



# Comprehensive Self-Evaluation Report

## Oregon Institute of Technology

# Year Seven Comprehensive Self-Evaluation Report

Prepared for  
The Northwest Commission on Colleges and Universities

February, 2016



## TABLE OF CONTENTS

<b>Institutional Overview</b> .....	3
<b>Basic Institutional Data Form</b> .....	5
<b>Preface</b> .....	15
Update on Institutional Changes .....	15
Response to Topics Requested by Commission .....	15
<b>Chapter 1: Mission, Core Themes, and Expectations</b> .....	16
Executive Summary of Eligibility Requirements 2 and 3 .....	16
Standard 1.A: <i>Mission</i> .....	16
Standard 1.B: <i>Core Themes</i> .....	16
<i>Core Theme 1</i> .....	16
<i>Core Theme 2</i> .....	18
<i>Core Theme 3</i> .....	22
<i>Core Theme 4</i> .....	23
<b>Chapter 2: Resources and Capacity</b> .....	25
Executive Summary of Eligibility Requirements 4 through 21 .....	25
Standard 2.A: <i>Governance</i> .....	28
Standard 2.B: <i>Human Resources</i> .....	40
Standard 2.C: <i>Education Resources</i> .....	42
Standard 2.D: <i>Student Support Resources</i> .....	52
Standard 2.E: <i>Library and Information Resources</i> .....	57
Standard 2.F: <i>Financial Resources</i> .....	63
Standard 2.G: <i>Physical and Technological Resources</i> .....	68
<b>Chapter 3: Institutional Planning</b> .....	72
Standard 3.A: <i>Institutional Planning</i> .....	72
<b>Chapter 4: Core Theme Planning, Assessment, and Improvement</b> .....	77
Executive Summary of Eligibility Requirements 22 and 23 .....	77
Standards 3.B, 4.A, and 4.B.....	77
<i>Core Theme 1</i> .....	77
<i>Core Theme 2</i> .....	82
<i>Core Theme 3</i> .....	96
<i>Core Theme 4</i> .....	102
<b>Chapter 5: Mission Fulfillment, Adaptation and Sustainability</b> .....	105
Executive Summary of Eligibility Requirement 24.....	105
Standard 5.A: <i>Mission Fulfillment</i> .....	105
Standard 5.B: <i>Adaptation and Sustainability</i> .....	112
<b>Conclusion</b> .....	113
<b>Appendices</b> .....	114

## INSTITUTIONAL OVERVIEW

### University Culture

Oregon Institute of Technology (Oregon Tech) opened in 1947 to retrain members of the military returning from World War II. In its early years, the Oregon Technical Institute (OTI) delivered primarily vocational education and training. After being renamed the Oregon Institute of Technology in 1973, the college developed associate degree programs in technology areas to replace vocational skills training.

Since becoming a baccalaureate institution, Oregon Tech has emphasized professional, accredited programs in engineering, computing, technology, management, and allied health. Recognized as the only public institute of technology in the Northwest, Oregon Tech has broadened its activities to include the delivery of graduate programs. Current graduate degree program offerings include Engineering, Civil Engineering, Manufacturing Engineering Technology, Renewable Energy Engineering, and Marriage and Family Therapy. A graduate certificate in Applied Behavior Analysis is also offered.

The practical application of theory in real world situations underscores all Oregon Tech programs. Students experience hands-on learning through labs, projects, internships, and research, guided by faculty and staff who retain their professional connections to applicable industries and disciplines. Oregon Tech programs lead to careers in health professions, renewable energy, environmental science, information technology, engineering, engineering technology, communication, psychology, and management. Due to the degree emphases and educational methodologies, 88 percent of graduates report employment in their degree field or enrollment in graduate programs within six months of graduation.

Oregon Tech locations throughout the Northwest include the main campus in Klamath Falls, an urban campus in Wilsonville, the Oregon Tech Seattle and La Grande sites, which offer specific degree options, and the Dental Hygiene degree completion partnership with Chemeketa Community College on its Salem campus.

Oregon Tech is the home of the Oregon Center for Health Professions and the Oregon Renewable Energy Center including the Geo-Heat Center. Through these centers, the university supports major activities in allied health and the health sciences, as well as the development of renewable energy. Oregon Tech focuses on project-based learning in its degree programs, involving application to the real world through sponsored projects, collaborations, and internships in the workplace. The scholarship of many of the Oregon Tech faculty members focuses on the integration of theory with practice and teaching.

Oregon Tech has established educational partnerships with other universities in the state, and with members of the Oregon community college system. For example, the Oregon Tech Wilsonville campus offers undergraduate degrees in Clinical Laboratory Science and Para-medicine through a partnership with Oregon Health and Science University. Another example is the Master of Education degree with Emphasis in Applied Behavior Analysis and Autism Spectrum, offered as a joint degree at the Oregon Tech Wilsonville campus and Southern Oregon University's Higher Education Center in Medford. Oregon Tech has partnerships for the delivery of quality programs on site in commercial and professional environments as well.

Oregon Tech delivers a variety of undergraduate degrees and courses through Oregon Tech Online (formerly Distance Education), including specialized degree completion programs offered to working professionals throughout the nation. Oregon Tech Online has experienced significant growth in web-based curricula over the past few years.

## **Current Structure**

Since its founding in 1947, the Oregon Institute of Technology has been governed by the Oregon State Board of Higher Education, the governing board for the seven public universities in Oregon. In 2011, the Oregon Legislative Assembly enacted Senate Bill 242, which was an amalgam of higher education reform proposals made by the legislature's Joint Committee on Higher Education and the higher education governance reform proposals made by the Oregon University System. The bill provided the State Board of Higher Education and the chancellor with additional power and authority and the Oregon University System with relief from certain state regulatory requirements but did not provide additional authority or autonomy to the universities and their presidents.

Senate Bill 270, passed by the Legislative Assembly in 2013, established the University of Oregon, Portland State University and Oregon State University as independent public bodies with a strong board of trustees based on the model pioneered by Oregon Health and Science University (OHSU) when it was split off from the Oregon University System in 1995. The bill also provided the option for the technical and regional universities (TRUs), Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University, to seek approval for independent governing boards from the governor and the State Board of Higher Education.

In April 2014, the State Board of Higher Education authorized the Oregon Institute of Technology to establish a [board of trustees](#), appointed by the governor and approved by the senate, without conditions. As of July 1, 2015, the university is governed by its own board of trustees, and is considered a public body, but is "not a state agency, board, commission or institution for purposes of state statutes or constitutional provisions."

As its name indicates, the Higher Education Coordinating Commission (HECC), established by statute in 2013, serves a coordinating function relative to significant changes to the academic programs of the community colleges and public universities, the operating and capital budgets that are funded by the State of Oregon, mission approval, and strategies for achieving state post-secondary educational goals. The Oregon Tech Board of Trustees will approve the university's mission, programs, budgets, and strategies, and then forward them to the HECC for review and approval in relation to the other seven publicly assisted universities.

While the opportunity for independent governance is very exciting and viewed as an opportunity, there certainly will be new challenges facing Oregon Tech in the future. Despite this change in structure, the mission and vision remain the same and their fulfillment is the primary goal.



***NORTHWEST COMMISSION ON COLLEGES AND  
UNIVERSITIES***

**BASIC INSTITUTIONAL DATA FORM**

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Oregon Institute of Technology

Address: 3201 Campus Drive

City, State, ZIP: Klamath Falls, Oregon 97601

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: \_\_\_\_\_

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based  
 Native/Tribal  Other (specify) Polytechnic

Institutional control:  Public  City  County  State  Federal  Tribal  
 Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term  
 Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<b>Program or School</b>	<b>Degree Level(s)</b>	<b>Recognized Agency</b>	<b>Date</b>
Civil Engineering	BS	ABET	2011
Computer Engineering Technology	AE, BS	ABET	2015
Electrical Engineering	BS	ABET	2010
Electronics Engineering Technology	BS	ABET	2015

Embedded Systems Engineering Technology	BS	ABET	2012
Geomatics	BS	ABET	2013
Manufacturing Engineering Technology	BS	ABET	2015
Mechanical Engineering	BS	ABET	2011
Mechanical Engineering Technology	BS	ABET	2015
Renewable Energy Engineering	BS	ABET	2008
Software Engineering Technology	AE	ABET	2015
Software Engineering Technology	BS	ABET	2015
Department of Management	BS	International Assembly for Collegiate Business Education (IACBE)	2015
Clinical Laboratory Sciences	BS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2015
Dental Hygiene	AAS, BS	American Dental Association Commission on Dental Accreditation (CODA)	2010
Diagnostic Medical Sonography	BS	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2015
Echocardiography	BS	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2015
Paramedic Education Program	AAS	Commission on Accreditation for Emergency Medical Services Professions (CoAEMSP)	2012
Polysomnography	Certificate, AAS	Commission on Accreditation for Polysomnography (CoA PSG)	2011
Respiratory Care	BS	Commission on Accreditation for Respiratory Care (Co ARC)	2011
Vascular Technology	BS	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2015

*Revised February 2013*

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Credit Hours UG/15 + Credit Hours GR/12)

**Official Fall 2014 (most recent year) FTE Student Enrollments**

Classification	Current Year Dates: fall 2014	One Year Prior Dates: fall 2013	Two Years Prior Dates: fall 2012
Undergraduate	2,660.2	2,685.5	2,619.8
Graduate	36.8	28.8	15.4
Professional	0	0	0
Unclassified	208.4	226.7	173.9
Total all levels	2,905.4	2,941	2,809.1

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only)

**Official Fall 2014 (most recent year) Student Headcount Enrollments**

Classification	Current Year Dates: fall 2014	One Year Prior Dates: fall 2013	Two Years Prior Dates: fall 2012
Undergraduate	3,459	3,446	3,331
Graduate	55	41	26
Professional	0	0	0
Unclassified	759	927	644
Total all levels	4,273	4,414	4,001

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number          Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	41	1				18		23
Associate Professor	40	1				19		21
Assistant Professor	69	7				33		36
Instructor	10	7			6	4		
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$83,235	17.82
Associate Professor	\$69,285	9.01
Assistant Professor	\$57,414	3.15
Instructor	\$51,077	2.72
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 7/1-6/30

Reporting of income:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u>                    </u>
Reporting of expenses:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u>                    </u>

**BALANCE SHEET DATA**

ASSETS	Last Completed FY Dates: 7/1/2014- 6/30/2015	One Year Prior to Last Completed FY Dates: 7/1/2013- 6/30/2014	Two Years Prior to Last Completed FY Dates: 7/1/2012- 6/30/2013
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	5,487,633	8,735,043	6,563,913
Investments	8,950,241	3,404,629	5,967,579
Accounts receivable gross	3,686,734	3,685,758	2,290,105
Less allowance for bad debts	(204,083)	(433,006)	(375,133)
Inventories	129,657	85,148	80,655
Prepaid expenses and deferred charges	362,996	353,102	376,798
Other (identify) – <i>Aux Fixed Assets</i>	26,308,965	24,186,945	25,147,043
Due from	57,230	-	9,069
<b>Total Unrestricted</b>	44,779,373	40,017,619	40,060,029
Restricted, Student Loan & Agency Funds			
Cash	1,697,725	1,212,366	266,178
Investments	2,694,110	469,082	223,786
Other (identify) – <i>Prepaid Expense</i>	1,147,595	41,062	1,745,367
Due from	4,066,066	4,215,706	4,181,540
<b>Total Restricted</b>	9,605,496	5,938,216	6,416,871
<b>TOTAL CURRENT FUNDS</b>	54,384,869	45,955,835	46,476,900
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash			
Investments	305,237	304,381	264,952
Other (identify)	-	-	-
Due from	-	-	-
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	305,237	304,381	264,952
<b>PLANT FUND</b>			
Unexpended			
Cash	5,534,844	3,685,065	2,610,629
Investments	2,342,264	1,426,728	1,477,560
Other (identify) – <i>Due From</i>	-	94,682	-
Other (identify) – <i>Prepaid Expense</i>	4,785	-	-
<b>Total unexpended</b>	7,881,893	5,206,475	4,088,189
Investment in Plant			
Land	4,969,743	4,969,743	4,969,743
Land improvements	1,721,935	1,823,709	1,935,484
Buildings	54,098,850	55,555,282	57,365,385
Equipment	1,958,263	2,141,806	2,069,826
Library resources	1,813,946	1,958,515	3,131,439
Other (identify) – <i>Infrastructure</i>	4,140,675	5,910,987	3,626,901
Other (identify) – <i>IOTB</i>	113,293	127,620	130,572
Other (identify) – <i>Intangible Assets</i>	130,935	209,930	288,925
<b>Total investments in plant</b>	68,947,640	72,697,592	73,518,275
Due from			
Other plant funds (identify)	-	-	-
<b>TOTAL PLANT FUNDS</b>	76,829,533	77,904,067	77,606,464
<b>OTHER ASSETS (IDENTIFY) – Collateral from Securities Lending</b>	1,188,545	998,424	881,382

<b>OTHER ASSETS (IDENTIFY) – Net Pension Asset</b>	2,133,340	-	-
<b>OTHER ASSETS (IDENTIFY) – Deferred Outflows of Resources</b>	3,474,904	1,795,400	1,757,915
<b>TOTAL OTHER ASSETS</b>	6,796,789	2,793,824	2,639,297
<b>TOTAL ASSETS</b>	138,316,428	126,958,107	126,987,613

<b>LIABILITIES</b>	<b>Last Completed FY Dates: 7/1/2014- 6/30/2015</b>	<b>One Year Prior to Last Completed FY Dates: 7/1/2013- 6/30/2014</b>	<b>Two Years Prior to Last Completed FY Dates: 7/1/2012- 6/30/2013</b>
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	3,125,097	2,135,383	1,954,782
Accrued liabilities	-	-	-
Students' deposits	44,848	76,500	70,704
Deferred credits	2,290,441	2,120,182	2,203,653
Other liabilities (identify) – <i>Bonds and other long-term debt</i>	25,137,622	26,746,595	4,337,546
Due to	-	-	17,028,874
Fund balance	15,673,126	10,734,359	16,222,385
<b>Total Unrestricted</b>	47,271,134	41,813,019	41,817,944
Restricted, Student Loan & Agency			
Accounts payable	615,058	1,237,407	45,436
Other (identify) – <i>Deposits</i>	1,072,924	139,512	70,293
Student Deposits	-	-	-
Deferred Credits	1,376,418	431,480	1,882,140
Due to	-	-	-
Fund balance	6,541,096	4,129,817	4,419,002
<b>Total Restricted</b>	9,605,496	5,938,216	6,416,871
<b>TOTAL CURRENT FUNDS</b>	55,876,630	47,751,235	48,234,815
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	-	-	-
Quasi-endowed	-	-	-
Due to	-	-	-
Fund balance	305,237	304,381	264,952
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	305,237	304,381	264,952
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	388,072	441,096	204,151
Notes payable	-	-	-
Bonds payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Fund balance	3,844,879	9,507,273	6,051,595
<b>Total unexpended</b>	4,232,951	9,948,369	6,255,746
Investment in Plant			
Notes payable	-	-	-
Bonds payable	72,596,582	67,955,698	35,347,912
Mortgage payable	-	-	-
Other liabilities (identify)	-	-	-
Due to OUS	-	-	36,002,806
Other plant fund liabilities (identify)	-	-	-

<b>TOTAL INVESTMENTS IN PLANT FUND</b>	72,596,582	67,955,698	71,350,718
<b>OTHER LIABILITIES (IDENTIFY) – Obligations under Securities Lending</b>	1,188,545	998,424	881,382
<b>OTHER LIABILITIES (IDENTIFY) – Deferred Inflows of Resources</b>	4,116,483		
<b>TOTAL OTHER LIABILITIES</b>	5,305,028	998,424	881,382
<b>TOTAL LIABILITIES</b>	111,952,090	102,282,277	100,029,679
<b>FUND BALANCE</b>	26,364,338	24,675,830	26,957,934

### CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 7/1/2014- 6/30/2015	One Year Prior to Last Completed FY Dates: 7/1/2013- 6/30/2014	Two Years Prior to Last Completed FY Dates: 7/1/2012- 6/30/2013
Tuition and fees	21,932,662	21,488,026	19,065,889
Federal appropriations	-	-	-
State appropriations	22,859,926	20,702,076	19,282,695
Local appropriations	-	-	-
Grants and contracts	11,256,931	9,123,679	10,817,445
Endowment income	-	-	-
Auxiliary enterprises	7,805,104	6,609,255	6,950,450
Other (identify) – <i>Interest/Outside Sales</i>	3,667,830	2,232,838	4,502,351
	67,522,453	60,155,874	60,618,830
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	24,278,371	24,469,994	21,854,500
Research	573,917	447,877	593,113
Public services	192,187	112,165	255,826
Academic support	5,232,964	5,196,052	6,258,846
Student services	3,799,773	3,370,740	3,040,152
Institutional support	6,244,206	5,516,584	5,433,039
Operation and maintenance of plant	3,046,512	3,260,222	3,216,608
Scholarships and fellowships	4,792,172	4,301,490	4,640,932
Other (identify) – <i>Depreciation</i>	3,672,621	4,233,589	3,023,434
Mandatory transfers for:			
Principal and interest	2,379,481	1,634,268	2,264,534
Renewal and replacements	-	-	-
Loan fund matching grants	-	-	-
Other (identify)	-	-	-
<b>Total Educational and General</b>	54,212,204	52,542,981	50,580,984
Auxiliary Enterprises			
Expenditures	9,546,201	7,926,854	7,427,761
Mandatory transfers for:			
Principal and interest	1,272,849	1,015,894	851,310
Renewals and replacements	-	-	-
<b>Total Auxiliary Enterprises</b>	10,819,050	8,942,748	8,279,071
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	65,031,254	61,485,729	58,860,055

