demands. The complete report suggests that the demand for PTs is expected to outpace the supply in all parts of the country, with the possible exception of states located in the northeastern U.S.

More recently the Oregon Talent Council released a needs assessment in November 2015 entitled the *Oregon Talent Plan* (https://services.oregon.gov/EMPLOY/OTC/Documents/OTC_TalentPlanAdopted_11-12-2015.pdf). This plan lists key professional and technical occupations that have been identified by industry as *"high demand, hard-to-fill or mission critical."* Rehabilitation therapists were listed among the "high growth, high demand" occupations that have a strong need, stating (p. 18) *"Therapists who provide rehabilitation services are experiencing increased demand across clinical, hospital, home and long-term care settings. The growth is most prevalent in at-home and senior care, with critical shortages in rural areas."* One of the

Council's recommendations for meeting this need was to increase *"the allocation of university and college resources to degrees and programs that align with industry needs."*

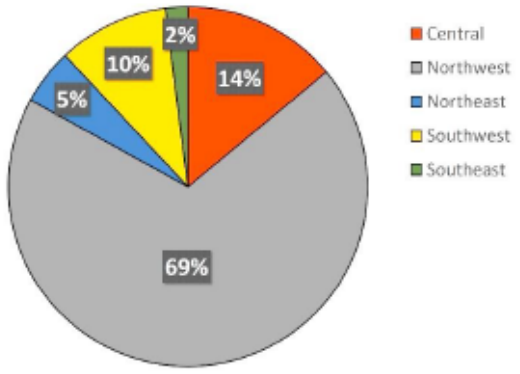
Geographic Areas with Greatest Need

Although the overall LQ cited previously for the State of Oregon indicated a slightly lower concentration of PTs than the national average (0.96), additional analysis of various geographic areas within the state indicate a significant maldistribution of PTs. LQs for various areas are shown in Appendix A and range from 0.67 (in Albany) to 1.67 and 1.70 (in Bend-Redmond and Grants Pass, respectively). In addition, data provided in the 2014 Oregon Health Professions Profile (https://apps.state.or.us/Forms/Served/le8120.pdf) shows that the statewide number of people per one PT provider is 1,409. However, there were 11 counties that had 2,000 to 4,000 people per PT and one country (Morrow) which had over 11,000 people per PT. This profile also shows that few PTs are employed in skilled nursing facilities (8%) and home health agencies (13%) where the needs are greatest. Finally, a report issued in July 2016 from the State of Oregon Employment Department shows a similar disparity in the anticipated job market growth (15% to 37.7%) and salaries ($70,424 to $87,548) for PTs across the state (https://www.qualityinfo.org/jc-oprof/?at=1&t1=physical%20therapist~291123~4101000000~2~true~true~true~false~false~false~false~true~true~false~false~false~false~none~0~1~1).

Physical Therapists' Perceptions of Need

The next assessment of need was based on perceptions of PTs who are licensed to practice in the State of Oregon. To sample the opinions of these individuals, the names and e-mail addresses of 5184 PTs were obtained through the Oregon licensure board for physical therapists. These PTs were sent a web link to a survey soliciting their perceptions of the PT job market in Oregon and the need for an additional DPT program in the state, particularly one that provides a public option. They were also queried about their willingness to provide clinical education opportunities to support another program. Several e-mail addresses were invalid which reduced the sample size to 5080. Of that number, a total of 576 PTs (11.3%) responded to the survey; the aggregated responses are appended. The geographic distribution of these respondents (see pie chart to the right) provided a sample that appears representative of the state's overall population.

Practice Locations for Survey Respondents



These survey results indicate:

- The majority of respondents (55%) worked in out-patient clinics; only 16% worked in nursing homes or home health settings where the PT need is reported to be greatest.
- The respondents were split in their opinion regarding a shortage of licensed PTs in the state with approximately 1/3 saying "yes," 1/3 saying "no," and 1/3 unsure. However, they were less divided in their opinion regarding the need for another DPT program in the state. The majority (56%) felt there

was a need while 21% did not and 23% had no opinion. Most (77%) felt that the State of Oregon would benefit from having a public option for DPT education.

- Approximately 73% of respondents indicated that their clinical facility might consider, or would definitely consider, offering clinical education opportunities if OIT developed a DPT program. Another 15% did not know and only 13% said they would not. The majority of respondents who would not offer clinical education placements cited prior commitments to other schools as their primary reason.
- Additional comments provided by 200 respondents primarily focused on the following areas of concern:
    1) Those supporting another program cited the high cost of the 2 private institutions in the state which cater to "rich students."
    2) Many who opposed the idea of another program expressed concern over saturating the job market which they expected would have a negative impact on PT salaries in the future.
    3) Several respondents felt there were insufficient faculty and clinical education resources in the state to support another entry-level program.
    4) Some respondents who supported the idea of a DPT program housed in a public institution felt that such a program would not be a good fit in a technical institution like OIT or that it should be located in a less "remote" part of the state.
    5) Interestingly, there were still several respondents who voiced opposition to the doctoral entry-level degree. These PTs are apparently unaware that the DPT degree is now an accreditation requirement.

However, when these 200 comments were categorized, the majority seemed favorable (52.5%). Another 17% were unfavorable, 22.5% were rather neutral, and 6% were simply voicing their opposition to the DPT degree in general. Representative comments (both favorable and unfavorable) include the following:

- *I think it would be a great benefit to the state to have a public institution offering entry level DPT. Private colleges are often much more expensive and require taking on a lot of debt in some circumstances which are prohibitive. Also it would be great to have a location outside of the Portland area as we often find that many students who attend these schools are also seeking positions in Portland which restricts recruiting outside of the Portland area.*
- *There is a need to develop geriatric clinicians for home health, skilled nursing, and acute care practice environments. If this program was focused on developing clinicians interested in those practice areas focusing on mostly rural practice areas there is a need in this regard. Having practiced in rural areas for the majority of my career the need is definitely there.*
- *My opinion is that, the greatest need is in SNF rehab, but it also seems to have the greatest turnover, and is very demanding.*
- *As we have seen for decades, with the exception of a downturn in the '90s, PT is a growing field with consistently high demands. Our aging population and soaring rates of chronic pain can assure us this will continue. Another school, outside of Portland, may assist in serving the needs of our whole state.*

- *Oregon would definitely benefit from another DPT program, particularly in a public institution, and particularly outside of the Portland area. There is a dearth of PTs in the state, especially in rural areas such as the one my clinic is located in. The opportunities that another school, and a public one, would provide for potential students are enormous and exciting.*
- *I believe a DPT program at a public Oregon school outside of Portland would be a great addition. My clinic is located in La Grande Oregon. We have been advertising for over 6 months for multiple PT and are currently using 2 head hunters and still cannot even get interviews.*
- *I have had 2 PT positions open for greater than 2 years. Only have private universities offering DPT programs in the state of Oregon is extremely detrimental to the development of the field, as well as the state's economy.*
- *Thank you for asking; this is indeed a new thought. We now have Pacific and George Fox offering DPT programs, with Mt Hood and Lane, including a satellite program with RCC for PTA programs. To have a DPT program at OIT would be quite a paradigm shift.*
- *Clinical sites may be hard to find. We get twice as many requests as we can accommodate already. Having a public option for PT school in state would be nice.*
- *I am hesitant of another program because of not wanting to saturate the Oregon job market with too many physical therapists.*
- *Flooding the market with DPTs may negatively impact salaries.*
- *If a program is started the goal should be to limit the number of students admitted each year. The problem with many programs is the high number of students they accept.*
- *Klamath is too remote a location for a program like that as there needs to be more local hospitals and clinics. Bend, Eugene, Corvallis would be better choices.*
- *I'm not sure why but I feel against this idea. Not sure if it's because I feel DPT programs should be in 4 year universities or if I'm just not confident in a tech school providing a professional doctorate degree. I need to think about it more but for some reason I don't like it. Would be more inclined to agree if it was OSU or UO wanting the program. Probably more resources available.*

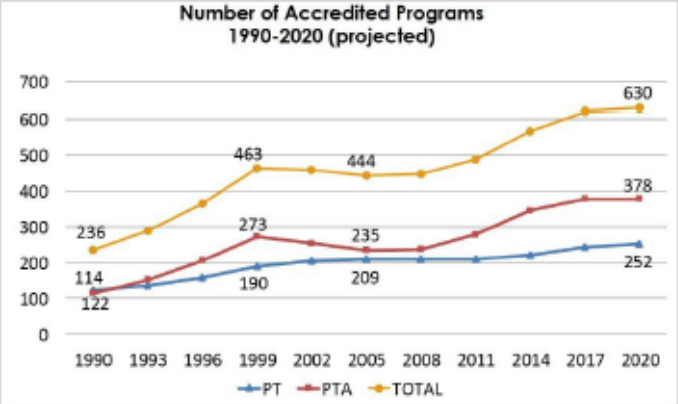
It should also be noted that several respondents sent separate email communications indicating their very strong support for this program. Those emails will be shared with the Dean of the College of Health, Arts and Sciences.