<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS</b> (identify) – <i>From OUS</i>	112,426	(952,249)	(443,586)
<b>EXCESS</b> [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	2,603,625	(2,282,104)	1,315,189
<b>ADDED BY OREGON TECH:</b>			
Change due to Change in Entity	2,979,929	-	-
Change in Accounting Principle (GASB 68)	(3,895,048)	-	-
Debt Principal	1,899,499	263,414	894,625

**INSTITUTIONAL  
INDEBTEDNESS**

<b>TOTAL DEBT TO OUTSIDE PARTIES</b>	<b>Last Completed FY Dates: 7/1/2014- 6/30/2015</b>	<b>One Year Prior to Last Completed FY Dates: 7/1/2013- 6/30/2014</b>	<b>Two Years Prior to Last Completed FY Dates: 7/1/2012- 6/30/2013</b>
For Capital Outlay	91,837,976	90,530,022	53,328,748
For Operations	-	-	-

**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
Wilsonville, OR 97070	B.S. Electrical Engineering B.S. Electronics Engineering B.S. Embedded Systems Engineering B.S. Geomatics B.S. Health Informatics B.S. Information Technology B.S. Manufacturing Engineering B.S. Mechanical Engineering B.S. Operations Management B.S. Renewable Energy Engineering M.S. Renewable Energy Engineering B.S. Software Engineering B.A.S. Technology and Management B.S. Applied Psychology B.S. Clinical Laboratory Science Program B.S. Emergency Medical Services Management A.A.S. Paramedic Program Optical Engineering (Dual Major) Applied Behavior Analysis (Grad Certificate)	538	815	38

La Grande, OR 97850	AAS Dental Hygiene	26	37	3
Salem (Chemeketa,CC), OR 97305	B.S. Dental Hygiene	38	59	4
Seattle (Boeing), WA 98124	B.S. Manufacturing Engineering Technology M.S Manufacturing Engineering Technology B.S. Mechanical Engineering Technology B.S. Mechanical Engineering	217	180	2

\* Academic course counts are for academic year 2014-15 with enrollments for credit. Student/faculty counts are from fall 2014, 4<sup>th</sup> week. Data is based on students assigned these campus locations; however a student may enroll at other locations (typically online) while pursuing the degree from the location assigned.

**Programs and Academic Courses Offered at Sites Outside the United States.** Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

**Degree Programs** – list the names of degree programs that can be completed at the site.

**Academic Credit Courses** – report the total number of academic credit courses offered at the site.

**Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

**Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

**PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES**

<b>Location of Site Name City, State, ZIP</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
None				

## PREFACE

### **Update on Institutional Changes**

#### Governance

Since the *Year Three Self-Evaluation* in 2013, Oregon Tech has undergone a significant substantive change in terms of university governance, as indicated in the Institutional Overview.

As published on the [Board of Trustees](#) webpage, “Oregon Tech Board of Trustees: A Future of Possibilities,” Oregon Tech’s Board of Trustees officially assumed governance of the university on July 1, 2015. This board is a diverse group of leaders from across the Northwest and from many fields of expertise: Education, local government, high tech, healthcare, communications, and business. Their governance, guidance and advocacy for Oregon Tech ignite new possibilities in student support, fiscal health, academic program excellence, and areas that Oregon Tech has not yet pursued. Their leadership also holds the promise of extending our partnerships within our campus communities of Klamath Falls and Wilsonville.

#### Degree Offerings

Since the last report in 2013, Oregon Tech has added the following Bachelor of Science degree programs and dual degrees:

[Emergency Medical Services Management](#)

[Applied Psychology Online](#)

[Population Health Management](#)

[Health Informatics](#)

[Optical Engineering--dual degree](#)

[Systems Engineering and Technical Management--dual degree](#)

[Automation, Robotics and Controls Engineering--dual degree](#)

In addition, the BS in Allied Health Management was renamed Healthcare Management.

Since the last report in 2013, Oregon Tech has added the following graduate degree programs:

[Marriage and Family Therapy](#)

[Applied Behavior Analysis--graduate certificate](#)

[Emphasis in Applied Behavior Analysis and Autism Spectrum Disorder--joint degree](#)

### **Response to Topics Requested by the Commission**

As a result of the commission’s review of the Year-Three Report, Oregon Tech was asked to develop a process/policy to address effective identity verification for distance education students.

Students enrolled in online programs at Oregon Tech are subject to the same identification process as students enrolled in on-campus programs. They must fill out the required “eligibility verification” form and a detailed online application. Additionally, if they are transfer students, they must provide transcripts for prior college credit, and if they are granted credit for prior learning via a registry for professional licenses, they must produce documentation from the licensing agency. When students call the Oregon Tech Online Department (OTO), staff verify identity of the callers by asking them for personal information—a home address or personal email address—that is stored in Banner after a student has applied to Oregon Tech. Many instructors also use additional methods to verify student identity when taking exams for online courses. These include the use of proctoring services—both online and at a testing center--which rely on photo identification to verify student identity. Although not all instructors require this in their courses, OTO Faculty Support Staff explain the option to all faculty during their orientation to online teaching, along with viable resources for setting up the proctoring services for online students.

## Chapter 1: Mission, Core Themes and Expectations

### Executive Summary of Eligibility Requirements 2 and 3

#### Authority (ER2)

Oregon Tech was governed by the Oregon State Board of Higher Education until June 30, 2015. In April 2014, the State Board of Higher Education authorized the Oregon Institute of Technology to establish a [board of trustees](#), appointed by the governor and approved by the senate, without conditions. As of July 1, 2015, the university is governed by its own board of trustees, and is considered a public body, but is "not a state agency, board, commission or institution for purposes of state statutes or constitutional provisions."

#### Mission and Core Themes (ER3)

The mission and core themes of Oregon Tech were originally approved by the State Board of Higher Education in 2011, consistent with its legal authority for higher education in the state of Oregon. [Oregon Revised Statute 352.089\(2\)](#), established in July, 2014, requires higher education governing boards to adopt a mission statement for the university and forward that statement to an office designated by the Higher Education Coordinating Commission for review. On July 9, 2015, the Oregon Tech Board of Trustees adopted the mission statement and core themes. Oregon Tech serves the higher education needs of students from Oregon and the region principally through the delivery of formal degrees. The budget details shown in this self-study confirm that substantially all of the gross income of Oregon Tech is used to support its educational mission and goals.

### **Standard 1.A: Mission**

#### **Oregon Tech Mission**

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 Oregon's citizens and provides information and technical expertise to state, national, and international constituents.

### **Standard 1.B: Core Themes**

#### **Core Theme #1: Applied Degree Programs**

Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepares students to apply the knowledge gained in the classroom to the workplace.

**Objective 1:** Oregon Tech offers high-demand technical programs.

Outcomes 1: Students are prepared for program-related employment or further education.

Outcome 2: Degree programs reflect changing industry needs.

**Table 1: Core Theme 1, Objective 1**

INDICATORS	MEASURES	BENCHMARK
1.1 Successful program related employment, or enrollment in educational program	1.1A Percentage of Graduate Survey respondents who have achieved degree-related employment or are enrolled in an educational program, six months after graduation	Percentage is at or above 80%
1.2 Overall employment success of graduates	1.2A Percentage of graduates reported by NSSE who rated institutional contribution to acquiring job or work-related knowledge and skills	Percentage is at or above university comparators
2.1 Alignment of new programs with market projections	2.1A Percentage of new program proposals submitted to the Curriculum Planning Commission are justified	100% of all proposals are justified
2.2 Annual review of program objectives and outcomes	2.2A Percentage of programs reporting review of objectives and outcomes	100% of all programs provide annual review of objectives and outcomes

Rationale: Graduates with knowledge and skills demanded by employers are able to obtain program-related jobs or continue their preparation with further education. Job placement rates indicate employer demand for skill sets and degree programs. Enrollment in post-baccalaureate educational programs also indicates that students are prepared to advance in their chosen field. Alignment with discipline-specific employment projections enables new programs to address workforce trends and opportunities. Annual review of program objectives and outcomes by faculty encourages program and curricular alignment with the changing needs of industry.

**Objective 2:** Oregon Tech maintains currency of its degree programs.

Outcome 1: Hands-on learning in degree programs allows students to apply theory to practice.

Outcome 2: Degree programs use up-to-date instructional lab and classroom equipment.

Outcome 3: Faculty members participate in professional-development activities.

Outcome 4: Students are prepared to sit for board or licensure exams.

**Table 2: Core Theme 1, Objective 2**

INDICATORS	MEASURES	BENCHMARK
1.1 Programs solicit feedback during a three-year period from advisory boards, employers and/or alumni	1.1A Percentage of programs soliciting feedback	100% of the Oregon Tech programs solicit feedback from advisory boards, employers and/or alumni
1.2 First-Year and Senior student engagement in learning	1.2A Composite scores as reported on NSSE Active and Collaborative Learning benchmark <sup>1</sup>	Score is at or above the university comparators
2.1 Programs solicit feedback in a three-year period from advisory boards, employers and/or alumni	2.1A Percentage of programs soliciting feedback	80% of programs solicit feedback from advisory boards, employers and/or alumni
2.2 Department self-evaluation of classrooms	2.2A Percentage of faculty reporting “satisfied” or “very satisfied”	80% of faculty in academic departments are satisfied with classrooms
3.1 Faculty engage in professional development activities	3.1A Faculty professional development reported on annual performance evaluation (APE)	95% of all faculty meet or exceed expectations in the area of professional development on the APE
4.1 Students succeed on national board and licensure exams	4.1A National board and licensure exam results	Scores are at or above national average (Appendix A)

Rationale: “Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy unscripted problems they will encounter daily during and after college” (NSSE Report 2012). Advisory boards, employers, and alumni provide collective insight and knowledge regarding educational requirements necessary for workplace success. Information provided by these constituents not only enables timely classroom adoption of marketplace knowledge, technology, and skill application, but also ensures that students sitting for board or licensure exams are familiar with current professional knowledge and practices. Faculty members who participate in research and grant writing, publications, patent applications, activities with professional associations, sabbaticals, and consulting remain current in their respective disciplines and are able to incorporate knowledge and practices into program offerings.

**Core Theme #2: Student and Graduate Success**

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, which focuses on application of theory to practice. The teaching and support services facilitate students’ personal and academic development.

**Objective 1:** Oregon Tech students possess the skills necessary for program-related employment or graduate school admission.

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<sup>1</sup> In 2013 this NSSE benchmark changed, data is reported from 2012 administration, will need to identify new indicator.

- Outcome 1: Students meet established student learning outcomes.
- Outcome 2: Students participate in internships or experiential learning.
- Outcome 3: Students are prepared to sit for board or licensure exams.

**Table 3:** Core Theme 2, Objective 1

INDICATORS	MEASURES	BENCHMARK
1.1 Institutional assessment reports indicate effectiveness of institutional (essential) student learning outcomes (ESLO)	1.1A Annual academic assessment reports detailing the assessment efforts of the institution	Institutional reports indicate student attainment of ESLOs
1.2 Program assessment reports are completed annually	1.2A Percentage of programs completing annual assessment reports	100% of all programs complete annual assessment reports
2.1 Students have participated in internships or experiential learning	2.1A Percentage of students enrolled in experiential learning courses as reported to Banner	80% of students participate in internships or experiential learning
3.1 Student success on national board or licensure exams	3.1A National board or licensure exam results	Scores are at or above national averages

Rationale: Oregon Tech systematically assesses eight institutional (essential) student learning outcomes (ESLOs) to ensure that graduates are proficient in basic undergraduate skills, which include communication, critical thinking, problem solving, professionalism, life-long learning, mathematical and scientific reasoning, and cultural awareness. Programs also evaluate program-specific student-learning outcomes (PSLOs) to ensure that graduates are proficient in the technical outcomes required by specific disciplines. Assessment data direct student-learning improvement plans and closing-the-loop activities, which ultimately prepare graduates for employment or post-graduate education. Internship and experiential learning opportunities also facilitate students’ abilities to apply theory learned in the classroom to workplace practice. Pass rates on board and licensure exams indicate that graduates possess the knowledge necessary for program-related employment. Graduates with professionally applicable skills, practical learning experiences, and technical knowledge are prepared to attain program-related employment or graduate school admission.

**Objective 2:** Oregon Tech students demonstrate educational progress.

- Outcome 1: Oregon Tech retains full-time students from first year to second year.
- Outcome 2: Students graduate in a timely manner.

**Table 4:** Core Theme 2, Objective 2

INDICATORS	MEASURES	BENCHMARK
1.1 Retention of new freshmen from fall to fall	1.1A Percentage of students retained	82% of new freshmen will be retained
1.2 Retention of new transfers from fall to fall	1.2A Percentage of students retained	82% of new transfers will be retained
2.1 Six-year starting cohort for new freshman 2005-09	2.1A Percentage of graduates compared to the previous year	Meet or exceed prior year

2.2 Four-year starting cohort for transfer students 2005-09	2.2A Percentage of graduates compared to the previous year	Meet or exceed prior year
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**Objective 3:** Oregon Tech students have access to faculty.

Outcome 1: Faculty rather than teaching assistants teach courses.

Outcome 2: Classroom enrollments reflect program requirements.

Outcome 3: Faculty contribute to student success outside the classroom.

**Table 5:** Core Theme 2, Objective 3

INDICATORS	MEASURES	BENCHMARK
1.1 Oregon Tech faculty teaching assignments indicate who teaches courses	1.1A Percentage of lecture courses taught by faculty including adjuncts	100% of all courses taught by faculty rather than teaching assistants
2.1 Student to faculty ratios are low to allow access to faculty	2.1A Student to faculty ratio	20:1 student to faculty ratio
3.1 Faculty advisors are concerned with student success	3.1A Percentage of students reported by NSSE on academic advising	Percentage at or above university comparators
3.2 Success may be attributed to student and faculty interaction	3.2A NSSE student-faculty interaction benchmark	Scores at or above university comparators

Rationale: “Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning” (NSSE 2012 Report). Using their individual academic and professional expertise, faculty teach courses to provide enhanced learning opportunities for students. Classroom enrollments that optimize content delivery and enable personalized instruction further enhance student learning. Additionally, faculty involvement in student life outside the classroom builds relationships and enhances student success.

**Objective 4:** Oregon Tech provides academic support services to facilitate students’ personal and academic development.

Outcome 1: Students have access to academic support services.

**Table 6:** Core Theme 2, Objective 4

INDICATORS	MEASURES	BENCHMARK
1.1 Students have access to academic support services	1.1A Number of persons using various services	Increased utilization of provided services
1.2 Students view Oregon Tech to be a supportive campus environment	1.2A NSSE Supportive Campus Environment benchmark	Scores at or above university comparators
1.3 Students have opportunity to participate in Tech Opportunities Program (TOP)	1.3A Success rate of students in TOP as set forth by the Department of Education	Exceed Department of Education objectives

Rationale: “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus” (NSSE 2012 report). Tutoring, academic success workshops, academic success courses, and supplemental instruction increase academic success. Career-oriented workshops, seminars, and career fairs provide opportunities for students who seek employment. Counseling and Student Health Services further help students maintain physical and mental health necessary for academic success.

**Objective 5:** Oregon Tech offers co-curricular experiences that enhance student engagement.

Outcome 1: Students have access to a variety of co-curricular activities.

**Table 7:** Core Theme 2, Objective 5

INDICATORS	MEASURES	BENCHMARK
1.1 Co-curricular opportunities are available to students	1.1A Number of opportunities available	Maintain or increase from previous year
1.2 The university encourages students to become involved	1.2A Percentage of students involved in opportunities	Maintain or increase from previous year
1.3 Students report participation in co-curricular activities	1.3A Percentage of students reporting no participation	Maintain or increase from previous year

Rationale: Students who engage with peers outside the classroom enrich their educational experience and increase their likelihood of success. Academic clubs, special-interest clubs, and residence hall activities provide opportunities for students to interact on the Oregon Tech campus. Students self-report on campus involvement in the NSSE survey.

**Objective 6:** Oregon Tech libraries provide access to information and resources to meet degree program requirements.

Outcome 1: Library holdings and acquisition rates meet degree program requirements.

Outcome 2: Library instruction services meet degree program requirements.

Outcome 3: Access to physical and electronic resources and related services meets degree program requirements.

**Table 8:** Core Theme 2, Objective 6

INDICATORS	MEASURES	BENCHMARK
1.1 Oregon Tech library holdings and acquisitions are sufficient to meet program requirements	1.1A ACRL holdings (volumes per student) as compared to HECC and Oregon Tech comparators	At or above the median
	1.1B ACRL materials expenditures (dollars per student) as compared to HECC and Oregon Tech Comparators	At or above the median
2.1 Library instruction requests meet degree program needs	2.1A Meet all instruction requests from program faculty	All requests met

2.2 Instruction services meet the needs of degree programs	2.2A ACRL statistics for instruction services usage as compared to HECC and Oregon Tech comparators	At or above the median
3.1 Access to library resources is provided	3.1A Usage of full-text articles as reported by ACRL	At or above the median
3.2 Access to the library services is provided	3.2A NCES statistics for circulation	At or above the median
	3.2B NCES statistics for inter-library loans	At or above the median

Rationale: Strong library collections support student learning and help students meet degree program requirements. Information literacy is central to all disciplines and life-long learning.

### Core Theme #3: Statewide Educational Opportunities

Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon’s citizens. To accomplish this, Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online degree programs, and partnership agreements with community colleges and universities.

**Objective 1:** Oregon Tech offers state-wide educational opportunities to Oregon citizens.

Outcome 1: High school students have access to ACP opportunities.

Outcome 2: Oregonians have access to Oregon Tech.

Outcome 3: Oregonians have access to Oregon Tech’s applied degree programs.

**Table 9:** Core Theme 3, Objective 1

INDICATORS	MEASURES	BENCHMARK
1.1 Students have opportunities to participate in ACP offerings	1.1A Percentage of students in ACP courses	Maintain or increase the ACP offerings
2.1 Oregon Tech provides educational opportunities on several campus locations	2.1A Number of campus locations outside Klamath County	Maintain or increase number of campus locations
2.2 Students access educational opportunities are provided at all campus locations (excluding ACP)	2.2A Percentage of enrollment at all locations	Increase enrollment at all campuses
2.3 Oregon Tech provides educational opportunities online	2.3A Enrollment in online courses	Increase enrollment in online courses
2.4 Oregon Tech provides educational opportunities in several counties in the state	2.4A Number of students in Oregon counties enrolled	Maintain or increase number of students in Oregon counties
3.1 Oregon Tech provides numerous course offerings at a	3.1A Number of courses offered at all locations and percentage of increase	Meet or exceed number of courses offered at all locations

variety of locations (excluding ACP)		
3.2 Oregon Tech provides a large number of online courses	3.2A Number of courses offered online	Maintain or increase online offerings
3.3 Oregon Tech provides opportunities for transfer students	3.3A Number of community colleges or university partners	Meet or exceed number of agreements

Rationale: Through Advanced Credit Programs (ACP) and Online education, Oregonians have the opportunity to access Oregon Tech and its offerings without attending an Oregon Tech campus. These offerings enable traditional and non-traditional students to access Oregon Tech’s high-quality, hands-on technical programs. Oregon Tech’s strategic campus locations and program offerings provide similar onsite opportunities. Community college articulation and dual-enrollment agreements further facilitate students’ ability to transfer to Oregon Tech, not only helping Oregon students attend college, but also enabling them to earn technical, applied degrees.

**Objective 2:** Oregon Tech distributes financial aid at levels similar to those of comparator institutions.  
 Outcome 1: Low-income first-generation college students have access to Oregon Tech.  
 Outcome 2: Students have access to scholarships.

**Table 10:** Core Theme 3, Objective 2

INDICATORS	MEASURES	BENCHMARK
1.1 Oregon Tech provides access to students	1.1A Percentage of financial aid to first-time full-time students	Percentage is at or above comparators
2.1 Oregon Tech provides scholarship opportunities for students	2.1A Percentage of annual scholarship awards reported by Oregon Tech Foundation	Percentage of scholarship awards will exceed previous year
2.2 Students have access to other scholarship opportunities	2.2A Percentage of annual scholarship awards as reported by Financial Aid	Percentage of scholarship awards will exceed previous year

Rationale: Statewide access includes access for low-income and first-generation students. Students in this demographic require additional recruitment, financial support, academic support, and student-support services. Scholarships provide opportunities to students who might otherwise be unable to attend college. Financial aid improves access to higher education and attracts students with potential to succeed.

**Core Theme #4: Public Service**

Oregon Tech will share information and technical expertise to state, national, and international constituents.

**Objective 1:** Oregon Tech offers information and technical expertise to regional, state, and national publics.

Outcome 1: External constituents have access to Oregon Tech’s expertise.

**Table 11:** Core Theme 4, Objective 1

<b>INDICATORS</b>	<b>MEASURES</b>	<b>BENCHMARK</b>
1.1 Oregon Tech provides public access to information and research	1.1A Use statistics for the Geo-Heat Center research collection, the Shaw Historical Library and applied research generated from the Oregon Renewable Energy Center (OREC)	At or above the previous year's activity
1.2 Faculty participate in professional engagement outside the institution	1.2A Percentage of faculty reporting professional engagement each year	80% of all faculty engaged in professional activity outside the institution
1.3 Students are involved in service learning	1.3A Percentage of students reporting participation in service-learning as reported by NSSE	At or above university comparators

Rationale: Oregon Tech is strategically located to take advantage of geothermal and renewable energy resources. The campus attracts experts in these fields and provides opportunities to share knowledge and technical expertise with external constituents. Faculty and students also participate in a wide variety of service activities related to their disciplines, sharing expertise with a diverse population.

## Chapter 2: Resources and Capacity

### Executive Summary of Eligibility Requirements 4 through 21

#### Operational Focus and Independence (ER 4)

Oregon Tech is a public institution of higher education in the state of Oregon, predominantly concerned with higher education. With recent changes in the Oregon University System, Oregon Tech along with the Board of Trustees, has full authority over curriculum, budget and governance.

#### Non-Discrimination (ER 5)

The Oregon Tech Affirmative Action Commission assists the president in fulfilling affirmative action responsibilities by 1) recommending policies, 2) reviewing and recommending changes to the Oregon Tech affirmative action plan, and 3) serving as a line of communication among the president, affirmative action officer, and the various campus constituencies, and providing diversity advocacy and compliance guidance to recruitment committees. The [Office of Human Resources and Affirmative Action](#) oversees and enforces Oregon Tech's programs for compliance with relevant federal and state civil rights statutes and regulations. Oregon Tech maintains [policies and procedures](#) which set forth prohibited discriminatory conduct and [grievance](#) and complaint procedures applicable to all students, faculty, staff, and the public.

The Oregon Tech Equity Committee will identify opportunities for Oregon Tech's faculty, staff and students to build a supportive educational environment for all students, including first generation, low-income, minority and underserved students at Oregon Tech. To serve students equitably, Oregon Tech will focus on attracting and retaining underserved students so that they will no longer be underserved. The committee will assess Oregon Tech's strengths and weaknesses in serving underrepresented students, and develop recommendations for the executive staff and the president that will result in greater student diversity and educational opportunity. The recommended strategies will focus on how Oregon Tech can help the university meet its Achievement Compact and the state's 40-40-20 goals. The chair is appointed by the president.

#### Institutional Integrity (ER 6)

As an institute of higher learning, Oregon Institute of Technology commits itself to the pursuit of knowledge and truth. As a member of the academic community, an Oregon tech employee recognizes that adherence to [ethical standards](#) is essential in the formation, acquisition, sharing, and preservation of knowledge.

#### Governing Board, Chief Executive Officer, and Administration (ER 7, 8, 9)

Oregon Tech's governing board is a 15-member board of trustees. Each board member is appointed by the governor of the State of Oregon and confirmed by the Oregon Senate. Each of the eleven at-large members serves a four-year term, while the faculty, staff and student members are appointed for two-year terms. (Standards 2.A.4. through 2.A.8.)

The Oregon Tech president is a non-voting, ex-officio member who is appointed by the Board of Trustees. The president reports exclusively to the board, and the board supervises the president. The president is the executive and governing officer of Oregon Tech and president of the faculty. (Standard A.10.)

Oregon Tech administration includes the division of operations into four areas under vice presidents: Academic Affairs, Finance and Administration, Student Affairs, and Wilsonville Operations. Each vice president has authority for planning and implementation in his or her area of responsibility to provide

effective leadership and management for the institution's major support and operational functions. College deans work collaboratively with the academic programs, faculty, and support units to foster fulfillment of the institutional mission.

#### Faculty (ER 10)

The faculty of Oregon Tech is largely full-time, although Oregon Tech also employs qualified adjunct faculty, especially in the metropolitan areas of Wilsonville and Seattle where Oregon Tech also delivers programs. Department chairs conduct annual performance evaluations of faculty, and these performance evaluations are reviewed by the deans and provost. With 162 full-time and 13 part-time regular faculty, Oregon Tech has sufficient faculty to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

#### Educational Programs (ER 11)

Oregon Tech offers educational programs at the associate, baccalaureate and master's level, consistent with the educational needs of its students and the mission and core themes of the institution. Programs are delivered in a quarter system with 10-week quarters. Oregon Tech's academic programs achieve clearly identified student learning outcomes, and lead to collegiate degrees consistent with program content and recognized fields of study. Programs have internal peer review through the Curriculum Planning Commission, external peer review by the other six public universities in the state, and many have external professional reviews and accreditation through national organizations as recognized by the Council for Higher Education Accreditation (CHEA).

#### General Education and Related Instruction (ER 12)

There is a substantial and coherent component of general education required in each degree program at the associate and baccalaureate level. There is a relevant major specialization in each baccalaureate or master's program. These are defined and discussed in Standard 2.C.

#### Library and Information Resources (ER 13)

The Oregon Institute of Technology Libraries consist of the main library, located in the Learning Resource Center (LRC) on the Klamath Falls campus, the Wilsonville library on the fourth floor of the Wilsonville campus building, and the Shaw Historical library, which is a privately endowed special collection administered by the main library and also located in the LRC. (Throughout this document, the term "library" includes all these service centers, unless otherwise indicated.)

In accordance with the Oregon Institute of Technology mission and core themes, the library supports the success of Oregon Tech students and graduates in their work by providing them with access to print and electronic resources and instruction in information literacy. The library provides access to state as well as federal print and electronic publications by serving as a selective U.S. government depository and repository. These services are provided across the state and nation, via the campuses at Klamath Falls and Wilsonville, by interlibrary loan, and electronically to distance education students and other non-traditional students. The library also serves the broader public through staffing Answerland, which is a statewide chat reference service, through the activities of the Shaw Historical Library, and through our online digital collections.

The Oregon Tech Library serves the needs of students, faculty, staff, and the community with the support of four library faculty (in addition to the library director), six staff, and 2.5 FTE student workers in Klamath Falls. There is one library faculty and 1.5 FTE student workers on the Wilsonville campus. The library's catalog includes records for approximately 95,000 print items and also provides access to approximately

70 databases, 200,000 electronic monographic titles, and 60,000 print and electronic serials. Wilsonville users have electronic access to all the same resources as the main campus users as well as consortium borrowing and interlibrary loan services.

#### Physical and Technological Infrastructure (ER 14)

Oregon Tech locations throughout the Northwest include the main campus in Klamath Falls, an urban campus in Wilsonville, the Oregon Tech Seattle and La Grande sites, which offer specific degree options, and the dental hygiene degree completion partnership with Chemeketa Community College on its Salem campus.

#### Academic Freedom (ER 15)

Oregon Tech has adopted all former Oregon University System Oregon Administrative Rules (OARs), and Internal Management Directives (IMDs). Policy regarding academic freedom is among the published OARs and available for review on the Oregon Tech [Office of Human Resources](#) website. The campus culture supports the independence of faculty scholarly and instructional activities.

#### Admissions (ER 16)

Oregon Tech publishes the university general [admissions requirements](#) on the Admissions webpage. The Oregon Tech Catalog also includes admission information. Specific requirements for academic programs with selective admissions are published on departmental websites.

#### Public Information (ER 17)

Oregon Tech utilizes its website to publish all public information including the [mission and core themes](#); [admission requirements and procedures](#); [grading policies](#); information on [academic programs](#) and [courses](#); names, titles and academic credentials of administrators and faculty ([catalog](#) pages 246-253); [rules and regulations](#) for student conduct; [rights and responsibilities](#) of students; tuition, fees and other program [costs](#); refund [policies](#) and procedures; opportunities and requirements for [financial aid](#); and the academic [calendar](#).

#### Financial Resources (ER 18)

Oregon Tech maintains adequate cash flows and reserves to support its academic programs and services and is required to keep a general operations fund balance equal to at least 5% of its total annual revenues. A formal planning process derived from the strategic plan guides the annual capital and operating budgets and includes campus input as well as fiscal forecasts and projections. State board policy (prior to July 1, 2015) and University policy (as of July 1, 2015) require debt to remain with a 7% burden ratio.

#### Financial Accountability (ER 19)

Oregon Tech administration is held accountable by the Oregon University System (prior to July 1, 2015) and its board of trustees (as of July 1, 2015) to operate within its published biennium and/or annual budgets and to report periodically on budget variances and projected operations. Oregon Tech adheres to GASB and GAAP accounting standards and is required by the Oregon University System (prior to July 1, 2015) and by Oregon Tech's Board of Trustees (as of July 1, 2015) to participate in both internal and external audits. Auxiliary operations are self-supporting and operate in compliance with state board policy/university policy, and fundraising activities comply with all state and federal government requirements.

#### Disclosure (ER 20)

Oregon Tech accurately discloses to the commission all information the commission may require to carry out its evaluation and accreditation functions.

### Relationship with the Accreditation Commission (ER 21)

Oregon Tech accepts the standards and related policies of the commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with commission policy. Oregon Tech further agrees that the commission may, at its discretion, make known to any agency or to the public, Oregon Tech's status with the commission.

### **Standard 2.A: Governance**

**2.A.1** *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

The Oregon Tech Board of Trustees delegates authority to operate Oregon Tech to the university president. The president operates the university under the terms of [Oregon Administrative Rules](#), [Internal Management Directives](#), and Oregon Tech Board of Trustees [policies and procedures](#). Oregon Tech has a well-established and functional set of policies and procedures that are published on the Oregon Tech website and in other locations, including the [Faculty Handbook](#).

The authority of the president of the university is outlined in the Oregon Tech Board of [Trustees Board Policy on Delegation of Authority](#) (section 2.0, pages 3-6). The president is the executive and governing officer of the university and is responsible for directing the affairs of the university, subject to the supervision of the board and board action. Four vice presidents and four associate vice presidents report to the president. This group of nine comprises the Executive Staff as indicated in the [President's Office Organizational Chart](#).

The president is responsible for all university committees, councils, and advisory groups in terms of defining the charge and establishment of such groups. Oregon Institute of Technology has its own set of policies and procedures approved by the president or vice presidents with input from appropriate institutional committees and councils.

The president is responsible for development and administration of policies governing students and their roles and conduct, with consideration of the views of the students, faculty, and others.

The faculty, students, and staff at Oregon Tech share governance through membership on councils, commissions, and committees. The following is a list of councils, commissions, and committees that are central to shared governance on our campus.

**President's Council:** The President's Council has primary responsibilities: 1) to advise the president concerning policy and management matters; 2) to identify and seek solutions to problems crossing college jurisdictions; 3) to maximize the planning efforts of the institution; and 4) to enhance the communication processes within the institution.

The council is comprised of the chief officers of the institution: The provost; the vice presidents for student affairs, finance and administration, and Wilsonville; the college deans; the associate vice presidents for strategic partnerships, marketing and communications, development and alumni relations; the chief information officer and vice president for information technology; the chief human resources/civil

rights officer; the Faculty Senate and ASOIT presidents; and the chair of the Administrative Council. The council is chaired by the provost.

**Academic Council:** Academic Council serves as an advisory body for Academic Affairs, reporting to the provost. Unlike the Provost's Council, the Academic Council is restricted to the provost, associate provost, college deans, academic department chairs, and the vice president of the Faculty Senate. The Academic Council discusses and reviews matters concerning academic programs and departments in a less formal structure than Provost's Council. Membership is specified by academic position. The provost chairs the council.

**Provost's Council:** The Provost's Council is the advisory body to the provost. The council reports to the provost and the provost serves as chair. The responsibilities of the council are to design, revise, propose and implement policies, procedures, and guidelines affecting academic affairs.

The council is comprised of the college deans, the registrar, director of the library, director of academic agreements, director of assessment, director of distance education, director of institutional research, vice president of the Faculty Senate, vice president for strategic partnerships, and academic department chairs.

**Faculty Senate:** The senate is the policy-recommending body of the Oregon Tech faculty. It has the responsibility, on behalf of the faculty, of considering proposed changes in the policies of the university and may suggest changes on its own initiative. It has the sole responsibility, on behalf of the faculty, of recommending policy changes to the president for consideration. "Policy," under the charter of the Faculty Senate, means a general rule for the conduct of the institute that affects 1) the purposes or goals of the institute, 2) the nature and scope of its programs, or 3) its standards of teaching, research, and scholarship.

The Faculty Senate has the responsibility of considering all proposed policy changes that affect the general welfare of the faculty. The senate, furthermore, may consider and recommend specific means of ensuring the continuance of academic freedom at Oregon Tech. Representatives of faculty from the College of Engineering, Technology and Management; the College of Health, Arts and Sciences; and the Wilsonville area meet monthly to discuss policy issues. Also present are representatives of the Associated Students of OIT (ASOIT), the Administrative Council, the President's Council, and Academic Council.