Professional Organizations Response to Program Proliferation

Although PTs in the educational community feel that national employment projections for PTs and PTAs are inflated and do not accurately reflect the current job market, their views are largely based on anecdotal information regarding the difficulty recent graduates are beginning to experience with job placement in some parts of the country. Because most new graduates tend to seek employment in larger, urban communities and clinical settings where they have more opportunities for mentoring and professional development, they do not tend to fill job openings that exist in nursing home and rural, underserved communities that tend to have a smaller staff size.

Concerns of PT educators are also colored by the increased difficulty with recruiting and retaining qualified faculty and clinical education sites to operate their programs. Thus,

competition for resources created by the recent growth spurt in PT and PTA programs (see CAPTE projections through 2020) has prompted groups such as the American Council of Academic Physical Therapy (ACAPT) to take action intended to slow what they perceive to be a "proliferation" of developing PT and PTA education programs in the U.S. At their October 2013 meeting, ACAPT passed a motion to develop a position statement that would recommended measures intended to slow the new program development as well as the expansion of existing programs.



A month later, CAPTE voted to reduce the number of candidacy reviews it conducts (of developing PT and PTA programs) each year from 30 (10 per cycle) to 21 (7 per cycle). Since that time, the number has been reduced to 18 (6 per cycle). However, CAPTE's action was primarily prompted by the increasing workload created by so many new PT and PTA programs. Interestingly, CAPTE's data indicate that the number of new PT programs that developed over the past decade actually only represents a growth rate of 11-12% (unlike the more accelerated growth rate in physical therapist assistant programs).

ACCREDITATION STANDARDS AND THEIR IMPLICATIONS FOR RESOURCES

The accreditation standards for physical therapy education programs have recently been revised and were implemented in January 2016 (see Appendix B). They are now organized into 8 major standards which require evidence related to: (1) achievement of program outcomes related to its mission and goals; (2) an ongoing, formal, comprehensive assessment plan/process; (3) institutional and program integrity (mostly policies and procedures); (4) faculty qualifications; (5) student admissions and retention; (6) a comprehensive curriculum plan; (7) curricular content and evaluation; and (8) adequacy of resources needed to operate the program. Based on these new standards and CAPTE's recent history of program reviews, you can expect the following areas to be closely scrutinized before an Application for Candidacy (AFC) will be considered and approved. The institution must be able to demonstrate:

1. ***An existing and future need (i.e., employment opportunities) for program graduates***

   CAPTE will want to see more than just the employment projections for physical therapy from the U.S. Bureau of Labor Statistics. They are interested in state and local data that support a sustainable job market for future PT graduates. In particular, Standard 2B2 requires *"an analysis of data collected and the conclusions drawn to determine the optimum program enrollment considering resources, program outcomes and workforce needs."* The data provided in the first part of this report should support this need.

2. ***Appropriate authorization(s) to offer the DPT degree***

   You must provide evidence that you have already obtained all the necessary approvals to offer the DPT degree program from local and state authorities as well as your regional accrediting body. None of these decisions can be "pending."

3. ***Compatibility of program with institution's mission***

   The first thing that CAPTE looks at is how well the program fits with the mission of the institution. Element 1A states: *The mission of the program is written and compatible with the mission of the institution, with the unit(s) in which the program resides, and with contemporary preparation of physical therapists.*

   Although associate degree programs for physical therapist assistants (PTAs) are commonly housed in community colleges or technical institutions, more than 80% of DPT programs are located in research-intensive institutions, large comprehensive universities, medical schools or specialized health science centers that offer multiple graduate and professional programs. The technical nature of an institution like OIT may generate some concern regarding the compatibility of a professional, doctoral degree program with the current institutional mission which states:

   Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

   Given the wording of the above statement, one challenge will be to demonstrate that OIT has the appropriate focus and necessary resources to meet *"contemporary professional expectations for the preparation of physical therapists."* Another expectation that is prominent in CAPTE's new accreditation standards is the opportunity to participate in interprofessional education (IPE). Thus, OIT will need to demonstrate strong partnerships with clinical facilities such as Sky Lakes Medical Center and other health science institutions such as OHSU that can help provide IPE learning experiences.

   Additional evidence of the program's compatibility with the college mission needs to be reflected in the institution's workload policies, commitment to faculty development and scholarship, involvement of program faculty in institutional governance, strategic planning, expected outcomes, and so forth. CAPTE will also hold programs accountable for any specific aspect of their mission statement that may not be clearly addressed in their goals and outcomes. For example, if the institution or program says it will prepare health care practitioners to practice in rural and/or geriatric settings, then that must be clearly evident in the goals, planned learning experiences, and outcomes for all students/graduates.

4. ***A comprehensive assessment plan***

   CAPTE's Standard 1 includes criteria related to the assessment of the program's goals and expected outcomes, and Standard 2 focuses on the formal assessment process for

6. ***Hiring of a qualified clinical education coordinator (CEC)***

A sample job description for the CEC is found in Appendix D. The new CAPTE Standard 4I requires the CEC to be someone with the following qualifications:

- is *a physical therapist;*
- *has a current license to practice in some U.S. jurisdiction;*
- *a minimum of 3 years of full time (or equivalent) post-licensure clinical practice;*
- *a minimum of 2 years of clinical practice as a Center Coordinator of Clinical Education (CCCE) and/or Clinical Instructor (CI) or 2 years of experience in teaching, curriculum development and administration in a PT program.*

In addition, Standard 4J calls for the CEC to show evidence that he/she *"is effective in developing, conducting, and coordinating the clinical education program."* An ideal candidate would have excellent organization and communication skills, including the ability to resolve conflicts and effectively counsel students. He/she should be willing and able to travel on an impromptu basis and have a broad network of contacts in the clinical community (this person is often the most visible faculty member to external folks). Based on CAPTE data from 2014-15 (see Appendix E), the median salaries for the CEC (designated in their report as "DCEs") in public institutions was $85,068 for assistant professors and $105,884 for associate professors. Private institution salaries were comparable at the assistant professor level but much lower at the associate level (i.e., approximately $89K).

7. ***Faculty qualifications and expertise for assigned areas of teaching***

A sample, generic job description for program faculty is found in Appendix D. CAPTE's Standard 4 relates to the qualifications and expertise of the individual and collective core faculty. There must be sufficient evidence to support each faculty member's expertise to teach in his/her assigned content area. Typically, CAPTE relies on a review of faculty credentials (academic degrees and specialized clinical certifications), CVs with history of continuing education, and the AFC narrative to document this evidence. Faculty who are commonly cited for non-compliance include those assigned to teach basic science or medical science courses such as gross anatomy, pharmacology, differential diagnosis, radiological imaging, etc.

The most significant change is in Standard 4K which states, *"The collective core and associated faculty include an effective blend of individuals with doctoral preparation (including at least 50% of core faculty with academic doctoral degrees) and individuals with clinical specialization sufficient to meet program goals and expected program outcomes as related to program mission and institutional expectations and assigned program responsibilities."* Thus, all faculty must possess a doctoral degree, and at least half will need a doctoral degree beyond the entry-level DPT, transitional DPT, or other professional degree.

Based on the most recent CAPTE salary data, competitive salaries for faculty on 12-month contracts will be in the low to mid $90K range for assistant professors, approximately $105K for associate professors, and $115-120K for full professors.

everything else including the program's policies, procedures, curriculum, and resources. It is one of the most frequently cited criteria by CAPTE among both developing and accredited programs. The program should be able to articulate the methods used to assess each component of the program and determine how well it is meeting the needs of the program. An assessment matrix is used to document the evidence related to each component and provide an analysis of the assessment results. Obviously, the institution is likely to already have several data collection mechanisms in place that the DPT program can incorporate into its assessment plan when this is formally developed.

In addition, CAPTE's new standards require evidence that *"the program has implemented a strategic plan that guides its future development. The plan takes into account program assessment results, changes in higher education, the health care environment and the nature of contemporary* physical *therapy practice."* Evidence of the institution's strategic plan will not be sufficient to meet this standard. You must show a strategic plan that will guide planned changes in the DPT program over the next 3-5 years that the core faculty helped develop. The summer faculty retreats that are noted in the appended *Projected Timeline for Program Development* (see Appendix C) are intended to serve as an opportunity for the core faculty to engage in both the assessment process and strategic planning.

5. *Hiring of a qualified program director (PD)*

A sample job description for the PD is found in Appendix D. The new CAPTE Standard 4G states that the qualifications of the PD must include <u>all</u> of the following:

- *is a physical therapist who holds a current license to practice in some U.S. jurisdiction;*
- *has an earned academic doctoral degree (not just a DPT degree);*
- *holds the rank of associate professor, professor, clinical associate professor, or clinical professor;*
- *has a minimum of 6 years of full-time higher education experience, with a minimum of 3 years of full-time experience in a physical therapist education program.*

CAPTE also expects the PD to possess prior administrative experience, knowledge of educational theory and curriculum design, and leadership ability (see evidence list under Standard 4H). An established scholarly record is expected for all faculty and must be extensive enough to meet the institution's requirements for someone at a senior faculty rank. Other, highly desirable characteristics include: (1) involvement in profession activities, (2) a willingness to mentor other faculty, and (3) prior experience with accreditation. <u>The worst mistake you can make is to hire a rookie</u>!

It will cost you more, but you should plan to offer a salary that is ~10% above the national average for public institutions. In 2015-16, the median salaries published by CAPTE (Appendix E) were $120, 475 for associate professors and $134,282 for full professors in public institutions (means were higher but were skewed by some outliers). Median salaries in private institutions were lower at the associate professor rank but similar at the professorial rank. Thus, an attractive salary for a PD (hired as an associate professor on a 12-month contact) would be somewhere between $130 and 140K.

8. *Sufficient resources to implement and support the program*

Past data from CAPTE (generated a decade ago) indicated that overall start-up costs averaged $1 million for program development through graduation of 1st class. Obviously those projections are going to run higher in today's economy and don't include the cost of constructing new facilities, if that is required. In addition to the 3-year budget projections required by CAPTE to operationalize the program, you will also need to show where your pre-operational budget support is coming from. More importantly, the institution must be able to demonstrate an ability to attract qualified faculty and procure an adequate number and variety of clinical education sites to accommodate at least 150% of the projected class size. Don't try to cut this too close because CAPTE may not count the available clinical slots the same way you do. Not only must you have signed clinical agreements with each health care entity, but you must have letters of intent (LOIs) from each facility covered under that contact. These LOIs must now be signed by a PT who is qualified to supervise students, not a corporate manager, rehab department head (who is not a PT), HR person, etc. Corporate clinical agreements are still acceptable, but LOIs must be signed by a qualified person at each individual facility within that corporation.

If the same signature appears on multiple LOIs, CAPTE will only count it one time. This is a relatively new rule and one that CAPTE is very strict about enforcing. It is the most common reason why developing programs' AFCs are deemed "not bona fide."

9. *An organized curriculum that will prepare graduates for practice*

Standard 6 deals with the curriculum plan. The comprehensive curriculum plan should be based on*: (1) information about the contemporary practice of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory.* One of the most challenging aspects of curriculum design is to avoid a compartmentalized curriculum that does not facilitate the integration of knowledge, skills, and clinical reasoning across courses. The proposed curriculum plan (Appendix F) and preliminary course syllabi (Appendix G), have been designed to provide a strong foundation in movement science, professional values, and evidence-based principles that support the clinical diagnosis and management courses that follow. These clinical diagnosis and management courses are organized around movement dysfunction associated with various system pathologies (i.e., cardiovascular, pulmonary, integumentary, musculoskeletal, neurological, and urogenital, and multi-system). Topics which are typically packaged in separate courses (i.e., pathophysiology, imaging techniques, pharmacology, medical and surgical management, psychosocial issues) have been integrated with the physical therapy management in each of these clinical diagnosis and management courses to facilitate learning. Opportunities for professional development and interprofessional education (IPE) are also identified in the proposed curriculum plan. Again, the requirement for IPE is a new addition to CAPTE's standards (Standard 6F):

> *"The didactic and clinical curriculum includes interprofessional education; learning activities are directed toward the development of interprofessional competencies including, but not limited to, values/ethics, communication,*

professional roles and responsibilities, and teamwork. NOTE: This criterion will become effective January 1, 2018."

A 2010 article published in *The Lancet*, Volume 376, No. 9756, pp 1873-1958 (http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(10)61854-5.pdf), provides a good historical perspective on IPE and discusses the current trends in the U.S. health care delivery system, as well as global health issues, that are driving force behind the inclusion of IPE experiences in health professions education programs and the standards established by specialized accrediting agencies such as CAPTE. In addition, CAPTE will look for a logical progression of learning as reflected in the types of behavioral learning objectives written for each course and examples of planned learning activities designed to meet those objectives. Although sample objectives are included with this proposal, they will need to be refined at a later date by faculty who have more specific content expertise. Clinical education courses must include experiences with patients of all ages in a variety of patient care settings. The proposed curriculum model has designated a wide variety of clinical practicums which total 31 full-time weeks (CAPTE requires a minimum of 30). Integrated part-time clinical experiences may also be included in some courses such as pediatrics where it is difficult to arrange full-time experiences. However, the profession is currently engaged in ongoing discussions regarding the future of clinical education, and there are several strong proponents for an internship or residency model.

EXISTING ASSETS

The institution has already established a functioning PT advisory committee and has a supportive relationship with the Oregon Health & Science University (OSHU) as well as Sky Lakes Medical Center which has pledged financial support for start-up costs such as equipment purchases. Plans are being developed for a Health Sciences Building and alternate space has been identified in the event of a delay in the capital campaign that will fund the new building. The library has several electronic databases that physical therapy faculty and students would use to support their learning and scholarship including EBSCO, PubMed, MEDLINE, the Cochrane Library, CINAHL, PsycINFO, ERIC, Health Source, and others. OIT has good relationships with several other colleges and universities in the state which would be feeder schools for future program applicants. In addition, the Oregon Talent Council has identified physical therapy as one of the targeted occupations that will be eligible for development grants.

FINANCIAL PROJECTIONS

A projected financial analysis for program start-up (first 5 years) is found in Appendix H. Program revenues are based on a projected class size of 24 students paying an estimated graduate tuition rate of $450 per credit hour for a total of 177 credit hours; fees were estimated at $2500 per year for 3 years Additional revenue sources may include private donations/gifts, grant funding, and other state support; however, these were not included in the projections that are appended.

Projected faculty and staff salaries are based on comparison data provided by CAPTE as well as a search of salaries at other state institutions such as OHSU; annual increases of 3% were

built into these projections. Additional expenses for recruitment and marketing, clinical travel, faculty development, equipment, library resources, and accreditation fees, are also included. However, the cost of facility construction or renovation are included.

SUMMARY AND TIMELINE FOR DEVELOPMENT

Appendix C includes a timeline for program development. Recommendations to move forward with the DPT program at OIT are supported by the following findings:

- There is a local market need for physical therapists in the foreseeable future;
- Physical therapy remains a popular career path, particularly for students coming out of biology and exercise science undergraduate programs;
- The currently accredited programs in Oregon are cost-prohibitive to many state residents, causing many to leave the state to pursue their educational goals;
- Existence of clinical partnerships with Sky Lake Medical Center and nearby Medford facilities can lend support to the clinical education and IPE components of the curriculum;
- The Oregon Talent Council may provide grant funding to support a program that is designed to prepare graduates to work in underserved communities and clinical settings. A program that targets worker retraining may have an even greater appeal.

Potential drawbacks to the development of this program include:

- The current mission of OIT does not reflect a commitment to the level of education needed to support a doctoral level, professional degree program.
- There is an existing shortage of qualified PT faculty, particularly PDs, which will make it difficult to recruit the needed personnel to develop the program;
- Some PT clinicians are concerned that another program will saturate the job market and lower PT salaries;
- There will be heavy competition for quality clinical education sites from 2 accredited PT and 2 PTA education programs that already exist in the State of Oregon, as well as the programs in nearby states.
- Scholarships/grant-in-aid support will be needed to entice graduate to seek employment in rural communities and geriatric facilities where PT needs are greatest.

APPENDED DOCUMENTS

A – Occupational statistics on PT in the State of Oregon including location quotients (LQs) various geographic regions in the state

B - Newly adopted accreditation standards for physical therapy education programs

C – Projected timeline for program development

D – CAPTE's 2014-15 salary data

E – Proposed job descriptions for key program personnel

F – Proposed DPT curriculum plan/sequence

G – Proposed DPT course descriptions (preliminary syllabi sent in separate file)

H – 5-year financial projections

DISCUSSION
Agenda Item No. 4.3
Update on Academic Strategic Planning

Background

The Provost's Leadership Team recognized the need for refinement of long-range planning in the Academic departments that might roll up into the Academic Master Plan of the university. Thus a revised Academic Strategic Planning process was launched Fall term 2015. The goals of the new planning process were as follows:

- Prevent departmental variability associated with position availability and equipment funding
- Improve timing of the approval process for new or replacement positions and equipment
- Alleviate barriers associated with securing resources that may be perceived as outside the established processes
- Unify the efforts between Academics, Admissions, Marketing and other units.
- Provide transparency

A planning template was developed to assist Academic departments in the planning process. Academic Council meetings were held on a regular basis during the 15-16 Academic year. An Academic Council retreat was held in August 2016 to kick off the 16-17 academic year. Department Chairs were asked to participate in activities that would result in, better accountability, program sustainability, market focus and good planning, with the following emphases:

Facilities. We are creating a full facilities master plan, using outside expertise. The program growth projections, along with lab and equipment needs, will be baseline input into the plan, including informing the RFP process for the master planning itself. Departments will have many opportunities for input into this planning process, but it will be based on what each department is seeing into the future for the growth and development of their programs.

Marketing, recruiting and admissions. To ensure that we spend limited dollars most effectively, we will be using the academic plans to target populations and enrollment needs within programs. In addition, the VP for Strategic Enrollment can utilize this information to springboard the work of that new office.

Positions and equipment (investment). We would like to move from a single year horizon for position and equipment planning to a longer, strategic investment view. These plans, and progress toward plans, will be an important tool to allow us to balance the investment of resources and forecast support beyond the short term and build stability to support strategic initiatives.

Faculty welfare and workload. The growth projections will allow us to address the longer term welfare and workload issues that have affected departments and programs. Financial projections are possible when we better understand where programs are headed, along with their full delivery cost implications.