**ASOIT:** The purpose of the student government is to represent the students of Oregon Tech through effective communication with all members of the university community; to encourage the development of campus organizations and activities; to adequately represent and interpret student opinion as related to the campus policies; to use student fees to provide a variety of educational, cultural, social and recreational opportunities for students; and to promote unity and fellowship among the students of the university community.

**Administrative Council:** The purpose of Administrative Council is to represent ideas and interests of administrative staff members to the president and other campus constituencies. The Administrative Council serves in an advisory capacity to the president and other appropriate administrators; maintains ongoing contact with the Faculty Senate through a non-voting representative to the senate; considers appropriate campus-wide issues where the input and/or interest of administrative staff are relevant,

and makes appropriate recommendations about these issues; reviews proposed Oregon Tech policies and procedures; and recommends appropriate policies accordingly.

**2.A.2** *In a multiunit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Oregon had operated a single system of higher education for more than half a century. Oregon Tech was a member of the Oregon University System (OUS), overseen by a governing board, and the State Board of Higher Education (the State Board). All seven members of the OUS reported to the same governing board. The other members were the University of Oregon, Oregon State University, Portland State University, Eastern Oregon University, Western Oregon University, and Southern Oregon University. In response to SB 242, and SB 270, all seven universities were granted the authority to establish independent governing boards. The Oregon Tech Board of Trustees assumed governance on July 1, 2015.

Oregon Tech continues to be unique in its statewide role as a small polytechnic university. The other three small schools are regional liberal arts, education, and business universities with some diversity in regional mission. The three large universities have relatively unique missions, with OSU as the doctoral, land grant university; PSU as the metropolitan area-serving doctoral university; and UO as an AAU research and doctoral university.

Beginning in July 2014, UO, OSU, and PSU each had their own unique board of trustees in charge of governance of each university. From July 2014 through June 2015, a scaled-down OUS governed the four smaller universities, known collectively as the Technical and Regional Universities, or TRUs (Oregon Institute of Technology, Eastern Oregon University, Southern Oregon University, and Western Oregon University). As of July 2015, each of the TRUs joined the three larger universities in Oregon in having individual boards of trustees.

[The Higher Education Coordination Commission](#) (HECC) in Oregon is part of the executive branch in Oregon. Its function is to coordinate activities among all seven universities that once formed part of the OUS as well as the 17 community colleges in the state. HECC's three other major functions are to distribute legislative funding to the 24 colleges and universities in Oregon, approve academic programs, and evaluate the effectiveness of the boards of the seven universities.

**2.A.3** *The institution monitors its compliance with the commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

Oregon Tech monitors its compliance with the commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates. Faculty, administrators, and some of the staff are not part of a bargaining unit. The president and the executive staff and/or their designees monitor compliance.

## **Governing Board**

**2.A.4** *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and the authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

As explained in 2.A.2, Oregon Tech is overseen by an independent governing board, the Oregon Tech Board of Trustees. Members are appointed by the governor of Oregon and confirmed by the State Senate. Board policies and procedures, meeting minutes, and bylaws are published on the [Oregon Tech Board of Trustees](#) website. There are 14 voting members, 11 at-large with four-year terms, one faculty, one staff and one student, each with two-year terms. The president of the university is an ex-officio member and has no vote.

**2.A.5** *The board acts only as a committee of the whole; no member or subcommittee of this board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

The newly adopted [bylaws](#) of the Oregon Tech Board of Trustees, state the following:

Article III, Section 5c, states: Notwithstanding the appointment of a chair, vice chair, and other officers, authority is vested in the board collectively and not in any individual trustee. Individual trustees do not speak on behalf of the board or university unless authorized to do so by the board or chair. The chair may speak on behalf of the board and university, unless otherwise determined by the board.

Article III, Section 1 states: The university shall be governed by the Board of Trustees of Oregon Institute of Technology, which may exercise all such powers, rights, duties and privileges as are expressly conferred upon the university, or that are implied by law or are incident to such powers, rights, duties and privileges. The board may delegate and provide for further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.

Article III, Section 5a states: The chair and vice chair shall not be employees or students of the university and shall not, as chair and vice chair, be authorized to bind the university.

**2.A.6** *The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

Effective July 1, 2015, Oregon Institute of Technology (Oregon Tech) became a separate legal entity from the Oregon University System and now operates under its own board of trustees. With the dissolution of the OUS System, many of the Oregon Administrative Rules (OARs) specific to Oregon Tech and higher education in general were repealed.

Former OARs in Chapter 578, specific to Oregon Tech, were effectively readopted as [Oregon Tech University Policies](#) in substantially identical form on July 1, 2015. For convenience, until all policies are reviewed, the university policies that were previously OARs will maintain their previous OAR numbers, without the “OAR” designator.

Chapter 580 of the OARs, previously promulgated by the State Board of Higher Education, were also effectively readopted as university policies in substantially identical form on July 1, 2015. They are now also incorporated into the university policies, retaining their previous OAR numbers without the “OAR” designator.

In addition, SBHE Internal Management Directives (IMDs) and board policies were also effectively readopted as Oregon Tech University Policies in substantially identical form on July 1, 2015. To interpret the policies during this transition period, note that “board” or “State Board of Higher Education” now refers to Oregon Tech’s Board of Trustees; “chancellor” means “university president”; “institution” means Oregon Tech; and so on. Board operation is also included in the Oregon Tech Board of Trustees [Bylaws](#).

**2.A.7** *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board approved policies related to the operation of the institution.*

Article VI, Section 2 of the Oregon Tech Board of Trustees [Bylaws](#) describes the selection of the university president. The Oregon Tech Board of Trustees Policy on Delegation of Authority, [Section 1.3](#) describes the appointment of a university president. The Oregon Tech Board of Trustees delegates authority to operate Oregon Tech to the university president. The president operates the university under the terms of Oregon Administrative Rules (OARs) and Internal Management Directives (IMDs), (which were adopted from the former OUS system), and Oregon Tech Board of Trustees [policies and procedures](#). [OARs and IMDs](#) may be viewed on the human resources webpage under Policies and Procedures.

**2.A.8** *The board regularly evaluates its performance to insure its duties and responsibilities are fulfilled in an effective and efficient manner.*

Section 1 of Resolution 15-1 Establishing the Responsibilities of Individual Trustees states:

Each trustee acknowledges that the board is responsible for seeing that each trustee carries out his or her responsibilities as specified herein, and each trustee will participate in self-evaluations and evaluations of board performance.

### **Leadership and Management**

**2.A.9** *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The executive staff of the university is responsible for planning, organizing, and managing the institution and assessing its achievement and effectiveness. The [members of the executive staff](#) are the president, the provost and vice president for academic affairs, the vice president for finance and administration, the vice president for student affairs, the vice president for the Wilsonville campus, the chief information officer and associate vice president for information technology, the associate vice president for communications and public affairs, the associate vice president for strategic partnerships, and the director and associate vice president for development and alumni relations.

**2.A.10** *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

The president of the university is the president of the faculty. The president is also the executive and governing officer of the university, except as otherwise provided by statute or action of the board. Subject to the supervision of the board, the president of the university has authority to direct the affairs of the university. The president shall, from time to time, report to the board all significant matters within the president's knowledge related to affairs of the university. The president shall perform other duties as assigned by the board. The president may appoint other officers and employees of the university, who shall have such powers and duties as may be prescribed by the president.

**2.A.11** *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and who work collaboratively to fulfill the institution’s mission and accomplish its core objectives.*

As described on the provost’s website under [Academic Leadership & Structure](#), Oregon Tech embraces strong leadership at all levels: department chairs, deans, vice presidents, provost, and executive leadership. The university has four primary academic delivery venues: Oregon Tech Klamath Falls Campus, Oregon Tech Wilsonville Campus, Oregon Tech Online Campus, Oregon Tech Extension (Salem, Seattle, La Grande). Academically, the university is divided into academic departments and colleges. All departments are part of one of the colleges of the university (currently the ETM College and the HAS College). Each college is led by a college dean. Colleges are university-wide and span all campuses and operations.

## **Policies and Procedures**

### Academics

**2.A.12** *Academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are clearly communicated to students and faculty and to administrators and staff with responsibilities related to those areas.*

Oregon Tech widely publishes and communicates its academic policies to students, faculty, administration, and staff. They are published in their entirety on the Oregon Tech website under [Human Resources](#), [Student Affairs](#), [Office of the Provost](#) and in the university [catalog](#).

**2.A.13** *Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

The Oregon Tech libraries have [policies](#) on access to and use of library and information resources on various, appropriate library websites. Policies are enforced via the library management system (circulation), its proxy server (access to databases), librarians, and other staff (computer use and conduct).

**2.A.14** *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

Oregon Tech publishes transfer-of-credit policies and procedures that clearly describe how it transfers in courses from other institutions while ensuring the integrity of its degree programs. These policies and procedures are available on both the [admissions](#) and [registrar’s](#) websites, in addition to the university catalog.

### Students

**2.A.15** *Policies and procedures regarding students’ rights and responsibilities – including academic honesty, appeals, grievances, and accommodations for persons with disabilities – are clearly stated, readily available, and administered in a fair and consistent manner.*

Students' rights and responsibilities are a cornerstone to accommodating and serving students at all locations. Students can find the rights and responsibilities, policies and procedures, and services available on the [student affairs](#) website, [human resources](#) website, and in the university [catalog](#).

**2.A.16** *The institution adopts and adheres to admissions and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution expectations. Its policy regarding continuation in and termination from its educational programs – including its appeals process and readmission policy – are clearly defined, widely published, and administered in a fair and timely manner.*

Oregon Tech takes pride in working with students to provide opportunities. Access to policies related to [admissions](#), [placement and enrollment](#), to assure reasonable student success, is readily available to all students. In addition, [course descriptions](#) are accessible on the Oregon Tech website as well as in the university [catalog](#). Clearly stated [pre-requisites](#) and/or co-requisites for all classes are also included. Oregon Tech uses the student information system to enforce all prerequisites. The database does not allow students to register for courses for which they do not have the prerequisites.

Information about [academic standing](#) is also readily available, which also provides the process for academic appeals and for students returning from academic suspension. Professional academic programs provide academic policies in the individual program's student handbook since academic expectations may be more rigorous in these programs.

**2.A.17** *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media.*

The co-curricular experiences are essential in the overall growth and development of Oregon Tech students. Campus Life and Housing & Residence Life are the two departments that provide the majority of extra-curricular activities. Information about all student clubs, programs (including student media organizations) and activities can be found on the [Campus Life](#) and [Housing & Residence Life](#) websites. The [Registered Student Organizations Handbook](#) provides policies and procedures for student groups and their advisors.

#### Human Resources

**2.A.18** *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

University human resources [policies and procedures](#) are maintained and available on the Oregon Tech website. Current and historical print copies of the policies and procedures are maintained in the President's Office and the Human Resources Office, as well as the university archives. New and revised policies can be proposed by all members of the university community through established entities including the Executive Staff, President's Council, Faculty Senate, Administrative Council, and Associate Students of Oregon Tech. Legal counsel reviews proposed policies as needed. Procedures are developed by the primary entity charged with application of the policy or procedure and are reviewed by human resources, legal counsel and university administration.

The director of human resources facilitates regular review of all current and proposed human resources policies and procedures through collaboration with committees of Faculty Senate, the Administrative Council and the President's Executive Staff. The director also evaluates all current and proposed policies and procedures for potential conflict with the collective bargaining agreement governing the conditions of employment for Oregon Tech's classified employees.

**2.A.19** *Employees are appraised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

All new employees receive an orientation session from [human resources](#) which includes discussion of policies and procedures and conditions of employment. The specificity of this orientation is determined by the employee's status as unclassified faculty and staff or classified staff. Faculty members are additionally referred to the [faculty handbook](#), their department chair, and the pertinent faculty senate representatives regarding faculty evaluation and the rank/[tenure](#)/promotion process, which includes both [instructional faculty](#) and [library faculty](#). Classified staff members receive specific information on their conditions of employment as set forth in the current [collective bargaining agreement](#) and receive work assignments and orientation from their specific supervisor. [Administrative staff](#) members are similarly oriented to the university's policies and procedures, and to the rights and responsibilities of employment during their new hire orientation session; their work assignments are provided by their direct supervisor. All employees are made aware of the applicable grievance and discipline processes and critical new employee information, including ethics and workplace safety.

**2.A.20** *The institution insures the security and appropriate confidentiality of human resources records.*

Official personnel records are maintained in the Human Resources Office in locked cabinets in a locked room. Separate records containing medical information, disciplinary records, and recruitment records are secured in locked cabinets in another office area and are accessible only to the human resources staff. The provost maintains a separate, secure personnel record for each active [faculty](#) member, and evaluative material is restricted to this file. Human resources' archived records are maintained in the university's archive vault and are retained and destroyed as regulated by Oregon and federal law. Electronic records containing personal information that reside in the Oregon Tech and off-site University Shared Services Enterprise databases are secured by incremental permissions designed to ensure that only those with a need to know have access to the records; no medical or disciplinary records are kept in those systems.

### Institutional Integrity

**2.A.21** *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

The Marketing and Communications Department of Oregon Tech produces all marketing materials, student recruitment publications, advertising, and related outreach to internal and external stakeholders. The department is also responsible for the university website, social media, and public relations/public affairs functions.

In all publications and communications the university clearly states the following:

- Oregon Institute of Technology is the premier public polytechnic university in the Pacific Northwest United States.
- It focuses on applied technologies, engineering, health professions, applied sciences, and management.
- The university's programs are divided into two colleges: The College of Engineering, Technology and Management and The College of Health, Arts and Sciences.
- The university is accredited by the Northwest Commission on Colleges and Universities.
- Oregon Tech offers a full range of enriching student life activities: Residence life, intercollegiate athletics, academic support, and career search assistance.

**2.A.22** *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures that any grievances are addressed in a fair and timely manner.*

As an institute of higher learning, Oregon Tech dedicates itself to the ethical pursuit of knowledge and truth. Oregon Tech and its employees adhere to the highest principles of ethical behavior and maintain the privacy and confidentiality of all communications and records as protected by law. Oregon Tech and its employees strive to ensure the fair, objective, and impartial treatment of all persons and entities with whom they deal.

Oregon Tech has published an [ethical statement](#) for employees (on the institutional website) and grievance procedures for faculty, staff, classified employees, and students.

**2.A.23** *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

Oregon Tech employees and the Board of Higher Education avoid personal conflicts of interest or the appearance thereof in their transactions with students and others. The following notice is sent to employees at the time they are hired and quarterly thereafter:

This is a periodic reminder that all Oregon Tech employees are "Public Officials" as defined in Oregon Revised Statutes, Chapter 244, and are subject to prohibitions against conflicts of interest in performing their duties, as well as in outside activities.

Attached is the current edition of *Oregon Public Ethics Law – A Guide for Public Officials*, and the following statements from that guide bear emphasis here:

Public officials must know that they are held personally responsible to comply with the provisions in Oregon Government Ethics law. This means that each public official must make a personal judgment in deciding such matters as the use of official position for financial gain, what gifts are appropriate to accept, or when to disclose the nature of conflicts of interest. If a public official fails to comply with the operative statutes, a violation cannot be dismissed by placing the

blame on the public official's government employer or the governing body represented by the public official.

Another provision that frequently applies to public officials when engaged in official actions of their official positions or offices is the requirement to disclose the nature of conflicts of interest.

Oregon government ethics law identifies and defines two types of conflicts of interest. An **actual conflict of interest** is defined in ORS 244.020(1) and a **potential conflict of interest** is defined in ORS 244.020(12). In brief, a public official encounters a conflict of interest when participating in official action which could or would result in a financial benefit or detriment to the public official, a relative of the public official, or a business with which either is associated.

Readers are urged to review the entire document, with special attention to pages 7, 14-15, 16, and 21-22. They should also review the discussion beginning on page 26 regarding "gifts" which includes the statutory monetary limits on what can be accepted in the course of one's employment. Readers should be aware that there is a \$50 maximum on single or accumulated "gifts" from a single entity in a year; the attached *Guide for Public Officials* provides relevant definitions and examples regarding "gifts" under the law and administrative rule.

Oregon Tech maintains the [Oregon Tech Ethics Line](#) for the reporting known or suspected financial irregularities, accessed via the human resources webpage. Those with questions should contact the Human Resources Office for answers.

**2.A.24** *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

Oregon Institute of Technology Policy OIT-24-010 and the corresponding Intellectual Property Guidelines set forth clearly defined policies and guidelines with respect to the ownership, compensation, control, and revenue derived from the creation and production of intellectual property (IP) at the university. The IP guidelines are reviewed annually by the [Office of Innovation & Technology Transfer](#) (OITT) to ensure their compliance with federal and state laws and regulations and relevant university policies. The OITT is responsible for managing the IP assets of Oregon Institute of Technology according to the statutory, regulatory, and administrative law requirements.

As stated in the IP Guidelines for Faculty & Employees, the State of Oregon by and through the Board of Trustees of Oregon Tech on behalf of Oregon Institute of Technology owns the intellectual property created by employees of the university. Pursuant to OAR 580-043-0011, university employees are required to disclose to the OITT the intellectual property developed with institutional resources in the course of their employment. The OITT manages invention disclosures according to OAR 580-043-0016, and ensures compliance with the OARs and federal guidelines for sponsored projects. The State of Oregon by and through the Board of Trustees on behalf of Oregon Tech reserves ownership rights to all institutional work-related inventions, professional materials, and educational materials developed by employees using institutional resources or working on an assigned project.