To do collaborative long-range planning, we will need to deepen the planning done last year with additional information. For example, we will need forecasting done for resource allocation—such as faculty positions, lab space and equipment—using a year-by-year planning timeline. We also want to assess risk areas, so we will be asking about those as well.

This enhanced strategic planning will provide more predictability in each department, allow departments to embark more confidently on multi-year strategic initiatives, and provide greater assurance that the resources will be available over time to complete efforts initiated in each department.

Along with increased commitment to future resources will come increased emphasis on the success of departmental efforts in effective and efficient delivery of quality educational offerings.

To date, the new strategic planning process has proven instrumental in resource allocation decisions for faculty and equipment needs for the next academic year.

Staff Recommendation

No Action necessary. For discussion purposes only.

Attachments

None

DISCUSSION
Agenda Item No. 4.5
Graduation/Completion Presentation

Background

The Academic Quality and Student Success Committee members requested specific data in regard to the following:

1. Graduation rates by program and a comparison of Oregon Tech graduation rates with Oregon data (if possible) and national statistics. Requested data be sliced by gender, ethnicity, first generation, low income, Pell recipients, Oregon resident, non-Oregon resident, international, athletes, Klamath and Wilsonville programs.
2. Pass rates on licensing exams and a comparison with national average.
3. Placement by program.
4. Success rates of online program compared to face to face curricula.
5. Career services provided to current students and graduates.
6. Cost of producing a graduate by program versus the revenue collected from tuition and state funding.

Recommendation

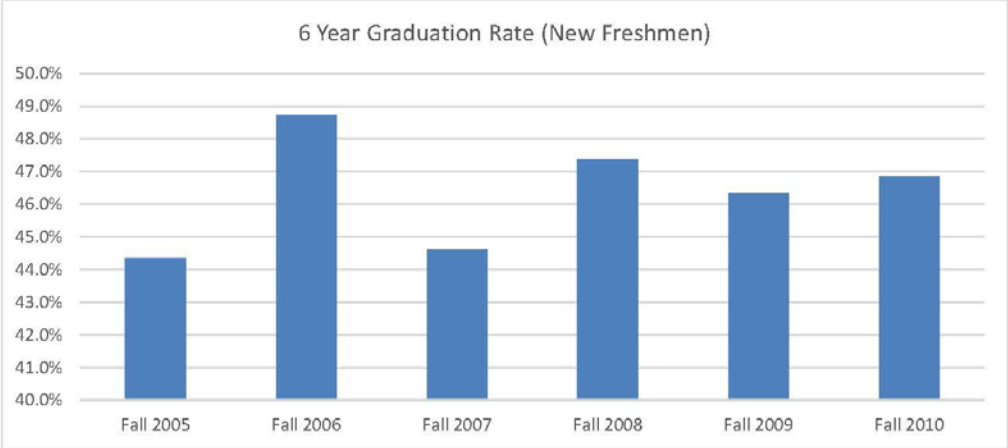
No action necessary. For discussion purposes only.

Attachments

- Graduation rates
- Professional licensure and national credentials exam results
- Placement by program
- Online success rates
- NACE Career Standards and OIT Career Services

Oregon TECH

New Freshmen and Transfer Graduation Rates (First-Time, Full-Time)
February 12, 2017



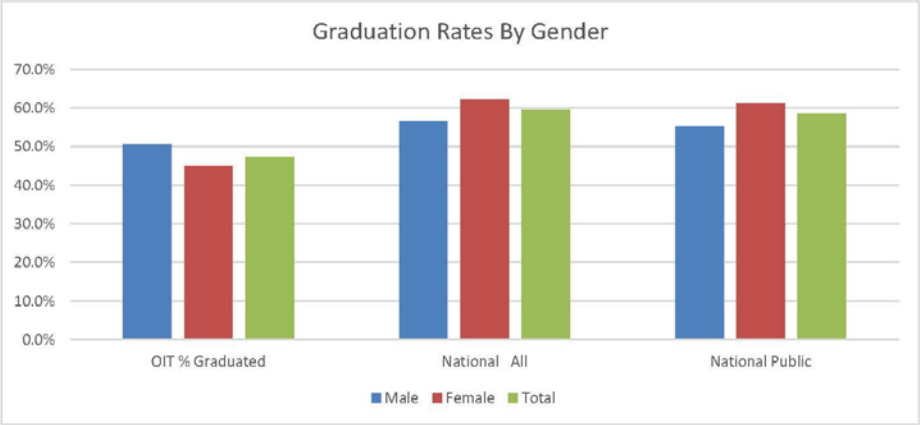
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Starting Cohort	248	277	269	344	354	286
Graduated within 6 years	110	135	120	163	164	134
6 Year Graduation rate	44.4%	48.7%	44.6%	47.4%	46.3%	46.9%

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Starting Cohort	270	258	314	275	302	309
Graduated within 4 years	170	173	201	177	170	183
4 Year Graduation rate	63.0%	67.1%	64.0%	64.4%	56.3%	59.2%

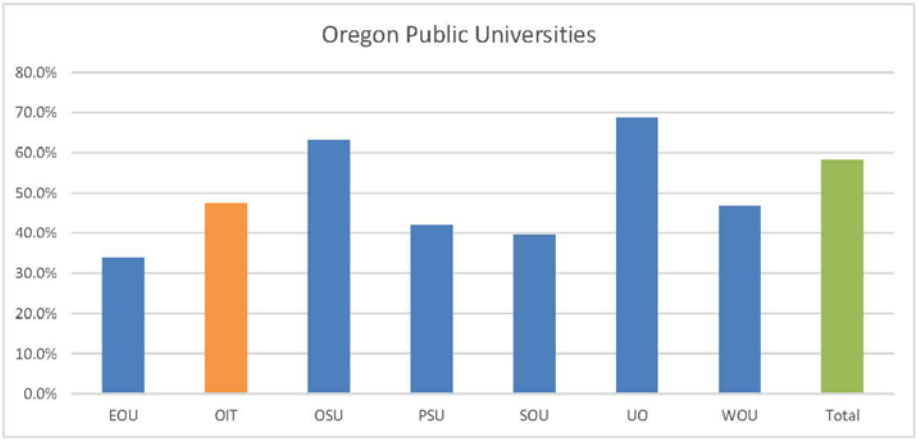
Oregon TECH

Fall 2008 New Freshmen Cohort Graduation Rate and National Comparisons
February 12, 2017

Fall 2008 Freshmen Cohort (First-Time, Full-Time) that completed their degree within 6 years (150% of time)



	Starting Cohort	Graduated in 6 Years	OIT % Graduated	National All	National Public
Male	150	76	50.7%	56.5%	55.2%
Female	194	87	44.8%	62.3%	61.2%
Total	**344**	**163**	**47.4%**	**59.6%**	**58.5%**



Oregon Public Universities

	Starting Cohort	Graduated in 6 Years	% Graduated
Eastern Oregon University	313	106	33.9%
Oregon Institute of Technology	344	163	47.4%
Oregon State University	3,006	1,896	63.1%
Portland State University	1,567	659	42.1%
Southern Oregon University	675	267	39.6%
University of Oregon	4,191	2,884	68.8%
Western Oregon University	882	413	46.8%
Total Oregon Public Institutions	**10,978**	**6,388**	**58.2%**

Oregon TECH

Fall 2008 New Freshmen Cohort Graduation Rate and National Comparison (Race only)
February 12, 2017

Fall 2008 Freshmen Cohort (First-Time, Full-Time) that completed their degree within 6 years (150% of time)

By Race

	Starting Cohort	Graduated in 6 Years	OIT % Graduated	National All	National Public
Asian	20	12	60.0%	71.2%	69.4%
African American	2	2	100.0%	40.9%	41.2%
Hispanic	18	10	55.6%	53.5%	52.3%
American Indian	10	3	30.0%	41.0%	39.7%
White	254	114	44.9%	63.2%	61.4%
Pacific Islander	0	0	0.0%	50.0%	49.2%
International	1	1	100.0%	65.6%	61.0%
Two or More Races	0	0	0.0%	65.2%	58.9%
Unknown	39	21	53.8%	0.0%	0.0%
Total	**344**	**163**	**47.4%**	**59.6%**	**58.5%**

PELL Recipients (within 6 Years)

PELL	Starting Cohort	Graduated in 6 Years	OIT % Graduated
Awarded Pell within 6 years	149	83	55.7%
No Pell Awarded	195	80	41.0%
Total	**344**	**163**	**47.4%**

Athlete

Athlete	Starting Cohort	Graduated in 6 Years	OIT % Graduated
Athlete at any point	73	40	54.8%
Non-Athletes	271	123	45.4%
Total	**344**	**163**	**47.4%**

Residency

Residency	Starting Cohort	Graduated in 6 Years	OIT % Graduated
Residents	288	137	47.6%
Non-Residents	56	26	46.4%
Total	**344**	**163**	**47.4%**

Oregon TECH

Fall 2008 New Freshmen Cohort Completions By Major declared (Includes Double Majors)
February 12, 2017