Oregon Tech supports the policy that intellectual property developed at the university should be used for the greatest possible public benefit, and accordingly believes that every reasonable incentive should be provided for the prompt dissemination, introduction and/or technology transfer of such intellectual property into public use, all in a manner consistent with public interest and IP policies. In order to achieve this objective and depending on the particular business needs, Oregon Tech considers several

types of intellectual property licenses including non-exclusive, exclusive, and exclusive with field of use restrictions licenses. Oregon Tech employees are eligible to share in the net royalty income from each invention at 40% for the first \$50,000, 35% for the next \$50,000, and 30% of all additional net royalty income received by the board for inventions or technological improvements.

The IP Guidelines also provide guidance regarding IP created by students or IP created during an industry sponsored project.

**2.A.25** *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “accreditation” and “candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

Oregon Tech is currently accredited by the Northwest Commission on Colleges and Universities. As such, Oregon Tech accurately represents its accreditation status and does not speculate on future accreditation actions. Oregon Tech also holds many programmatic accreditations and represents its accreditation status accurately with all of these accrediting bodies.

**2.A.26** *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services – with clearly defined roles and responsibilities – is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the commission’s Standards for Accreditation.*

The Oregon Institute of Technology (Oregon Tech) is a public body of the State of Oregon controlled by the Oregon Tech Board of Trustees (board). The board has adopted policies (former Oregon University System Procurement and Contracting Code that was codified in Oregon Administrative Rules Chapter 580, Division 60, 61, 62 and 63) that have the force of law and that outline procurement and contracting requirements applicable to the all purchases of goods, services, and construction related services. These policies are binding on Oregon Tech and are outlined on the [purchasing and contracting](#) website.

In addition to the procurement and contracting policy, Oregon Tech is required to include in any contract minimum contract components and specific clauses as directed by the Oregon Tech’s legal counsel (inherited as university policy as of July 1, 2015). These clauses ensure that contracts are legally sufficient and properly protect Oregon Tech. In addition to Oregon Tech’s process, legal counsel must review contracts that exceed a certain dollar threshold or are for certain purposes. Along with the above requirements, the board requires its approval certain transactions.

Oregon Tech has centralized procurement and contract services, which means designated contract officers must review and execute all contracts to ensure they are consistent with the mission and goals of Oregon Tech. The review also confirms that the contract adheres to institutional policies and procedures and is reasonable under the circumstances.

The Procurement and Contracting Code places a direct responsibility on all university personnel who make purchases or approve purchases to comply with a code of ethics that ensures open, fair and competitive procurements that are free from real or perceived conflicts of interest and that are in the best interest of the university.

**2.A.27** *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The Oregon Tech Board of Trustees, through [Resolution 15-3](#), delegated authority to the university president to repeal and adopt certain [Oregon Administrative Rules](#) (OARs) as university policy. OAR 580-022-0005 specifically addresses academic freedom and states the following:

- 1) All teachers of the university are entitled to freedom in the classroom in discussing subjects, but they should be careful not to introduce into their teaching controversial matter that has no relation to the subject.
- 2) As a matter of policy, the board neither attempts to control, sway nor limit the personal opinion or expression of that opinion of any person on the faculty or otherwise on the university's payroll. In the exercise of this freedom of expression, faculty members should manifest appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak on behalf of the board or university.

Academic freedom is also addressed in university policy OIT-21-321, [Grievance Procedure for Faculty](#).

**2.A.28** *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

Oregon Tech supports independent thought and the pursuit and dissemination of knowledge and affirms freedom of faculty, staff, administrators, and students to share their scholarship and conclusions with others, and it allows others to do the same. The executive staff of the university and the college deans are responsible for making sure that the appropriate support is available and that all policies and procedures are followed.

**2.A.29** *Individuals with teaching responsibilities represent scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

Oregon Tech, through its deans and department chairs, makes every attempt to insure that those with teaching responsibilities present their scholarship fairly, accurately and objectively. Furthermore, the executive and academic leadership at Oregon Tech strives to ensure that the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

**2.A.30** *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources – including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

Fundraising is managed through a Memorandum of Understanding with the [Oregon Tech Foundation](#) as outlined in the restated Oregon Institute of Technology and Oregon Tech Foundation Contract to

Exchange Services and Support. The Board of Trustees and Oregon Tech Foundation are in the process of revising this agreement.

The vice president of [finance and administration](#) is responsible for the financial management of the university's physical and fiscal assets and reports directly to the president. The president and vice president of finance and administration regularly attend Oregon Tech Board of Trustee meetings. Periodic management reports outlining financial results of revenue and expenditures as well as fund balance analysis and previous year comparisons are presented to the Oregon Tech Board of Trustees whose members analyze the reports and make fiscal recommendations. Oregon Tech's operating fund balance policy requires the university to keep a general operations fund balance equal to 5% of its total annual revenues.

The vice president of finance and administration has a financial management team responsible for accounting, payroll, purchasing, budget and capital planning. The offices of the director of business affairs and the senior budget analyst in the Office of Budget and Resource Planning work in concert to advise the vice president on financial decisions and provide accurate and timely reports to the appropriate Oregon Tech Board of Trustees sub-committees. All revenue and expenses of the university from all sources are controlled and accounted for by this financial management team operating under Oregon Department of Administration rules (inherited as university policy as of July 1, 2015) and Government Accounting Standards Board guidelines. All State of Oregon entities, including universities, operate according to the Fiscal Administration Standard Operating Manual unless explicitly exempted.

## **Standard 2.B: Human Resources**

**2.B.1** *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

Although fiscal constraints have resulted in less than optimal staffing levels in some administrative business and compliance operations, Oregon Tech maintains sufficient academic, programmatic, administrative and operational support personnel at all locations. All position descriptions and, for represented employees, classification specifications are maintained on the Human Resources website. All recruitment postings are present on the Human Resources [employment opportunities](#) page, and include a link to the specific position description where applicable.

Recruitment and hiring procedures for [full-time faculty](#), [part-time faculty](#), or [classified staff](#), are contained in relevant university policy and procedures. Additional information regarding [position classification](#), position descriptions, and [compensation](#) is available on the Oregon Tech website.

The [recruitment and selection process](#) is conducted following relevant statutes and policies, including all federal, state and Oregon Tech affirmative action and equal opportunity requirements.

**2.B.2** *Administrators and staff are evaluated with regard to performance of work duties and responsibilities.*

Administrative and classified staff are evaluated by their designated supervisor annually; provision exists for more frequent evaluation in the case of deficient or meritorious performance. Following a review with the employee, the evaluation document is placed in the personnel record and evaluation history is maintained electronically via an intranet system as the evaluation form is completed.

Performance evaluation and position description conditions pertaining to classified employees are found in Article 54 of the current Oregon Public Universities/SEIU Local 503, [OPEU Collective Bargaining Agreement](#). Evaluation policies and procedures for [unclassified administrators](#) are published on the Oregon Tech Human Resources website, as well as sample [evaluation forms](#).

**2.B.3** *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

Within budgetary limits, Oregon Tech provides employees with continuing education, conference and consulting opportunities, internal and external training to enhance and develop skills essential to their current and potential future positions. Professional development plans are included in performance evaluation as indicated by the supervisor and/or requested by the employee, and are part of each faculty member's annual Faculty Objective Plan. Oregon Tech provides all faculty members with an annual professional development allocation. [Professional development](#) conditions for classified employees under the collective bargaining agreement are contained in Articles 61 and 64 of that agreement. All professional development is to be documented in Oregon Tech training records, personnel and supervisory records, and annual performance evaluations.

Oregon Tech provides faculty members with [sabbatical](#) opportunities subject to the needs of the university and the conditions set forth in policy.

**2.B.4** *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs, wherever offered and however delivered.*

Oregon Tech faculty advance through tenure and promotion based upon teaching effectiveness, professional development, and leadership. The current degrees of the faculty are identified in the "Basic Institutional Data Form" of this document, and it bears noting that in some disciplines a master's degree is the educational terminal degree. Promotion in rank may require an advanced degree. For many programs, industry experience is a requirement for employment, in keeping with the university's emphasis on real world, hands-on education.

The Division of Academic Affairs oversees the educational programs and academic staffing of the university, working in concert with the faculty through the Faculty Senate in its shared governance and academic policy roles, as well as the Academic Council comprised of academic department heads, and associated academic operations such as the Offices of Online Learning and Academic Agreements. The mission of Oregon Tech and the academic mandates of the Oregon Tech Board of Trustees guide all academic program development and implementation to ensure the educational quality of all programs.

Academic programs undergo regular review for program and teaching effectiveness, continued relevance to the educational mission, and need for program redirection or enhancement. This review is the responsibility of each college dean in collaboration with department chairs and other relevant constituencies.

**2.B.5** *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

Oregon Tech faculty responsibilities for instructional workload vary based upon full or part-time status, allowed release time for institutional or departmental duties, and other factors. The standard teaching expectation is a minimum of twelve hours per academic term. This workload, as addressed in the [Faculty Workload Guidelines](#) and published on the provost's website, provides adequate time for course preparation, institutional and community service, and professional development.

**2.B.6** *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

All university faculty members, including library and adjunct faculty, are subject to annual performance evaluation as set forth in the Oregon Tech evaluation policies and published on the Human Resources website ([Instructional Faculty](#), [Library Faculty](#), [Adjunct Faculty](#)). Regular assessment of teaching effectiveness includes student input as part of the annual performance review. These evaluations provide for faculty input, identification of professional development needs, progress toward established goals, and identification of future goals. All evaluative information, which cannot be provided anonymously with the exception of student evaluations, is available to the faculty member under review and is maintained in the provost's personnel record for that individual. Roles and responsibilities for developmental plans are identified in collaboration with the faculty member and his/her department chair, including the nature of support to be provided by the university. Department chairs undergo similar [evaluation](#) by the respective dean with input from departmental faculty.

Additional evaluation occurs at the time an [Instructional faculty](#) or [Library faculty](#) member applies for promotion and [tenure](#) and again at the time of [post-tenure](#) review.

## **Standard 2.C: Educational Resources**

**2.C.1** *The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

Oregon Tech offers its degree programs on four campuses in the state of Oregon, on one campus in the state of Washington, and online.

The Klamath Falls campus is located in Klamath Falls, Oregon, a rural city of approximately 21,000 (40,000 in the urban growth area). This campus is situated on 190 acres with views of the eastern slopes of the Cascade Mountains and Upper Klamath Lake. The campus opened in 1964 with eight buildings, including a residence hall. Since that time four additional academic buildings have been added, Boivin Hall (1975), the Learning Resources Center (1981), Purvine Hall (1987), and the Martha Anne Dow Center for Health Professions (2007), as well as a new residence hall, The Oregon Tech Sustainable Village (2009). Numerous [degree programs](#), as well as general education courses, are housed within two colleges: The College of Health, Arts and Sciences and the College of Engineering, Technology and Management.

The Wilsonville campus is located on the outskirts of the Portland metropolitan area (population 2,300,000) in Wilsonville, Oregon (population 22,000). The campus is housed in ~97,000 square feet of a single Class A office building, which is located in a technology industrial park readily accessible on the I-5 corridor. The building was originally constructed in 2002.

The campus draws students from the Portland metropolitan area as well as south of Portland as far as Salem. To accommodate students located in further reaches of the metro area, Oregon Tech - Wilsonville also maintains leased classroom space in Beaverton, Oregon. The strategic plans include expanding the remote classroom sites where it is educationally sound and increases student accessibility.

The Wilsonville campus was established in 2012 and consolidated a variety of existing departments and programs from across the Portland area into a single location. The Wilsonville campus now includes the Emergency Medical Services Department (established Portland in 2002), the Clinical Lab Sciences Department (established Portland in 2002), the Computer Software Engineering program (established in Portland in 1996), the Renewable Energy program (established in Portland in 2005) and others. The campus is maturing into a full branch campus, and has maintained or grown each of the existing programs, as well as adding new engineering and management programs, and increasing general education offerings. All programs are housed within two colleges: The College of Health, Arts and Sciences and the College of Engineering, Technology and Management.

In 2005, Oregon Tech partnered with Oregon Dental Service (ODS), which is now known as MODA, to offer an AAS degree in dental hygiene at the ODS building in La Grande, Oregon. Oregon Tech partnered with [Chemeketa Community College](#) in Salem in 2011 to offer the BS in dental hygiene. Oregon Tech offers degree programs in Mechanical Engineering, Mechanical Engineering Technology, and Manufacturing Engineering Technology (BS and MS) at the Boeing Company's Renton, Washington facility. Finally, Oregon Tech offers a variety of degree programs through [Oregon Tech Online](#).

In 2011, the State Board of Higher Education evaluated and approved Oregon Tech's mission and core themes. The Oregon Tech Board of Trustees adopted the mission and core themes in July 2015 as indicated in [Resolution 15-5](#). All Oregon Tech degrees emphasize the application of theory to practice, and a hands-on approach to education, in alignment with the Oregon Tech mission. Program approval is reserved only for those programs that meet the mission.

Oregon Tech maintains a systematic, ongoing assessment process to assure that all programs are of high quality and that student competencies are being met. At the institutional level, Oregon Tech's [Institutional Assessment Plan](#) has established eight [Institutional Student Learning Outcomes](#) (ISLOs) which have recently been revised to six Essential Student Learning Outcomes (ESLOs). The six ESLOs are assessed on a rotating basis using a three-year cycle. The ESLOs are intended to reflect the common themes from departmental (or programmatic) learning outcome statements. These outcomes are consistent with Oregon Tech's institutional mission and core themes. In addition, professional or specialized accrediting bodies such as ABET account for several of the ESLOs.

At the departmental or programmatic level, program-specific [student learning outcomes](#) (PSLOs) have been identified for every program reflecting requirements of professional or specialized accrediting bodies as well as industry expectations. PSLOs are assessed on a rotating basis as well using a three-year cycle.

The state has approved Oregon Institute of Technology to offer associate, bachelor's and master's degrees. Consistent with Oregon Tech's mission and core themes, Oregon Tech is dedicated to student and

graduate success, providing students with the skills necessary to attain program-related employment or graduate school admission. Oregon Tech's post-graduate employment and graduate/professional school placement rates indicate the institution's success in preparing students for careers in a variety of disciplines. Program content is universally focused on this preparation. Consistent with this focus, degree names tend to include terms such as "Applied" or "Technology." In addition, many degree programs prepare students for discipline specific registry or licensure examinations.

Oregon Tech is a heavily accredited institution with many programs being accredited by external agencies. These include [ABET](#), [IACBE](#), [CODA](#), [NAACLS](#), [COARC](#), [CAAHEP](#), and several others. These agencies ensure that degree designators, course sequences and content, assessment, and objectives and descriptions are accurate and appropriate. For programs without such external accreditation, the Curriculum Planning Commission (CPC) and the [Assessment Commission](#) jointly perform this function. CPC is central to ensuring that each degree and each course within a degree meets minimum institutional requirements, including degree designators, course sequences and content, and objectives and descriptions as mentioned above. CPC reviews and recommends to the provost's office new and revised degree and course content requirements and outcomes. CPC requires outcomes for assessment of student learning for each degree and course before it can be offered at Oregon Tech. Each new degree, degree revision, new course and significant course revision must be reviewed by CPC before it can be offered. The Assessment Commission requires evidence of annual program evaluation including assessment of PSLOs.

**2.C.2** *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

Course learning outcomes are identified and communicated to the student via course syllabi. In addition, Oregon Tech faculty members engage in assessment of program-specific student learning outcomes (PSLOs) for each of Oregon Tech's degree programs. Program faculty review and publish each degree program's purpose, educational objectives, expected student learning outcomes, and results of faculty assessment activities annually on the Oregon Tech website. Program assessment results include evidence of learning, and plans for improvement of teaching and learning.

Many of Oregon Tech's programs also have discipline-specific accreditation. In most cases, the assessment requirements for specialized accreditation are compatible with Oregon Tech's requirements. Assessment requirements for specialized accreditation are likewise reported and published annually on the Oregon Tech website.

[Essential Student Learning Outcomes](#) (ESLOs) have been identified and are tied to Oregon Tech's mission and objectives. The ESLOs are available on the Assessment Commission's website. In addition to communicating course outcomes via course syllabi and utilizing the Oregon Tech website to communicate program and degree learning outcomes, ESLOs are published in the Oregon Tech General [Catalog](#), are distributed to incoming students at registration events, and are posted on bulletin boards across the main Oregon Tech campus.

**2.C.3** *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

Degree programs at Oregon Tech are comparable to similar programs offered at other institutions of higher education. A minimum of 180 credits is required for the bachelor's degree, of which 60 credits must be at

the upper division level. Students must complete a minimum of 45 credits in residence to earn the bachelor's degree.

Student academic achievement is evaluated and reported in accordance with a system of letter grades assigned at the end of each course. These grades become part of the student's transcript, a permanent academic record. Oregon Tech uses a 4.0 grading scale to evaluate student performance.

Oregon Tech policy requires that students file an [application for degree](#) with the [registrar's office](#). The student's advisor reviews and approves the degree application. Deviation from the requirements stated in the application for degree are documented on a [course waiver/ substitution form](#), which is signed by the student's advisor, the department chair, the academic area chair if the substitution is for a general education course, and approved by the registrar. These forms become a part of the student's graduation file. Degree applications follow program-specified curriculum maps which are available through the Oregon Tech General Catalog.

Oregon Tech Wilsonville students also complete a graduation check which is evaluated by the registrar's office at the Klamath Falls campus.

Upon receipt of the application for degree, the registrar's office conducts a graduation analysis which verifies all coursework completed using an official Oregon Tech transcript, and all other transcripts from transfer institutions (if applicable). The following information is verified:

- Oregon Tech GPA.
- Total credits required by a program and total credits completed by the student.
- Residency credits (45 credits for BS programs).
- Upper Division requirement (60 credits).
- Foreign language requirement.
- General Education requirement.
- Major department requirements.
- Grades for all classes.
- Course waivers/substitutions (when applicable).

After review, the registrar's staff signs the application for degree. If the application for degree is complete, the registrar retains the original application for degree and documentation of the graduation analysis, a copy of the application for degree and graduation analysis are included in the student's graduation file, and the student and major advisor are notified by email. If the application for degree is incomplete, the application is marked "Incomplete" and an explanation is given. It is the student's responsibility to notify the registrar's office when requirements have been fulfilled. The registrar's office then verifies new information as stated above. Oregon Tech requires a minimum cumulative GPA of 2.0 for graduation.

**2.C.4** *Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

With a diverse array of majors, demonstration of coherent design may take a variety of forms. Each degree and certificate program must meet core general education requirements. In addition, senior projects or externships serve as capstone courses for most majors. Programmatic assessment plans also address coherence, breadth, depth, and sequence of each program. These plans include the purpose and mission of the program, educational objectives, learning outcomes, mapping of outcomes to the curriculum, assessment activities, summary of student learning, and changes resulting from assessment.

Admission standards are published in the [Admissions](#) Office Policies and Procedures Manual and in the Oregon Tech General Catalog. [Freshman](#) applicants must meet entrance requirements adopted by the State Board of Education in Oregon. [Transfer](#) students who have previously earned credits at another regionally accredited institution of higher education must have earned a minimum of 36 college-level credit hours (24 semester credits) to be admitted on the basis of the college record alone.

Graduation requirements and processes, explained in detail above, are likewise published in the Oregon Tech General Catalog and are available to Oregon Tech students who log in to their online Oregon Tech accounts.

**2.C.5** *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

Faculty members exercise curriculum authority and responsibility through membership on the Curriculum Planning Commission (CPC). Members volunteer for and are nominated as members by their respective department chairs and serve for a term of three years. Appointments are reviewed by the provost, academic deans, and president of the Faculty Senate. The CPC reports to the provost. All proposals for changes to the curriculum are reviewed by the CPC, including proposals for new majors, minors, and substantial changes in content or delivery. Curriculum changes originate within the academic department and are subject to approval by the department chair, academic dean, and provost. Curricular initiatives proposed by institutional administrators are subject to discussion and approval by the academic department.

Three additional faculty led committees support CPC in the design, approval, implementation and revision of the curriculum: The Assessment Commission, the General Education Advisory Council (GEAC), and the Commission on College Teaching (CCT). These committees also report to the provost and members serve a term of three years. The work of these three committees is coordinated so that curricular revisions and faculty professional development opportunities are informed by assessment results. The Executive Committee of the Assessment Commission coordinates the assessment of the institutional Essential Student Learning Outcomes (ESLOs) both in general education courses and within the major programs. The six ESLO Committees are responsible for analysis of assessment results and making recommendations for improvement to CCT and GEAC (Appendix B, Six-Year Cycle and Work Plan for ESLO Committees).

Academic departments determine the number and qualifications of new faculty, subject to institutional budgetary guidelines and restrictions. New faculty hires, whether replacing departing faculty or in response to new program initiatives and expansions, are initially discussed within the department. The department chair formalizes the request in writing to the appropriate academic dean. The dean reviews the request in relation to both the institution's and the respective college's strategic plans and objectives. If approved, the plan is forwarded to the Provost Leadership Team (PLT) for prioritization and budgetary approval.

Departments have the initiating authority and responsibility for selecting faculty for indefinite tenure, promotion, and for post-tenure reviews. Selection of new faculty, promotion and tenure review, and post-tenure review are specified in Oregon Tech [policies](#) available on the Human Resources website.

In addition to ESLO assessment, all courses taught at Oregon Tech are reviewed by a designated program director through a process of departmental program assessment. Program Student Learning Outcomes (PSLOs) are designated for each degree program. The PSLOs are selected and annually reviewed by the program faculty. Individual courses have published syllabi that declare the objectives and expected outcomes for the course. Students assess instruction using the [IDEA Center](#) course evaluation.

**2.C.6** *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of the library and information resources is integrated into the learning process.*

All academic departments are assigned a librarian who serves as a content [liaison](#) and consultant. Faculty may request additions to library holdings, hard copy or electronic, at any time by submitting a request to the library director. Current holdings are subject to periodic review for potential withdrawal, in consultation with the programs and departments likely to be impacted. The library offers courses to students, taught by qualified library faculty, on the use of information resources, research methodology, and specialized topics, such as using and verifying internet resources and identifying and avoiding plagiarism.

**2.C.7** *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on a student's transcript and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

Oregon Tech grants limited credit for prior learning (CPL) that is appropriate to the discipline and represents documentable achievement that is equivalent to course materials and experiences. The current Oregon Tech policy is under revision by the Academic Standards Committee, which was a charge by Faculty Senate. The Oregon University System had made a recommendation on credit for prior learning based on state Legislation. This was pointed out in the year-three report to North West. The Higher Education Coordinating Commission agrees with the recommendation previously made by the OUS, and is requiring university specific policy updates. The current [CPL policy](#) (OIT 13-013) is published in the Oregon Tech student policies and procedures section of the human resources website and in the Oregon Tech General Catalog, also available on the university website.

**2.C.8** *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the student's programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to the credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

[Transfer credit](#) for courses in majors is evaluated by faculty members within the respective department. This task often falls to the program director, but may be passed to others with expertise in the specific discipline or course. In all cases, the transfer credit must originate from a regionally-accredited institution or from a foreign institution recognized by a major transcript evaluation agency. Because distance education courses have become a major source of transfer credit, each course and its content are

evaluated by a knowledgeable faculty member. General education courses are usually evaluated by a staff member of the Registrar's Office, especially if the transferring institution is familiar. If not, the requested transfer is sent to the respective academic department for evaluation. In some cases, the student is asked to provide the syllabus or other course materials to determine appropriateness and equivalent quality. Acceptance or rejection of transfer courses and credits ultimately rests with the academic department.

In order to facilitate the recent increase in transfer credit and the number of students attending multiple institutions in pursuit of a degree, Oregon Tech utilizes [articulation agreements](#) for most of the academic institutions in Oregon and nearby states. Recently, Oregon Tech has developed an [Office of Academic Agreements](#) that develops and processes articulations and also oversees dual-enrolled students at high schools and community colleges. This office also oversees the [Advanced Credit Program](#) (ACP) where students earn college credit for taking high school classes using Oregon Tech syllabi and grading standards, and the [High School Transition](#) (HST) Program where high school students take college courses on our campus.

### Undergraduate Programs

**2.C.9** *The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education courses that represent an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

Oregon Tech is currently undergoing an extensive review/restructure of its general education program. The General Education Review Task Force was appointed by the provost on April, 2013, at the request of the General Education Advisory Council (GEAC). The task force was charged to review Oregon Tech's overall general education requirements.

In conducting this review, the task force was asked to draw on work that has been done in recent years with the [AAC&U LEAP Vision](#) project, the development and assessment of our own Institutional Student Learning Outcomes (ISLOs), and with consideration of the [Degree Qualifications Profile](#) (DQP).

Expected outcomes of the review include: a rationale for general education requirements; recommendations regarding general education requirements and/or ISLOs for clear alignment; recommended structure for an ongoing review process; support during implementation of general education requirements and/or review process; and recommendations for institution-wide support of general education goals.

This project is a multi-year undertaking. To date, the General Education Review Task Force with the input of over 100 faculty members has developed and implemented a new governance structure to better support general education and is working on a model that intentionally aligns general education requirements with institutional student learning outcomes. To better communicate the integrated nature of the revised general education program, it has been named "Essential Studies," suggesting that the

students' entire educational experience prepares them for their personal, professional, and civic lives beyond graduation.

The Essential Studies program prepares students by providing intentional pathways that

- build on a broad foundation in essential knowledge and skills,
- integrate the ESLOs into the discipline through practice, and
- culminate in a Capstone experience.

Oregon Tech's current general education program is a distribution model with specified credits in various content areas. Essential Studies is a hybrid model that requires some courses (distribution requirements) at the foundation level, then integrates outcomes into the discipline at the practice and capstone levels. It is expected that the work of the General Education Review Task Force will culminate in spring 2016 with a completed model and implementation plan. The work of implementation will then be turned over to the new governance structure which was put into place in fall of 2015.

**2.C.10** *The institution demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

In the 2014-15 academic year the General Education Review Task Force led the work of six subcommittees that redefined the Institutional Student Learning Outcomes (ISLOs) based on seven years of assessment results, comparisons to national frameworks (the Degree Qualifications Profile and Association of American Colleges and Universities' LEAP Essential Learning Outcomes), and the recommendations from the Assessment Executive Committee. The original eight ISLOs were condensed to six outcomes with newly defined criteria and renamed Essential Student Learning Outcomes (ESLOs) to align with the name of the proposed general education program, [Essential Studies](#). The proposed model for general education is designed to better align institutional outcomes with the curriculum.

**2.C.11** *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

The Executive Committee of the Assessment Commission provides overall guidance to the campus for its ongoing program assessment efforts. The institution requires that all undergraduate and graduate degree programs create a manageable assessment plan, focusing on program-specific learning outcomes created by each academic department and informed by relevant constituencies.

As indicated in section 2.C.2, course outcomes are published on course syllabi, coordinated by program directors for each degree or certificate program with identified PSLOs, and aligned with ESLOs that are managed by the institutional Assessment Commission. Assessments for both PSLOs and ESLOs are embedded in existing courses as projects, special assignments, or units of instruction. The Executive Committee recommends that each program perform at least three assessment measures for each PSLO under review—two direct measures at the upper division level and one indirect measure to accompany one of the direct measures. Beyond these guidelines, the faculty are free to select the assessment

measures they deem most appropriate for each program. Academic faculty members conduct all PSLO and ESLO assessments.

### Graduate Programs

**2.C.12** *Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, and creative expression, and /or appropriate high level professional practice.*

Oregon Tech currently offers several master's degrees, in addition to one graduate certificate. All of these opportunities prepare students for high level professional practice in their respective disciplines, consistent with the institutional mission. Program approval must occur first at the institutional level through Graduate Council and ultimately the board of trustees. The Oregon Higher Education Coordinating Commission (HECC) is responsible for program approval, which includes external review and is published in the [Policy and Guidelines for New Program Proposals](#) on the [HECC](#) website.

**2.C.13** *Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.*

Oregon Tech has in place graduate and retention policies which ensure that student qualifications and expectations are compatible with the institution's mission and program requirements. [Graduate programs](#) at Oregon Tech are under the purview of the Graduate Council. The Graduate Council reports to the provost. The responsibilities of the Graduate Council include: 1) act as the principal curriculum reviewing and recommending body for graduate programs; 2) propose, recommend, and review admission policies for graduate programs; 3) conduct systematic program reviews; 4) propose, recommend, and review policies relating to the efficient academic administration of graduate programs and the well-being of graduate students; 5) consider student petitions for program exceptions, extensions, and reinstatement; and 6) conduct periodic and systematic program reviews.

The Graduate Council consists of at least eleven members: The dean of the College of Engineering, Technology and Management, the dean of the College of Health, Arts and Sciences, the chair of the Curriculum Planning Commission (CPC), program directors or representative faculty members from each graduate program or prospective graduate program (minimum of five faculty members, at least two from departments without graduate programs), a representative from the Office of the Registrar, and a representative of the Oregon Tech Library. The provost appoints the chair of the Graduate Council; the provost and Faculty Senate president jointly appoint the faculty members.

**2.C.14** *Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.*

There is no graduate credit given for experiential learning that occurred prior to matriculation into one of the graduate degree programs, nor is there any graduate credit granted for learning experiences external to the students' formal graduate programs.

**2.C.15** *Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.*

All of Oregon Tech's graduate degree programs are intended to prepare students for professional practice and are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

#### Continuing Education and Non-Credit Programs

**2.C.16** *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

At this time, Oregon Tech does not award continuing education credits; however, several academic departments are exploring the possibility. There seems to be an opportunity to provide continuing education for Oregon Tech graduates and others who are currently employed in specific professions in which continuing education is a requirement.

**2.C.17** *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

As mentioned in 2.C.16, Oregon Tech does not award continuing education credits at this time.

**2.C.18** *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

Not applicable at this time.

**2.C.19** *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Not applicable at this time.

## **Standard 2.D: Student Support Resources**

**2.D.1** *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Faculty members not only teach but also advise the students in their programs. In addition to its educational programs, Oregon Tech has the [Student Success Center](#) which provides services such as tutoring and test proctoring for students who need extra time. Counseling services are available to students through the [Student Health Center](#) for students who need those services.

**2.D.2** *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The mission of the [Campus Safety Department](#) is to provide for the safety, security, and maintenance of order for the campus community including faculty, staff, students and visitors. Campus Safety promotes safety and security on campus through educational programs, emergency and non-emergency response services, problem solving, and enforcement of appropriate laws, rules and regulations.

Campus Safety serves all students, staff, faculty and guests. The Campus Safety Patrol Division operates 24 hours a day, seven days a week, responding to campus incidents, including building alarms, crimes, injuries, illnesses, accidents, safety hazards and calls for assistance. Additionally, the Campus Safety Patrol Division provides coordination with local law-enforcement agencies, crowd control, building inspections, and parking enforcement. The Campus Safety Patrol Division is comprised of five full time university-commissioned officers. On-call officers are available for fill-in and special assignment requirements.

As with all public institutions of higher learning, Oregon Tech provides faculty, staff, students and campus community members with annual security and fire safety reports. A brochure and annual report summary are provided in compliance with the federal Campus Crime Awareness and Campus Security Act of 1990 (Title II, Public Law 101-542, Nov. 1990) and the Higher Education Opportunity Act of 2008. Information is reviewed and updated on an annual basis. A complete listing by category can be obtained on the Oregon Tech Campus Safety web page. One can view this report in printed or PDF form. The PDF version is available on the Oregon Tech Campus Safety website under [Campus Security Annual Reports](#). Please click on the PDF entitled Klamath Falls 2014 for the current report. Reports from years past are also available at the same website location. Crime statistics for the past three years are available in each year's edition of this annual report.

**2.D.3** *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Oregon Tech recruits students with the potential to benefit from the degree programs at all campus locations, consistent with the mission, core themes and characteristics. The admissions staff admits students who meet the admission requirements. Newly admitted students receive academic advising from a faculty member within the department prior to registering for classes (but after completing any

placement tests). Students meet with their academic advisor prior to registering for classes each term, and at this time they often review the graduation requirements for the degree.

**2.D.4** *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with the minimum of disruption.*

The Curriculum Planning Commission (CPC) requires a transition plan for students impacted by changes to or elimination of a degree program with the intent of not extending a student's time to graduation.

The university [catalog](#) includes information regarding curriculum changes that may occur during departmental review of degree programs. Departments periodically review their curriculum for technical currency. As a result, significant program changes may occur. If courses previously required in the curriculum can no longer be offered, the major department will provide a transition plan for students to fulfill degree requirements.

Programs discontinued by the university may have specific entrance and graduation limits that override the catalog of graduation. The Oregon Tech [Program Reduction and Elimination Policy OIT-20-050](#) describes the process. Prior to actual implementation, the administration will develop with the chair, director, and/or coordinator of each of the reduced or eliminated programs, a plan for the reduction, including timing of the reduction in that program, the particular personnel or budget items to be terminated, the effect of the termination plan on students, and other related items.

**2.D.5** *The institution publishes in the catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) entrance requirements and procedures; c) grading policy; d) information on academic programs and courses, including degrees and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and frequency of course offerings; e) names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) rules, regulations for conduct, rights, and responsibilities; g) tuition, fees, and other program costs; h) refund policies and procedures for students who withdraw from enrollment; i) opportunities and requirements for financial aid; and j) the academic calendar.*

Each spring Oregon Tech publishes an annual [catalog](#) which is then made available on the university website. The website is the primary source of all university information; however, a limited number of hard-copy catalogs are also printed. In addition, specific university departments publish important information on the departmental webpages.

The following information is included on the website as noted:

Institutional mission and core themes	<a href="#">About Oregon Tech</a>
Essential Learning Outcomes	<a href="#">Provost's webpage</a>
Admission policies and procedures	<a href="#">Admissions webpage</a>
Grading and education requirements	<a href="#">Registrar's webpage</a>
University departments and programs	<a href="#">Academics</a>
Faculty directory	<a href="#">Directory</a> and <a href="#">Catalog</a>
Student responsibilities and conduct	<a href="#">Student Affairs</a>
Tuition and fees	<a href="#">College Costs</a>

Refund policies  
Financial aid policies  
Academic calendars

[Cashier's Office](#)  
[Financial Aid](#)  
[Academics](#)

**2.D.6** *Publications describing educational programs include accurate information on:*  
*a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; and b) descriptions of unique requirements for employment and advancement in the occupation or profession.*

Both the Oregon Tech General [Catalog](#) and the Oregon Tech website have sections for each degree offered that include: the degree offered, accreditation, program purpose/description, program requirements, student preparation/entry requirements if necessary, career opportunities, and licensure, if applicable.