		Graduated																
	Total Majors	Same Major	Different Major	Did Not Graduate	Male	Female	Pell	No Pell	Athlete	Non-Athlete	Resident	Non Resident	Asian	African American	Unknown	Hispanic	American Indian	White	International	Graduates
Applied Mathematics	2	0	0	2	2	0	1	1	0	2	2	0	0	0	0	0	0	2	0	1
Applied Psychology	6	2	1	3	1	5	4	2	1	5	5	1	0	0	0	0	1	4	1	8
Biology	10	1	1	8	8	2	3	7	5	5	10	0	0	0	1	0	0	9	0	6
Civil Engineering	17	9	0	8	14	3	6	11	7	10	16	1	2	1	3	3	0	8	0	10
Communication Studies	7	2	2	3	4	3	3	4	4	3	4	3	0	0	2	3	0	2	0	3
Computer Engineering Tech	34	2	10	22	33	1	12	22	1	33	29	5	3	0	6	0	0	25	0	2
Diagnostic Medical Sonography	1	0	0	1	0	1	0	1	1	0	1	0	0	0	0	0	0	1	0	10
Electrical Engineering	11	6	2	3	9	2	5	6	2	9	9	2	0	0	0	1	1	9	0	7
Electronics Engineering Tech	1	0	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	1	0	0
Embedded Systems Eng Tech	1	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	1
Environmental Sciences	4	2	0	2	2	2	3	1	2	2	4	0	1	0	0	0	1	2	0	3
General Studies	23	0	5	18	13	10	9	14	9	14	18	5	1	0	2	2	2	16	0	0
Geomatics	5	0	3	2	5	0	2	3	1	4	4	1	1	0	0	0	0	4	0	0
Geomatics-option in Surveying	2	2	0	0	2	0	0	2	1	1	2	0	0	0	0	0	0	2	0	3
Health Sciences	16	2	6	8	5	11	9	7	6	10	15	1	0	0	1	0	0	15	0	2
IT Accounting Option	1	0	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	1	0	2
IT Applications Dev Opt	1	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	0	0	0	1
IT Bus/Systems Analysis Opt	1	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	2
Manufacturing Engineering Tech	4	0	1	3	4	0	2	2	0	4	3	1	0	0	1	0	0	3	0	2
Mechanical Engineering	29	3	8	18	23	6	11	18	6	23	23	6	0	0	4	1	0	24	0	4
Mechanical Engineering Tech	6	2	1	3	6	0	0	6	0	6	6	0	0	0	2	0	0	4	0	6
Mgmt/Accounting Option	7	2	0	5	3	4	3	4	2	5	5	2	2	0	1	0	0	4	0	4
Mgmt/Marketing Option	3	2	0	1	3	0	1	2	0	3	3	0	0	0	1	0	0	2	0	4
Mgmt/Small Bus Mgmt Option	7	0	1	6	7	0	3	4	1	6	4	3	0	0	1	2	0	4	0	2
Operations Management	2	2	0	0	2	0	2	0	0	2	2	0	0	0	0	0	0	2	0	2
Polysomnographic Technology	1	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0
Pre-Dental Hygiene	26	0	18	8	0	26	11	15	4	22	22	4	4	0	2	1	0	19	0	0
Pre-Medical Imaging Tech	83	0	50	33	21	62	47	36	15	68	73	10	7	1	8	2	4	61	0	0
Pre-Nursing	23	0	5	18	3	20	13	10	6	17	19	4	1	1	0	3	0	18	0	0
Renewable Energy Engineering	10	3	3	4	9	1	3	7	1	9	6	4	0	0	2	0	0	8	0	4
Renewable Energy Systems	1	0	0	1	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0
Software Engineering Tech	32	10	1	21	30	2	10	22	1	31	28	4	0	0	4	1	1	26	0	15
Vascular Technology	1	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	8
Total	**378**	**55**	**120**	**203**	**217**	**161**	**165**	**213**	**77**	**301**	**318**	**60**	**23**	**3**	**41**	**19**	**11**	**280**	**1**	**112**

Other Pathways

		Graduated																
	Total Majors	Same Major	Different Major	Did Not Graduate	Male	Female	Pell	No Pell	Athlete	Non-Athlete	Resident	Non Resident	Asian	African American	Unknown	Hispanic	American Indian	White	International	Graduates
Biology-Health Sciences			3		1	2	1	2	2	1	2	1	0	0	0	0	0	3	0	3
Clinical Laboratory Science			1		1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1
Computer Engineering Tech			3		3	0	2	1	0	3	3	0	0	0	1	0	0	2	0	3
Dental Hygiene			14		0	14	6	8	1	13	12	2	1	0	2	1	0	10	0	14
Dispute Resolution Certificate			2		2	0	1	1	1	1	1	1	0	0	0	1	0	0	1	2
Echocardiography			7		2	5	4	3	2	5	6	1	1	0	1	0	0	5	0	7
Geomatics-option in GIS			1		1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1
Nuclear Medicine Technology			6		4	2	4	2	1	5	4	2	0	0	1	0	0	5	0	6
Operations Management			1		1	0	1	0	0	1	1	0	0	0	0	0	0	1	0	1
Polysomnographic Technology			1		1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1
Radiologic Science			21		7	14	13	8	6	15	20	1	1	0	3	1	1	15	0	21
Respiratory Care			2		0	2	1	1	1	1	0	2	1	1	0	0	0	0	0	2
Specialization in Marketing			1		1	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1
Total			**63**		**24**	**39**	**34**	**29**	**16**	**47**	**52**	**11**	**4**	**1**	**8**	**4**	**1**	**44**	**1**	**63**

Oregon TECH

Fall 2008 New Transfer Cohort Graduation Rate (Excludes Post-Bac Transfers)
February 12, 2017

Fall 2008 Transfer Cohort (First-Time, Full-Time) that completed their degree within 4 years.

By Gender

	Starting Cohort	Graduated in 4 Years	OIT % Graduated
Male	128	75	58.6%
Female	147	102	69.4%
Total	**275**	**177**	**64.4%**

By Race

	Starting Cohort	Graduated in 4 Years	OIT % Graduated
Asian	13	9	69.2%
African American	0	0	0.0%
Hispanic	18	9	50.0%
American Indian	7	5	71.4%
White	204	133	65.2%
Pacific Islander	1	0	0.0%
International	5	4	80.0%
Two or More Races	0	0	0.0%
Unknown	27	17	63.0%
Total	**275**	**177**	**64.4%**

PELL Recipients (within 4 years)

PELL	Starting Cohort	Graduated in 4 Years	OIT % Graduated
Awarded Pell (within 4 years)	163	105	64.4%
No Pell Awarded	112	72	64.3%
Total	**275**	**177**	**64.4%**

Athlete

Athlete	Starting Cohort	Graduated in 4 Years	OIT % Graduated
Athlete at any point	26	14	53.8%
Non-Athletes	249	163	65.5%
Total	**275**	**177**	**64.4%**

Residency

Residency	Starting Cohort	Graduated in 4 Years	OIT % Graduated
Residents	213	134	62.9%
Non-Residents	62	43	69.4%
Total	**275**	**177**	**64.4%**

Oregon TECH

Fall 2008 New Transfer Cohort Completions By Major declared (Includes Double Majors)
February 12, 2017