**2.D.7** *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

Oregon Tech adopts and adheres to all policies and procedures set forth by the Secretary of State, Archives Division, that dictates archival procedures for Oregon Public Universities' records. Confidentiality guidelines and release of student records policies and regulations are published in the Oregon Tech annual catalog and on the Oregon Tech [Registrar's](#) webpage.

The majority of the electronic student records are Banner records stored on SANs in Corvallis (OSU). Those records are backed up on tape, and the tape is stored off site by a commercial company. Any digital records in other systems are stored in Snell Hall and tape backups are stored in Dow. The Oregon Tech [Information Security Manual](#) and [Computing Facilities Use](#) policy are available on the human resources website.

**2.D.8** *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Oregon Tech participates in federal aid programs. In addition, Oregon Tech has a robust institutional fee remission program that consists of merit and need based aid in the form of scholarships and grants. Oregon Tech's fee remission program grows annually as tuition increases. Oregon Tech also has an institutional loan program and a foundation scholarship program.

Information on available [financial aid](#) is posted on the Oregon Tech web site and in its award guide (available in paper and on the web). In addition, the financial aid staff gives presentations on financial aid information at area high schools as well as on-campus presentations to prospective students and individual visits. Scholarship workshops are offered every winter for current and prospective students, and current students are reminded (via e-mail) of funding opportunities and important dates.

**2.D.9** *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Students are notified of repayment obligations at entrance counseling as well as with the loan disclosures when loans originate. Students are encouraged to attend financial literacy budgeting workshops and activities during the year. When students graduate or stop out, they are notified of required exit counseling (which explains repayment options and obligations) and sent information. Oregon Tech monitors its default rate on NLSDS and publishes [financial aid information](#) on the university website.

**2.D.10** *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Through effective training during the September Institute and advisor training held during the winter term, faculty advisors are introduced to the university and to the resources available to them for effective advising. These resources are available to students as well.

The [Student Success Center](#) works in conjunction with faculty to create and administer the advisor training cohort. All new faculty advisors must attend and successfully complete the sessions in order to be able to advise students. This training lasts ten weeks during the spring term.

Each new student is assigned an advisor within his/her major department at the beginning of his/her first semester. Students must meet with their advisor once each term in order to enroll for the upcoming term. Students who have not yet selected their major are directed to the Student Success Center for advising. One of the goals of the Student Success Center is to help guide each student select a major.

**2.D.11** *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services, and are governed appropriately.*

The Department of [Campus Life](#) manages and supports co-curricular activities on campus with the mission of supporting student success through opportunities for student engagement and leadership development. Campus Life includes a team of full-time employees to support co-curricular involvement, including a director, a student activities and leadership coordinator, an international and diversity coordinator, and an office specialist.

Student programs offices provide opportunities for student involvement; each office is allocated a specific physical space and a yearly budget. Student programs include [ASOIT](#) (student government); [Campus Activities](#); [Diversity Center](#); [Women's Resource Center](#); [Student Veterans](#); [Outdoor Program](#); [KTEC](#) (student radio station); [The Edge](#) (student newspaper); and [OTB](#) (Oregon Tech Broadcasting). In addition to the student programs, Campus Life supports over 50 [student clubs](#) and directly oversees programs for leadership training, new student orientation, and Family Weekend.

Governance of the student programs and clubs is managed through policies and procedures that are reviewed and updated annually. These policies and procedures (including club registration process, travel policies, and financial policies and procedures) can be found on the Campus Life website as well as in the OCC (Organized Campus Clubs) Handbook.

**2.D.12** *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus*

*community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

The Office of [Housing and Residence Life](#) strives to build an on-campus community that promotes academic success and fosters personal growth. The Residence Life program is designed to augment the formal experience of the classroom and laboratory, while providing opportunities for residents to meet others from diverse backgrounds and cultures, and to develop a sense of community within the residence halls.

Housing and Residence Life also partners with others on campus and in the community to offer students vibrant and robust experiences, working to instill lifelong learning habits. Oregon Tech students are challenged to learn and grow in the academic world; when they return “home” to the on-campus community, Housing and Residence Life works with them to put into practice all the concepts, theories and lessons they are learning in the formal classroom. In this vein, Housing and Residence Life also partners with faculty to ensure students have opportunities to interact with the topics and materials they see in the classroom. Housing and Residence Life invites faculty and administrators into its halls to interact with student in their home, and to give faculty, administrators and staff another opportunity to interact and learn more about their students to strengthen the relationships between the faculty and students.

Student Health staff members assist students to realize their own goals of success in college by providing and safeguarding their physical and mental health and wellness. The Integrated Student Health Center provides affordable, quality health care; teaches students how to be educated health-care consumers; and promotes prevention, wellness and fitness.

Bookstore and campus dining services are provided to Oregon Tech students through a third-party vendor contract. Services are monitored by campus administrators and advisory groups to ensure adequate fulfillment of the contractual requirements.

**2.D.13** *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those of other students.*

The Intercollegiate [Athletic Department](#) reports directly to the Oregon Tech president, but also works closely with the vice president for student affairs. The mission of the athletic department is to facilitate growth and development of student athletes, within the team and the team’s competitiveness, but also in the classroom; this is consistent with the university’s mission.

All financial aid to athletes is awarded through the Oregon Tech financial aid office to ensure oversight. Even those funds that come from donations (often referred to as booster funds) for aid are first transferred to Oregon Tech in order to be awarded. All Oregon Tech athletes follow the same admissions procedures and must meet the same degree requirements as other students, which are administered by the admissions and registrar’s offices.

**2.D.14** *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students, protects student privacy, and assures*

*that the students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

Students enrolled in online programs at Oregon Tech are subject to the same identification process as students enrolled in on-campus programs. They must fill out the required “eligibility verification” form and fill out a detailed online application. If they are transfer students, they additionally must provide transcripts for prior college credit, and if they are granted credit for prior learning via a registry for professional licenses, they must produce documentation from the licensing agency. When students call the Oregon Tech Online (OTO) department for questions regarding their personal information, OTO staff verify identity of the caller by asking them for personal information—like a home address or personal email address—that is stored in Banner after a student applied to Oregon Tech. Many instructors also use additional methods to verify student identity when taking exams for online courses. These include the use of proctoring services—both online and at a testing center, and which rely on photo identification to verify student identity. Though not all instructors require this in their courses, OTO Faculty Support Staff explain the option to all faculty during their orientation to online teaching, along with viable resources for setting up the proctoring services for online students.

## **Standard 2.E: Library and Information Resources**

**2.E.1** *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.*

The Oregon Institute of Technology Libraries consist of the main library, located in the Learning Resource Center (LRC) on the Klamath Falls campus, the Wilsonville library on the fourth floor of the Wilsonville campus building, and the Shaw Historical Library, which is a privately endowed special collection administered by the main library and also located in the LRC.

The mission of the Oregon Tech Library is to provide student-centered, quality services and collections in order to promote the creation and use of knowledge. The library fosters the development of information competency, critical thinking, and life-long learning. The library values and promotes inquiry and the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, and respect for diverse points of view.

In accordance with the Oregon Institute of Technology mission and core themes, the library supports the success of Oregon Tech students and graduates by providing them with access to print and electronic resources and instruction in information literacy. These services are provided across the state and nation, via the campuses at Klamath Falls and Wilsonville, by interlibrary loan, and electronically to distance education students and other non-traditional students. The library’s collections are built around the guidelines found in their [collection development policy](#). The library serves the broader public through staffing Answerland, which is a statewide chat reference service, through the Shaw Historical Library, and by continuing to develop its online digital collections.

The main library in Klamath Falls is open for 74 hours per week. The Wilsonville library is open for 80 hours per week. Support is provided by four library faculty (in addition to the library director), six staff, and 2.5 FTE student workers in Klamath Falls and one library faculty and 1.5 FTE student workers in Wilsonville. With increased staffing approved for 2016, the Klamath Falls library will be open for extended evening and weekend hours.

In addition to a face-to-face reference desk, the library provides chat and e-mail assistance during open hours. Patrons may also schedule research consultations with a librarian for more in-depth research assistance. Students, faculty, and staff have [online](#) access to the resources of the library anytime/anywhere. The library also has six individual study rooms (with computers) on the first floor and three group study rooms on the second floor. The group study rooms have white boards, networked computers, and tables. An interactive whiteboard (SMART Board™) is available in the largest study room. These group study rooms can be reserved online through the library catalog.

The library's catalog includes records for approximately 95,000 print items and also provides access to approximately 70 databases, 200,000 electronic monographic titles, and 60,000 print and electronic serials. The library provides access to state as well as federal print and electronic publications by serving as a selective U.S. government depository and repository. Wilsonville users have electronic access to all the same resources as the main campus users as well as consortium borrowing and interlibrary loan services.

Oregon Tech extends its local collections and services through membership in the Orbis Cascade Alliance (alliance), a consortium of public and private academic libraries in Washington, Oregon, and Idaho. A key value of this membership is that it allows the academic community at Oregon Tech access to the collections of other alliance member libraries. By viewing member collections in aggregate as "one collection," alliance members can strategically and collaboratively focus on ways to create user-centered collections that maximize use and minimize cost and space. Additionally, member libraries use collaborative strategies to negotiate database subscriptions and acquisitions of e-books. The Alliance is nationally recognized for its innovative cost-saving acquisitions strategies. In recent years, Alliance members have focused increasingly on ways in which to increase the depth and quality of collaborative efforts. Most notably, alliance members have moved to a shared library system (catalog), allowing members to share a number of costs and processes. Library staff at Oregon Tech contribute to these efforts which raises the quality of local services, maximizes expenditures, and allows Oregon Tech to leverage the expertise of the alliance's diverse membership. Alliance membership directly supports the core theme of student and graduate success.

In an effort to serve both campuses as well as our online students, librarians have made a deliberate choice to move more of our purchasing to electronic versus print purchases. From August 2014 to October 2015, 312 electronic monographic titles were purchased versus 277 print titles. To facilitate use of e-books, specialized instruction was held for faculty during the fall 2015 convocation. We have also created subject guides and [tutorials](#) for students on how to access and use these resources. In response to changing student research and space needs, librarians have undertaken a systematic review of the library's reference collection to identify and remove outdated materials and to transfer non-core materials to the general collection for increased access.

Through the library, users are able to access a variety of specialized collections. The Shaw Historical Library contains over 3000 volumes, 700 maps, 7,000 pictures and prints and approximately 250 linear feet of archival document collections. The Shaw Historical Library is currently open to the public 20 hours per week except during campus closures, observed holidays and between regular academic terms. The Oregon Tech library also collects and provides access to the Campus History Collections. The collection includes many primary sources including yearbooks, photographs and manuscripts. Future plans include digitizing these materials to include in our digital collections. The library is a member of Archives West (formerly Northwest Digital Archives) through the Orbis Cascade Alliance. Archives West provides access to descriptions of primary sources in the western United States.

The Oregon Tech Library currently builds and maintains eight [digital collections](#) on topics of local interest or relevant to Oregon Tech students, faculty, and staff. Over 6000 items have been digitized on topics such as water use in the Klamath Basin, Crater Lake National Park, and geo-heat as well as Oregon Tech student projects.

While Oregon Tech programs and student FTE have continued to increase and the library budget has increased modestly, we are still dependent on consortial pricing for much of our purchasing in order to leverage our available resources. Inflationary increases of library subscriptions continues to be an ongoing challenge and librarians must constantly evaluate resources and work with user groups to make sure our limited funds are spent appropriately.

**2.E.2** *Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

In order to provide the Oregon Tech community with the most appropriate resources and services, the library's faculty and staff work closely with stakeholders in and outside the library, and plan resource purchases based on their feedback. The library's main user community includes Oregon Tech students, faculty, and administrators. Other user communities include outside researchers and the general public. The library employs various approaches to solicit feedback from these constituents at various levels both inside and outside the institution in order to incorporate their feedback into its information resource planning efforts.

Oregon Tech's library director reports to the provost and vice president for academic affairs and is a member of Provost's Council and other relevant campus committees. In this way, the library director is able to actively participate in campus planning and leadership. The library director meets regularly with the provost which allows her to incorporate feedback from the institution's senior administrative staff into planning for information resources. The director is also the chair of the Library Resources Commission, whose members include the deans of the College of Health, Arts, and Sciences and the College of Engineering, Technology, and Management. This group's charge is to: 1) recommend the funds required for establishing desirable acquisition levels and a discerning allocation of budgeted funds to support the need for books, periodicals, and other educational materials; and 2) develop, implement, and revise policies that govern the use of library resources within and outside the library proper.

The library has a flat management structure with a Library Management Team made up of the library director and all library faculty. This group meets weekly to discuss library management issues, including information resource needs planning. All library staff meet quarterly as a group with resource planning and user feedback usually part of the agenda. Library planning and procedural documents, meeting minutes and other relevant documents are accessible via a shared network drive.

Librarians participate in the shared governance of the institution by serving on numerous faculty committees including Faculty Senate. Library faculty act as [liaisons](#) to individual academic departments. As such, they become familiar with each department's current degree programs and information needs. Library faculty often teach specialized instruction sessions for students which provide the opportunity for direct student feedback. All of these connections directly influence information resource planning at the department level for current course offerings. For proposed graduate programs the approval review process includes contacting the library which then prepares a collection analysis and determines if new resources are needed to support the new graduate program.

The special collections librarian conducts information resource planning for the Shaw Historical Library, in consultation with the Shaw Library's Board of Governors. The Shaw librarian uses information from patron requests and other sources to help shape the collection, as well as the existing [collection development policy](#).

**2.E.3** *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

All library staff and faculty share in the educational mission of the library. As information experts, library faculty are uniquely positioned to work with instructional faculty to integrate information literacy into the curriculum of any discipline. In support of the institution's mission to foster student and graduate success, the purpose of the library's information literacy program is to enable students to recognize when information is needed and to develop the ability to locate, evaluate, and effectively use the needed information. This is consistent with the framework established in the [ACRL Information Competency Standards for Higher Education](#). The library also provides comprehensive support to users on the technical and ethical aspects of using information sources in both print and electronic formats.

The library's instruction program delivers creative, relevant instruction in information competencies as well as consultations in individual, group, and collaborative settings. All library faculty at both the Klamath Falls and Wilsonville campuses participate in the library instruction services program. Library instruction services include: course integrated instruction, for-credit classes, individualized instruction, and web-based learning objects, such as subject guides and video tutorials.

To introduce current and future students to library services, library faculty participate in student orientation opportunities such as the Student Success Center's program, the NEW WINGS program, and the Tech Opportunity Program's Bridge project. Librarians also conduct tours and orientations for local high schools.

In course integrated instructional workshops, library faculty work closely with instructional faculty to integrate information literacy with course content. Librarians often lead class sessions tied directly to assignments in general education (primarily writing) and required degree courses. For example, the library has worked closely with the Communication Department for many years to deliver course integrated instruction in required general education writing courses. The goal of the writing program classes is to build a scaffolded approach which gradually introduces students to information literacy concepts at increasing depth.

Beyond the writing sequence and general education classes, library faculty also conduct discipline-specific research skills sessions. These classes are often taught by the department's library faculty liaison since that librarian has specialized subject knowledge. Librarians work closely with instructors and students in these classes, sometimes complementing instruction sessions with follow-up individualized student research consultations. Since 2011, the library has seen an increase in the number of discipline-specific library instruction sessions taught, from 58% of all information literacy classes taught in 2011-2012 to 81% in 2014-2015.

A one-credit introductory class for high school seniors taking university courses was developed in Fall 2011 to expose students to information literacy concepts in more depth than can be accomplished in a

workshop format. Based on the course's success, it has been offered every year since 2011 and is now integrated into Oregon Tech's Advanced Credit Program series.

Based on feedback from faculty and students, an advanced information literacy class was developed in 2012. In 2015, LIS 305: Research Strategies was approved by CPC. The library is now working to ensure that these for-credit courses are integrated into Oregon Tech degree course maps.

The library's instruction activities also include constructing creative online learning tools available to students, faculty, and staff across the state and nation – wherever and whenever they need to conduct research. These tools include web-based tutorials, subject guides, class guides, and research guides. These supplement other instruction efforts and help reinforce learned concepts. To reach distance education students, the library has worked with our Online Learning Department to create an embedded librarian program where librarians are included in the university's course management system, Blackboard, and are able to provide course-integrated information literacy instruction and research assistance to students regardless of location.

In addition to class specific information literacy workshops and classes, the library also offers research consultations. This service has been used extensively by students in classes where more in-depth research help is needed. Staff and faculty have also taken advantage of this ability to work directly with a librarian. Frequent requests are for help focusing topics, locating relevant resources, or verifying citations. Approximately 66 Oregon Tech students took advantage of this service in FY 14-15. The average consultation time was 44 minutes. One-on-one instruction is central to the library instruction mission. Librarians cannot teach all the information literacy skills necessary in a single library instruction session, so they use these individual interactions to increase students' skills.