		Graduated																	
	Total Majors	Same Major	Different Major	Did Not Graduate	Male	Female	Pell	No Pell	Athlete	Non-Athlete	Resident	Non Resident	Asian	Unknown	Hispanic	American Indian	Pacific Islander	White	International	**Graduates**
Applied Psychology	**12**	11	0	1	1	11	7	5	3	9	11	1	0	0	0	0	0	12	0	**11**
Biology	**3**	2	0	1	0	3	3	0	1	2	1	2	0	0	1	0	0	2	0	**4**
Civil Engineering	**13**	10	0	3	11	2	8	5	4	9	10	3	1	0	2	0	0	10	0	**10**
Clinical Laboratory Science	**11**	10	0	1	0	11	5	6	0	11	7	4	3	0	1	0	0	5	2	**10**
Communication Studies	**4**	3	0	1	2	2	3	1	2	2	3	1	0	0	0	0	0	4	0	**4**
Computer Engineering Tech	**7**	0	2	5	7	0	2	5	0	7	7	0	0	2	0	0	0	5	0	**0**
Dental Hygiene	**30**	30	0	0	0	30	16	14	0	30	20	10	1	3	0	1	0	25	0	**33**
Diagnostic Medical Sonography	**15**	12	0	3	2	13	10	5	0	15	13	2	0	0	0	0	0	15	0	**15**
Echocardiography	**2**	1	0	1	1	1	2	0	0	2	2	0	0	1	0	0	0	1	0	**4**
Electrical Engineering	**4**	1	0	3	3	1	3	1	1	3	3	1	1	0	0	0	1	2	0	**1**
Electronics Engineering Tech	**2**	2	0	0	2	0	1	1	0	2	2	0	0	0	0	0	0	2	0	**2**
EMT - Paramedic	**14**	12	0	2	11	3	5	9	0	14	14	0	0	6	2	0	0	6	0	**12**
Environmental Sciences	**2**	0	0	2	1	1	2	0	0	2	2	0	0	0	0	0	0	2	0	**0**
Geomatics	**3**	0	3	0	3	0	2	1	0	3	3	0	0	2	0	0	0	1	0	**0**
Geomatics-option in GIS	**1**	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	1	0	**0**
Geomatics-option in Surveying	**3**	2	0	1	3	0	1	2	0	3	2	1	0	1	0	1	0	1	0	**5**
Health Sciences	**5**	1	2	2	2	3	2	3	3	2	5	0	0	0	0	0	0	5	0	**1**
IT Applications Dev Opt	**3**	0	0	3	2	1	1	2	0	3	3	0	0	0	0	0	0	3	0	**0**
IT Bus/Systems Analysis Opt	**3**	1	1	1	2	1	0	3	0	3	2	1	0	0	0	0	0	2	1	**1**
IT Health Informatics Opt	**2**	0	0	2	1	1	1	1	0	2	2	0	0	0	0	0	0	2	0	**1**
Manufacturing Engineering Tech	**7**	3	0	4	5	2	3	4	0	7	4	3	2	1	0	1	0	3	0	**3**
Mechanical Engineering	**7**	3	0	4	7	0	4	3	0	7	6	1	0	1	1	1	0	4	0	**3**
Mechanical Engineering Tech	**3**	1	0	2	3	0	3	0	0	3	3	0	0	1	1	0	0	1	0	**1**
Mgmt/Accounting Option	**2**	1	0	1	1	1	2	0	0	2	2	0	0	0	0	0	0	2	0	**2**
Mgmt/Marketing Option	**4**	2	1	1	3	1	2	2	1	3	3	1	0	1	0	0	0	3	0	**2**
Mgmt/Small Bus Mgmt Option	**6**	2	0	4	3	3	4	2	3	3	5	1	0	0	1	0	0	5	0	**2**
Nuclear Medicine Technology	**4**	4	0	0	3	1	3	1	0	4	3	1	0	1	0	0	0	3	0	**10**
Operations Management	**5**	1	2	2	3	2	0	5	0	5	3	2	0	0	0	0	0	5	0	**3**
Polysomnographic Technology	**2**	0	1	1	0	2	2	0	0	2	1	1	0	0	0	0	0	2	0	**0**
Pre-Dental Hygiene	**8**	0	3	5	2	6	3	5	2	6	5	3	0	0	3	0	0	5	0	**0**
Pre-Medical Imaging Tech	**35**	0	20	15	15	20	28	7	5	30	21	14	2	4	2	1	0	26	0	**0**
Pre-Nursing	**9**	0	0	9	0	9	3	6	0	9	7	2	1	0	1	0	0	7	0	**0**
Pre-Respiratory Care	**1**	0	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	1	0	**0**
Radiologic Science	**12**	12	0	0	4	8	10	2	0	12	11	1	2	0	1	0	0	9	0	**17**
Renewable Energy Engineering	**12**	5	0	7	12	0	9	3	0	12	9	3	0	1	0	1	0	9	1	**5**
Renewable Energy Systems	**2**	0	0	2	2	0	1	1	0	2	1	1	0	0	1	0	0	0	1	**0**
Respiratory Care	**7**	4	1	2	4	3	5	2	0	7	6	1	0	0	1	0	0	6	0	**5**
Software Engineering Tech	**7**	2	0	5	6	1	4	3	0	7	7	0	0	2	0	0	0	5	0	**3**
Vascular Technology	**3**	3	0	0	0	3	2	1	0	3	3	0	0	0	0	1	0	2	0	**3**
Total	**275**	**141**	**36**	**98**	**128**	**147**	**163**	**112**	**26**	**249**	**213**	**62**	**13**	**27**	**18**	**7**	**1**	**204**	**5**	**173**

Other Pathways

		Graduated																	
	Total Majors	Same Major	Different Major	Did Not Graduate	Male	Female	Pell	No Pell	Athlete	Non-Athlete	Resident	Non Resident	Asian	Unknown	Hispanic	American Indian	Pacific Islander	White	International	**Graduates**
Allied Health Management			1		0	1	0	1	1	0	0	1	0	0	0	0	0	1	0	1
Polysomnographic Technology			1		0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1
Respiratory Care			2		1	1	1	1	2	0	1	1	0	0	0	1	0	1	0	**2**
Total			**4**		**1**	**3**	**2**	**2**	**4**	**0**	**1**	**3**	**0**	**0**	**0**	**1**	**0**	**3**	**0**	**4**

Professional Licensure and National Credentialing Examination Results

College of Engineering, Technology and Management

Fundamentals of Engineering Results
Exams administered Jan 1 – May 31, 2015

First-time examinees from EAC/ABET Accredited Engineering Programs Examinees testing within 12 months of Graduation Date				
Major:	**FE Examination:**	**# of Examinees**	**# Examinees Passing**	**% Examinees Passing**
Civil	Civil	17	10	59%
ABET Comparator		4,377	3,084	70%
Electrical	Electrical and Computer	1	1	100%
ABET Comparator		1,019	768	75%
Mechanical	Mechanical	2	1	50%
ABET Comparator		3,105	2,564	83%
Other Engineering	Electrical and Computer	1	1	100%
ABET Comparator		1	1	100%
Other Engineering	Other Disciplines	2	2	100%
ABET Comparator		7	6	86%
First-time examinees from ETAC/ABET Accredited Engineering Program				
Major:	**FE Examination:**	**# of Examinees**	**# Examinees Passing**	**% Examinees Passing**
Mechanical	Mechanical	3	2	67%
ABET Comparator		92	34	37%

First-time examinees from EAC/ABET Accredited Engineering Programs Examinees testing more than 12 months after Graduation Date				
Major:	**FE Examination:**	**# of Examinees**	**# Examinees Passing**	**% Examinees Passing**
Civil	Civil	2	0	0%
ABET Comparator		263	141	54%
First-time examinees from ETAC/ABET Accredited Engineering Program				
Major:	**FE Examination:**	**# of Examinees**	**# Examinees Passing**	**% Examinees Passing**
Electrical	Electrical and Computer	1	1	100%
ABET Comparator		23	8	35%

College of Health, Arts and Sciences

Allied Health Professions National Credentialing Examination Results
Exam averages most recent three years

Allied Health Professions National Credentialing Examination Results Averaged				
Major:	**National Pass Rate**	**Credentialing Exam Taken**	**Oregon Tech Pass Rates**	**Years Averaged**
Clinical Lab Science	77%	ASCP	95.37%	2012-2014
Dental Hygiene	Not available*	WREB "ProcessCare"	97.86%	2012-2014
	Not available*	WREB Clinical	95.59%	2012-2014
	92%	NBDHE	97.77%	2012-2014
Diagnostic Medical Sonography	62%	ABD	91.67%	2012-2014
	74%	OBGYN	82.67%	2012-2014
	71%	SPI	98.33%	2012-2014
Echocardiography	60%	AE	94%	2012-2014
	71%	SPI	97%	2012-2014
EMS	98.7%	Written Exam	100%	2011-2013
	98.7%	Practical Exam	100%	2011-2013
Nuclear Medicine	90.53%	ARRT	100%	2012-2014
	78.19%	NMTCB	81.08%	2012-2014
Radiologic Technology	88.5%	ARRT	93.5%	2014-2015
Respiratory Care	92.5%	CRT	100%	2014
	68%	RRT	100%	2014
Vascular Technology	58%	VT	100%	2012-2014
	71%	SPI	100%	2012-2014

95.82% average pass rates all programs
100% exceed national averages

* Data not available

Oregon TECH

Placement in Programs by Student Type (Includes Double Majors) - Fall 2016, 4th Week
February 14, 2017

Major	Freshmen	Sophomore	Junior	Senior	Post-Bac	Graduate	Non-Admit UG	Non-Admit GR	Total	% of Population
Accounting Certificate	-	1	-	-	-	-	-	-	1	0.0%
Allied Health	-	-	-	-	-	3	-	-	3	0.1%
Allied Health Management	-	-	-	1	-	-	-	-	1	0.0%
Applied Behavior Analysis	-	-	-	-	-	2	1	14	17	0.3%
Applied Mathematics	4	7	2	20	-	-	-	-	33	0.6%
Applied Psychology	11	21	39	38	1	-	-	-	110	2.0%
Automat, Robot, & Cntrl Engr	-	-	-	1	-	-	-	-	1	0.0%
Biology-Health Sciences	43	33	30	37	4	-	4	-	151	2.8%
Civil Engineering	20	16	19	51	2	10	-	-	118	2.2%
Clinical Laboratory Science	-	-	-	2	-	-	-	-	2	0.0%
Communication Studies	5	5	10	18	1	-	1	-	40	0.7%
Computer Engineering Tech	25	11	11	16	-	-	-	-	63	1.2%
Dental Hygiene	-	16	26	148	11	-	1	-	202	3.8%
Diagnostic Medical Sonography	-	7	28	71	5	-	1	-	112	2.1%
Dispute Resolution Certificate	-	-	-	-	-	2	-	-	2	0.0%
Echocardiography	-	9	28	80	7	-	4	-	128	2.4%
Electrical Engineering	23	22	37	100	9	2	4	-	197	3.7%
Electronics Engineering Tech	1	1	4	25	1	-	-	-	32	0.6%
Embedded Systems Eng Tech	12	7	9	25	3	-	1	-	57	1.1%
Emergency Medical Services Mgt	9	7	1	4	2	-	11	-	34	0.6%
EMT - Paramedic	-	8	5	7	7	-	1	-	28	0.5%
Environmental Sciences	4	5	14	18	-	-	1	-	42	0.8%
General Studies	5	2	-	1	9	-	1,397	-	1,414	26.3%
Geomatics-option in GIS	1	-	2	2	1	-	1	-	7	0.1%
Geomatics-option in Surveying	5	5	5	13	2	-	-	-	30	0.6%
Health Care Mgmt-Admin Mgmt	2	2	5	8	1	-	-	-	18	0.3%
Health Care Mgmt-Clinical Mgmt	1	2	2	20	-	-	-	-	25	0.5%
Health Care Mgmt-Rad Science	-	-	-	10	1	-	1	-	12	0.2%
Health Informatics	2	6	11	18	1	-	-	-	38	0.7%
Health Sciences	-	2	-	-	-	-	-	-	2	0.0%
Information Technology	10	20	41	42	1	-	-	-	114	2.1%
IT Accounting Option	-	-	-	1	-	-	-	-	1	0.0%
IT Applications Dev Opt	1	1	2	16	-	-	-	-	20	0.4%
IT Bus/Systems Analysis Opt	-	-	3	24	1	-	-	-	28	0.5%
IT Health Informatics Opt	-	-	1	15	1	-	-	-	17	0.3%
Magnetic Resonance Imagng Spec	-	-	-	1	-	-	3	-	4	0.1%
Manufacturing Engineering Tech	5	6	11	46	5	15	9	4	101	1.9%
Marriage and Family Therapy	-	-	-	-	-	10	-	-	10	0.2%
Mechanical Engineering	63	51	54	129	43	-	14	-	354	6.6%
Mechanical Engineering Tech	10	9	16	58	4	-	7	-	104	1.9%
Medical Lab Science-Earlyadm	-	6	6	4	1	-	-	-	17	0.3%
Medical Laboratory Science	-	1	6	43	36	-	-	-	86	1.6%
Mgmt/Accounting Option	1	4	4	10	-	-	-	-	19	0.4%
Mgmt/Marketing Option	4	4	10	18	-	-	1	-	37	0.7%
Mgmt/Small Bus Mgmt Option	6	3	10	14	-	-	-	-	33	0.6%
Nuclear Medicine Technology	-	10	12	25	2	-	-	-	49	0.9%
Nursing	16	10	30	12	1	-	-	-	69	1.3%
Operations Management	6	6	14	38	1	-	5	-	70	1.3%
Optical Engineering	1	-	1	1	-	-	-	-	3	0.1%
Picture Archive/Comm Sys Spec	-	-	-	1	1	-	1	-	3	0.1%
Polysomnographic Technology	1	1	1	1	1	-	-	-	5	0.1%
Population Health Management	2	4	9	16	-	-	-	-	31	0.6%
Pre-Clinical Lab Science	1	-	-	1	-	-	-	-	2	0.0%
Pre-Dental Hygiene	20	7	6	1	-	-	14	-	48	0.9%
Pre-Medical Imaging Tech	101	52	18	7	-	-	48	-	226	4.2%
Pre-Medical Lab Science	3	6	7	4	5	-	2	-	27	0.5%
Pre-Nursing	32	24	13	5	1	-	3	-	78	1.5%
Pre-Respiratory Care	3	4	2	-	-	-	-	-	9	0.2%
Radiologic Science	1	26	31	90	4	-	-	-	152	2.8%
Renewable Energy Engineering	11	15	26	73	15	26	-	-	166	3.1%
Respiratory Care	-	6	16	91	3	-	1	-	117	2.2%
Sleep Health-Polysom Tech Opt	1	5	3	4	4	-	-	-	17	0.3%
Software Engineering Tech	49	46	66	111	11	-	2	-	285	5.3%
Spec in Entrepreneur/Small Bus	-	-	1	-	-	-	1	-	2	0.0%
Specialization in Accounting	-	-	1	1	-	-	-	-	2	0.0%
Specialization in Marketing	-	-	-	1	-	-	-	-	1	0.0%
Technology and Management	-	1	9	35	-	-	1	-	46	0.9%
Vascular Technology	-	13	13	66	5	-	1	-	98	1.8%
Total (Duplicated)	**521**	**536**	**731**	**1,739**	**214**	**70**	**1,542**	**18**	**5,371**	**100.0%**
Total (Unduplicated)	**511**	**521**	**703**	**1,668**	**211**	**60**	**1,540**	**18**	**5,232**	-

Oregon TECH

Placement by Programs (Post Graduation Student Surveys 2013-15)
February 14, 2017

Major	Employed	Continuing Education	Median Graduate Salary
Biology-Health Sciences	36%	60%	$20,750
Civil Engineering	83%	11%	$50,000
Communication Studies	60%	13%	$27,000
Computer Engineering Technology	89%	-	$63,000
Dental Hygiene	86%	4%	$53,000
Diagnostic Medical Sonography	97%	3%	$60,000
Echocardiography	95%	-	$60,500
Electrical Engineering	87%	-	$60,000
Electronics Engineering Technology	73%	7%	$54,250
Embedded Systems Engineering Tech	80%	-	$58,250
Emergency Medical Technology Paramedic	93%	-	$52,909
Environmental Sciences	67%	11%	$39,800
Geomatics - GIS Option	100%	-	$42,000
Geomatics - Surveying Option	67%	-	$40,500
Health Care Management	75%	25%	$52,000
Health Informatics	75%	10%	$53,000
Information Technology	84%	-	$55,000
Management - Accounting Option	78%	6%	$32,000
Management - Small Business Option	77%	15%	$33,000
Manufacturing Engineering Technology	77%	5%	$62,500
Mathematics - Applied	60%	20%	-
Mechanical Engineering	71%	12%	$60,000
Mechanical Engineering Technology	86%	7%	$60,000
Clinical Laboratory Science	100%	-	$53,750
Nuclear Medicine Technology	87%	-	$57,000
Operations Management	83%	11%	$63,000
Polysomnographic Technology	83%	-	$50,000
Psychology, Applied	54%	24%	$30,000
Radiologic Science	92%	1%	$47,000
Renewable Energy Engineering	76%	6%	$57,000
Respiratory Care	97%	-	$56,000
Software Engineering Technology	93%	-	$62,250
Vascular Technology	92%	-	$64,602
Total	**83%**	**6%**	**$54,000**

Source: http://www.oit.edu/docs/default-source/career-services-documents/graduate-success-brochure.pdf

Success rates of online programs/students compared to face-to-face

- 201601 Degree Seeking Students
  - Klamath: 2140
  - On-Site: 1015
  - Online: 573
- AY 15-16 Degrees Awarded
  - Klamath: 439 (20% of degree seeking students)
  - On-Site: 245 (24% of degree seeking students)
  - Online: 82 (14% of degree seeking students)

- Data includes all students admitted to Oregon Tech programs (excludes non-admits and HST/ACP; includes Pre-programs). On-Site includes Wilsonville, LaGrande, Chemeketa, and Boeing.
- All 201601 data is SCARF, 4th week
- AY 15-16 data is 201404, 201501, 201502, 201503

Erika Veth

Online success continued

- 201601 Term GPA
  - Klamath: 3.21
  - On-Site: 3.32
  - Online: 3.40
- 201601 Institutional GPA
  - Klamath: 3.18
  - On-Site: 3.28
  - Online: 3.38

- GPA calculated by student campus, excludes students with no GPA to report

Online success

National Evidence

The Learning House (2016) reported, "78% of students responded that the academic quality of their online courses was "better" or "about the same" as their experiences in traditional classrooms" (p. 15)

Oregon Tech Online

- Offer embedded librarian services
- All new online classes are reviewed by a peer and Instructional Designer
- All new-to-online faculty are required to go through Blackboard training
- All faculty using Blackboard or distance technologies have access to two full-time staff support
- Peer Consulting, Proctor Services, & Synchronous video available for all online classes
- All online & blended classes are evaluated by students

Career Services

Klamath Falls and Wilsonville

STUDENT AND ALUMNI CAREER EDUCATION AND COACHING

- **In person/phone/video appointments for students and alumni related to:** student employment, career counseling and advising, resume reviews, interview coaching, LinkedIn advising, mock interviews, graduate and professional school advising, salary negotiation/offer evaluation, transitioning from campus to career, career transitions (alumni), and more.

Appointments, July-Jan:

	KF	WVL	Total
Student Appointments	108	89	197
Alumni Appointments	10	13	23

Note: with little traffic during the summer, this is essentially for 4 months.

Service gaps:

Coverage by campus: with one staff member in Klamath Falls and one in Wilsonville, we are unable to serve students in Chemeketa or Seattle, or our online students, in person. In addition, if staff are out of the office, coverage is difficult and must be by phone or Skype.

Distribution by major: most appointments are with ETM students, although HAS students also seek help. Only a small percentage of students take advantage of face-to-face appointments.

Transfer students: We have a large percentage of transfer students, and in order to take advantage of internships and other opportunities they need to engage with Career Services almost immediately. There is no requirement that they do so, and no clear pathway at present to make this happen.

- **Courses:** do not currently offer

Service gaps:

Most universities offer courses, either online or in person, across a wide range of career education topics. These can either be for credit or not-for-credit. Courses are great way to engage larger numbers of students, and to increase awareness of career education as recommended curricula. Courses will be part of our upcoming strategic plan.

- **Programs/workshops** (both standalone and in collaboration with faculty/staff/students) related to all of the above. Programs are both large (Etiquette Dinner) and more focused (Internship Panels and LinkedIn Labs). Classroom visits encompass everything from Intro to Career Services to in-depth class session about Resumes and Networking. Events are for primarily for students; this year we are also doing an Alumni event in Wilsonville.

- **Programs Offered, July-Jan:**

	KF	WVL	Total
Programs and Classroom Visits	20	11	31

Service gaps:

Coverage by campus: Again, with one staff member in Klamath Falls and one in Wilsonville, we are unable to serve students in Chemeketa or Seattle, or our online students, in person. Courses in WVL that are once a week in the evenings are not seeking to bring in outside information, as class time is precious.

Distribution by major: most programs are with ETM students, although HAS faculty (particularly Applied Psych) bring us into the classroom.

- **Drop-in advising** for quick questions related to all of the above.

STUDENT AND ALUMNI ACCESS TO EMPLOYERS/RECRUITING

- **Career fairs**: two in 2014, three in 2015, five this year (All Majors Fall and Winter on both campuses, plus Healthcare in Klamath Falls). Student participation continues to grow.

- **Other on campus recruiting**: information sessions, in-class visits, internship and job interviews. Selected employers who have visited campus so far this year: FBI, Oregon Department of Education, Honeycomb, Matt Construction, Exotic Metals, Pearl Harbor Naval Shipyard, Black & Veatch, Western Federal Lands Highway Division.

- **Job board** to facilitate employer/student internship and job connections: currently Jobs4Owls, transitioning to Handshake, which promises much higher employer engagement.

Service gaps:

Number of employers recruiting at Oregon Tech has grown since the recession, but is still below pre-recession levels. Other universities are reporting that on campus recruiting is becoming concentrated at a few large schools (OSU's continues to grow). It's more efficient for recruiters to visit one campus for 3 days than to travel all over.

Distribution by major: most recruiters are seeking students from our most established programs: CSET, MMET and Civil. There are big gaps in opportunities for EERE students in particular, and Wilsonville programs are still under the radar despite the campus location close to Portland. A new Healthcare Career Fair promises to help close the gap a bit for Healthcare students, but other HAS students have few recruiting opportunities.

Strategic employer outreach: we have a very long list of employers we would like to develop relationships with, but currently no staff time to do so. We are proposing adding an Employer Relations Assistant to help move this effort forward.

STUDENT EMPLOYMENT SERVICE

- **A collaborative effort**: Career Services works with Financial Aid, Payroll, Safety, Human Resources, Faculty and Staff to facilitate opportunities for students to work on campus and to ensure that we are in compliance with state and federal law. We also encourage campus employers to use on campus jobs as professional training opportunities, as they are often students' first exposure to working in a professional environment.

Service gaps:

We could be doing more to utilize Student Employment as professional training with a focus on soft skill development.

Faculty training in how to recruit, hire and train their employees could also be strengthened.

OTHER STUDENT AND ALUMNI RESOURCES

- **Online self-directed resources**: FOCUS2 and O*NET for career information and exploration, BigInterview for interview coaching and practice.
- **Career assessments:** MBTI and Strong Interest Inventory for students with more significant career path questions. These are very infrequently used, usually for just a few students a year.
- **Robust website** for information on all of the above content, including curated list of links to third-party career content.
- **Weekly ETM newsletter** with career tips, campus events, community events, and jobs of interest. We have a 40%+ open rate for this newsletter, which shows a high level of engagement. HAS students have different needs and get a newsletter only periodically.
- **Other career exploration opportunities**: e.g., Rogue Valley Tech Opportunities bus tour, other site visits.

Online Learning, Seattle and Chemeketa

- **Online self-directed resources**: FOCUS2 and O*NET for career information and exploration, BigInterview for interview coaching and practice.
- **Job board** to facilitate employer/student internship and job connections: currently Jobs4Owls, transitioning to Handshake.
- **Robust website** for information on all of the above content, including curated list of links to third-party career content.
- **Weekly newsletter** with career tips, campus events, community events, and jobs of interest.

How Career Services Adheres to the National Association of College and Employers (NACE) Professional Standards for College and University Career Services

Career Advising/Counseling

Career services should offer career advising/counseling services that:

- ✓ encourage students to take advantage of career services as early as possible in their academic programs.
- ✓ provide career advising/counseling through scheduled appointments and drop-ins with individuals, online/distance resources, group programs, ~~career planning courses~~, outreach opportunities, special events, information technology, and/or any other available resources.
- ✓ refer students to other counseling and resource agencies if assistance is needed beyond the scope of career advising/counseling.
- ✓ help students explore careers through part-time employment and experiential learning programs.
- ✓ maintain appropriate records for future work with the students.
- ✓ assist students to assess their skills, values, and interests and understand how these relate to academic and co-curricular options and career opportunities.
- ✓ help students develop and apply job-search competencies and decision-making skills.
- ✓ educate students about fraudulent employment practices.
- ✓ help students understand the potential benefits and pitfalls of social media and the importance of a positive Internet "footprint."

Career services must help students and other designated clients make career choices based on accurate self-knowledge and information about the world of work.

- ✓ In-person appointments, FOCUS2, information on our website

Career services should recognize that career decision making is inextricably linked to additional psycho-social, personal, developmental, and cultural issues and beliefs.

- ✓ Both staff members are trained counselors

Career services should help students obtain, evaluate, and apply occupational, educational, and employment information.

- ✓ We accomplish this through our website, newsletter, in person appointments and classroom visits and programs

Career services should help students establish short-term and long-term career goals.

- ✓ Four-year plan document and in-person appointments

Career services should help students explore career options through internships, shadowing experiences, summer and part-time jobs, cooperative education, volunteerism, service learning, and/or other career-related activities.

- ✓ We accomplish this through Student Employment Services, working with others on site visits, seeking internship and job postings

In alignment with the NACE Diversity & Inclusion Statement, career services should assist students with career issues relevant to the individual.

- ✓ Individualized appointments with trained counselors

Online and Distance Career Services

Career services must provide current, valid, and reliable online resources that help students pursue their career goals.

- ✓ Robust website, other online resources such as FOCUS2 and BigInterview, links to valid and reliable third-party career information

Career services' technology (software and hardware) should be regularly updated so as to offer students and designated clients appropriate and accessible online and distance resources.

- ✓ New laptops, new Career Services Management system (Handshake) coming online in April.

Career services' online resources should include tools for career exploration, preparation, opportunities, and transition into the workplace.

- ✓ FOCUS2, other assessments such as MBTI and Strong Interest Inventory

Career services should regularly review and benchmark online career resources to determine what to maintain, what to add, and what to discard, ensuring up-to-date resources for students.

- ✓ Ongoing process

Career services must provide online and/or distance career services to students who are not able to access services traditionally provided on campus.

- ✓ Robust website, plus phone and video appointments available along with e-mail advising.

Career Information

Career services must make current and comprehensive career information accessible to students and other designated clients as they explore and make career decisions.

- ✓ self-assessment and career planning
- ✓ occupational and job market information (local, regional, national, global)
- ✓ graduate/professional schools
- ✓ employment/job search
- ✓ resources and strategies for revising career plans
- ✓ job, experiential learning, and internship listings
- ✓ employer and industry information
- ✓ guidance on using specific current and emerging tools.

Employment Services

Career services should develop and maintain relationships with employers, alumni, and other entities that provide career development and employment opportunities for students and other designated clients.

- ✓ Career Fairs, job board, employer meetings, collaboration with Alumni Relations and External Relations, LinkedIn connections

Graduate and Professional School Planning

Career services must assist students and other designated clients in identifying graduate or professional school programs that match their career goals, effectively presenting themselves as graduate/professional candidates for further study, obtaining information on graduate/professional school programs through a variety of sources, and connecting with graduate/professional schools through campus interviews, referrals, direct application, events, publications, and information technology.

- ✓ Grad School advising, graduate schools at career fairs, website with information about applying to graduate/professional school

Experiential Learning

Career services should provide or support experiential learning programs that include such areas as student employment and/or cooperative education, work-based learning, apprenticeships, internships, service learning, civic engagement, shadowing, and volunteering experiences.

- ✓ Work with MECOP advisors, Student Employment Services, and other experiential learning opportunities

Career services should provide or work closely with other departments that provide experiential learning opportunities.

- ✓ Currently developing a comprehensive list of experiential learning and how it fits in with curricula

Experiential learning programs should help students obtain career-related experiences with organizations that provide adequate supervision and opportunities for students to reflect upon their learning and career development.

- ✓ Work with employers on how to develop internships that adhere to standards

Career services should monitor positions posted in their offices for their experiential learning programs to ensure consistency with the NACE definition and criteria for internships.

- ✓ We monitor, do not post unpaid internships unless they adhere to NACE standards