The library provides research assistance and support through a research assistance desk, and electronically through email, by phone and by appointment. In addition, the library is a partner with Answerland which provides 24/7 online public reference service to all Oregon library patrons. During regular school terms, face-to-face reference services at the main library are available a total of 30 hours per week. Reference help for the rest of the main library open hours is provided by on-call librarians and by student and staff support. Students are trained to answer technical questions and refer more complex questions to librarians. Virtual reference service is provided by Oregon Tech librarians for 42.5 hours each week. This provides Oregon Tech library users with librarians who are familiar with their research needs but still allows for others to pick up questions when OT librarians are not available. In-person research assistance is still most popular with our users; however, e-mail assistance is also steadily increasing. Discussions have begun about how to best re-configure the Library's Reference area to encourage students to utilize it more. Some type of merged Reference-Circulation area (information commons) is envisioned. Preliminary steps have involved researching merged desks at other libraries and attending presentations at this topic at the ALA conference.

Reference services at the Wilsonville campus are available 40 hours per week. Reference services in the Shaw Historical Library are available 20 hours per week. Oregon Tech alumni, administration, and public users can get help in locating and using material from the [Campus History Collection](#) by contacting the special collections librarian or the main reference desk. The main, Wilsonville, and Shaw libraries are open to the public and all branches provide reference help to walk-in community members. In addition, the main library allows use of its workstations to community patrons.

Services for faculty and administrators include a faculty services website; research consultations; instruction on seeking grants, copyright, and institutional history; and liaison activities. New faculty are

given an orientation to the library each year to acquaint them with the materials and services that the library offers.

The library instruction has expanded in the last five years. Along with the accomplishments discussed above, this growth brings with it challenges of space and staffing. An immediate issue is the lack of adequately sized classrooms/labs in which to conduct hands-on workshops. Our current library instruction lab only seats 16 students which is smaller than the size of the majority of classes taught, and other lab spaces are limited. Holding workshops outside the library also limits our ability to introduce print holdings and other resources only available within the library.

**2.E.4** *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The libraries use a variety of methods to collect information and use it for evaluation. Statistics, surveys, focus groups, and virtual suggestion boxes are some ways in which the library gathers information from its users.

Librarians regularly assess the collections and balance curricular needs against materials expenditures. Feedback from academic department liaisons, usage statistics including cost per use, and collection development resources are some of the ways the librarians evaluate their collections. Librarians have particularly scrutinized print subscriptions as students at all locations continually indicate through surveys and usage statistics that they prefer electronic items. Through membership in the Orbis Cascade Alliance consortium, the library has been able to expand student access to electronic journals and books with minimal additional cost to the library. All electronic subscriptions require students and staff to go through our EZProxy software in order to access resources. EZProxy uses Oregon Tech's secure e-mail server to authenticate users.

Each department and degree program at Oregon Tech has a library [liaison](#) who works with instructional faculty to provide library resources that support their individual class and program goals. Peer-to-peer interactions also work in myriad ways to give a more complete portrayal of how well the library supports staff and programs. Participation in committees and projects related to collection development such as Graduate Council, and new program reviews keep the library abreast of current and future needs. Internal systems such as fund codes assigned to purchases allow the library to determine if spending is adequate and balanced across schools and departments. This analysis is on-going as campus needs change.

Now that all 37 alliance libraries have migrated to one shared library system, some of the focus of our activities within the consortium has shifted to assessment. The alliance now has an assessment team which is charged with planning and implementing practical assessment initiatives. The team will provide information and data that reflect benefits and communicate the impact and value of alliance services and programs. Some of the work already done includes an [E-book Assessment Report](#) completed in October 2015 to assess the cost/benefit and user satisfaction of the alliance shared E-book program.

The Alliance Assessment Team also has liaisons on other alliance teams to integrate evidence-based/data-driven decision making into every aspect of the consortium. For instance, in 2016 the assessment team will also be evaluating a new version of the discovery layer of its shared catalog in collaboration with the Alliance Discovery and Delivery Team. The Oregon Tech library director chairs the discovery and delivery team and so will be directly involved in these efforts.

The library planned a follow-up to its general library services survey done in 2011 again in 2014, but migration activities consumed all available staff time. The library plans to conduct a collections focused student and faculty survey in 2016. Librarians worked with ASOIT on a student survey of library hours in 2014. They then conducted a follow up survey of library patrons to gain more information on this topic. Based on the [results](#) of these and feedback received from social media, a request for additional staffing to allow for additional evening/weekend hours in Klamath Falls and enhanced services in Wilsonville was submitted to the provost in October of 2015. This request was approved and a search will begin in January 2016 for a full-time position in Klamath Falls and a half-time position in Wilsonville. In 2013, 2014, and 2015 librarians conducted a variety of usability studies on students' research. These ranged from focus groups and interviews to card sorting activities. This led to a large scale reorganization and development project on the library website to better facilitate the needs of the student researcher. Usability assessment and all assessment are continuing efforts. The library website went live in fall of 2015, and immediately a group of students was tasked with assessing it. The report generated from this is currently under review.

Information from all feedback mechanisms is continuously used to inform decision making about needed services while looking for ways to re-work, reduce, or eliminate those services deemed less important.

## **Standard 2.F: Financial Resources**

**2.F.1** *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

Oregon Tech, through long range planning, annual budgeting, and budget controls, maintains adequate cash flows and reserves to support its academic programs and services.

Oregon Tech, as a separate legal entity as of July 1, 2015, inherited certain fund balance requirements as a former-member of the Oregon University System. Oregon Tech is required to keep a general operations fund balance equal to 5% of its total annual revenues. At the fiscal year ending June 30, 2015, the general operating fund balance was 16.2% of the general operating revenues.

Oregon Tech utilizes a formal planning process that is derived from its mission statement, strategic plan and master plan through completion of annual capital and operating budgets. Each step in the planning process builds from the previous step thereby assuring that resources are allocated to the best use to accomplish the university's mission. The Executive Committee and Fiscal Operations Advisory Council (FOAC) oversee the budgets and actual operating results to ensure that budgets adhere to strategic and master plan principles and are financially achievable. Based on its published budgets, Oregon Tech's administration is held accountable by the Oregon University System (prior to July 1, 2015) and its Board of Trustees (as of July 1, 2015) to operate within the biennium and/or annual budgets and to report periodically on budget variances and projected operations.

The Oregon University System (OUS) (prior to July 1, 2015) and the university (as of July 1, 2015) oversees risk management. Insurance coverage is procured and loss limits are set by the university system (prior to July 1, 2015) and now by Oregon Tech. In addition to insurance coverage, Oregon Tech has established both a Risk Management Department and an Environmental Health Safety Department which are charged with establishing procedures and standards to minimize loss and liability exposure from unforeseen events.

**2.F.2** *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations and other non-tuition revenue sources.*

Planning occurs through a five-year strategic cycle and biennium budgets are developed to support the initiatives in the five-year strategic plan. The Executive Committee establishes the priorities for the next two biennia using input and involvement from various campus groups and sources. These priorities are based on the following:

1. Program information provided by the provost.
2. Enrollment statistics provided by the registrar and admissions.
3. Capital plans in progress.
4. Modeling of future funding sources and needs provided by Budget and Planning.
5. Budget variance reports provided by Business Affairs.
6. Information from the university's Institutional Research Office (IR) forecasting enrollment trends, state support and system-wide costs.
7. Recommendation from the Fiscal Operations Advisory Committee based on their review of current budget to actual variance reports.
8. Other opportunities, concerns or potential fiscal changes brought to the committee.
9. The overall university strategic plan.

The Office of Budget and Resource Planning (budget and planning) begins modeling the next biennium budget at the start of the previous biennium and updates it constantly as funding sources and needs change. Modeling allows budget and planning to provide the Executive Committee with estimates of how increased costs are impacting the potential need for future tuition increases.

In anticipation of building a biennium (prior to July 1, 2015), or annual (as of July 1, 2015) operating budget, budget and planning during the previous biennium maintains a record of new/additional funding requirements needed for the upcoming biennium as those needs are identified by formal program/capital planning, by legislated or contractual cost increases, and by funding requests received from university departments. Examples of these increased funding needs are salary increases, fringe benefit increases, utility rate increases, and other facility increases incurred due to new programs/buildings.

**2.F.3** *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

Prior to July 1, 2015, Oregon Institute of Technology was one of seven universities in the Oregon University System (OUS) governed by the State Board of Higher Education (SBHE) appointed by the governor. As of July 1, 2015, Oregon Institute of Technology is governed by its Board of Trustees, appointed by the governor. As part of the process of allocating of state funds, Oregon Tech is required to have a current strategic plan and master plan that support its funding requests. The former OUS required Oregon Tech to prepare multiple biennium and annual budgets based on historical and other supportable parameters, and Oregon Tech has continued this process throughout its change in governance.

Committees comprised of faculty, administrative staff and executive staffs are established to develop and update the Strategic Plan and Master Plan.

Committee members work interactively through Faculty Senate, Administrative Council and other campus bodies to ensure there is a campus wide consensus on directions and priorities incorporated into the plans.

The budget process is a continuous cycle with input from the campus wide community via feedback from various councils and committees with the most involved being the Tuition Setting Committee, the Fiscal Operations Advisory Council (FOAC), Executive Council, the Program Reduction and Elimination Committee (PREC), Faculty Senate and Administrative Council.

A tuition setting committee is formed each academic year that consists of mostly students and members of Executive Staff. The committee utilizes key financial data and gathers additional information via open forum meetings to arrive at a recommended tuition rate that must be approved by the president of the institution and the Oregon State Board of Higher Education (OSBHE) (prior to July 1, 2015), or the Oregon Tech Board of Trustees (as of July 1, 2015).

The Fiscal Operations Advisory Council (FOAC) advises the president on budgetary issues that are aligned with the strategic goals of Oregon Tech. It reviews the institution's annual budget for adherence to stated objectives of the Strategic Plan and Master Plan and also reviews quarterly management reports for adherence to the published annual budget. In addition, FOAC advises the president on the development of new budget initiatives and allocations, based on input provided to committee members from the campus community.

When a significant net reduction in budget is imminent, the president may call together a group to form the Program Reduction and Elimination Committee (PREC). PREC will provide recommendations to the president, taking a holistic view of the institution's needs and synthesizing the perspectives of its various constituents.

Budget drafts are created based on the tuition changes, most recent enrollment projections provided by OUS (prior to July 1, 2015) or the university's Office of Institutional Research (IR) (as of July 1, 2015), projected state support and other known funding needs. The drafts are distributed to the vice presidents for review with their department leaders, followed by an iterative process of change based on established priorities. Once executive staff members are satisfied with the budget changes, the budget is presented to the campus for comment. FOAC reviews the budget in detail and makes recommendations to the president for changes based on stated goals, strategic plan goals, and master plan goals, or on commentary received by the committee from other campus community members.

Based on campus commentary and FOAC recommendations, the president reviews the budget with the executive staff. A final draft of the Biennium Operating Budget is presented to the OSBHE (prior to July 1, 2015) for approval and then the president signs the budget and it becomes the Adopted Budget. As of July 1, 2015 a final draft of the Annual Operating Budget is presented to the Oregon Tech Board of Trustees for approval and then the president signs the budget and it becomes the Adopted Budget. The Adopted Budget is posted on the Budget and Planning webpage and is inputted into the university accounting system for purposes of tracking actual costs against budget.

**2.F.4** *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows accounting principles generally accepted in the United States of America (GAAP) and through its reliance on an effective system of internal controls.*

Prior to July 1, 2015, as a member of the former Oregon University System (OUS), Oregon Tech was required to utilize the SunGard Banner financial system to process and store financial transactions from

multiple related modules. As of July 1, 2015, Oregon Tech utilizes this same financial system. The university uses fund accounting in order to meet the reporting requirements of various governmental and other funding sources. Cognos Business Intelligence and Millennium FAST are both utilized to access Banner financial data. These tools provide an effective way to monitor institution financial operations and meet reporting requirements.

Prior to July 1, 2015, state board policy required Oregon Tech to participate in internal audits conducted by the Oregon University System internal audit staff. As of July 1, 2015, Oregon Tech, in coordination its Board of Trustees, participates in internal audits either conducted through outsourced internal audit engagements, or internally. The purpose of the audits is to provide analysis, appraisal and recommendations for the effective discharge of institutional responsibilities.

Prior to July 1, 2015, the OUS Internal Audit Department was staffed by individuals with Certified Internal Auditor designations and Certified Public Accountant designations. In consultation with the State Board of Higher Education, and the vice presidents of finance and administration and directors of business affairs, the internal audit staff performs audits to ensure the integrity of each university's financial and operating internal controls. Adherence to GASB and GAAP is tested as part of these annual audits. The findings of every internal audit engagement are reported to the State Board of Higher Education, including best practices recommendations. A follow-up review to the audit is conducted within 6-12 months to verify that any corrective actions have been completed.

At the request of the State Board of Higher Education, all seven OUS campuses perform reviews of internal controls of the Business Office, the Department of Information Technology and the Office of the VP for Finance and Administration. It was determined that internal controls were adequate to safeguard the university's assets, and to insure the integrity of its financial records. The study gave particular focus to segregation of responsibilities within finance and administration and among groups with access to financial data and funds.

As of July 1, 2015, Oregon Tech performs the internal audit procedures as outlined above. As part of the university's change in governance, Oregon Tech, in coordination with its board of trustees, is conducting an analysis of the institution's internal audit function. Oregon Tech is considering a potential combination of utilizing outside service organizations with a portion of internal audits conducted by the university itself.

**2.F.5** *Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

Within the institution, long range planning of capital projects is driven by Oregon Tech's Strategic Plan and Master Plan. Capital project requests must be submitted to OUS (prior to July 1, 2015), or to the Oregon Tech Board of Trustees (as of July 1, 2015) for approval prior to the project being commenced. The submittal includes detailed capital investment budgets, funding sources and cash flow projections, an analysis of how the project supports the university's goals as stated in its master plan and any other data that supports the need for the project. In addition, an outcome analysis for the project based on enrollment projections, student retention and graduation rates must be submitted. The state board determines funding priorities using a point system that considers criteria that include each request's consistency with the institution's master plan, demonstrated need, and the ability of the project to raise matching non-state funds.

Once underway, the project costs are tracked weekly and reviewed regularly by a committee made up of the project managers, the director of business affairs, the executive director of procurement, the vice president for finance, and administration.

According to state board policy (prior to July 1, 2015) and Oregon Tech's Board of Trustees (as of July 1, 2015), debt must stay within a 7% burden ratio. Taxable and tax-exempt state debt can be issued through the State of Oregon with legislative approval in the form of G Bonds (100% match of raised funds), and F Bonds (self-liquidating and self-supporting projects). In addition, prior to July 1, 2015 the State Board of Higher Education's Internal Bank offered additional funding for approved capital projects.

**2.F.6** *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

Oregon Institute of Technology charges its auxiliary enterprises for the institution support it receives based on assets held, revenues generated, payroll administered, and checks issued for the enterprise operations. With the exception of one prorated salary charge, there are no direct charges recorded on the enterprise financial records for education and general fund support. Excess funds from auxiliary operations may be used for general operations, but by Oregon law the auxiliary operations must be self-supporting and general operating funds may not be used to support the auxiliary enterprises. Oregon Institute of Technology operates in compliance with a state board policy (prior to July 1, 2015) and university policy (as of July 1, 2015) on institution/auxiliary relationships.

**2.F.7** *For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

Oregon Tech undergoes an annual external financial audit as part of the consolidated Oregon university system-wide audit. The annual audit is an Oregon State requirement and the auditor's report with the financial statements is presented to both the Oregon State Board of Higher Education and the Oregon Secretary of State Audit Division (as of July 1, 2015, the annual audit requirement remains the same with the financial statements presented to the Oregon Tech Board of Trustees and the Oregon Secretary of State Audit Division). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). There have been no findings, and management letter recommendations or best practices advice has been implemented when deemed practical and warranted by the Oregon University System management, university management, and the Oregon Secretary of State Audits Division.

In addition to the annual financial audit, an annual A-133 Audit is also performed as required by federal grant regulations. Findings and management letter recommendations, or best practices advice has been implemented when deemed practical and warranted by the Oregon University System management, university management, and the Oregon Secretary of State Audits Division.

**2.F.8** *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

All Oregon Tech fund-raising activities are governed by policies of Oregon Tech and the Oregon Tech Foundation. The Oregon Tech Foundation was organized in 1968. The Foundation is a public benefit corporation under the Oregon Nonprofit Corporation Act and operates exclusively as a charitable organization under Internal Revenue Code Section 501(c)(3) for the sole purpose of assisting Oregon Tech in fulfilling its mission.

Fund-raising activities comply with all state and federal governmental laws, policies, and requirements and are conducted in a professional and ethical manner as prescribed by the code of ethics endorsed by the Council for Advancement and Support of Education.

Endowment and life income funds and their investments are administered by the Vice President for University Development/Executive Director of the Oregon Tech Foundation, the board of directors of the Oregon Tech Foundation, and the board's finance committee. The Oregon Tech Foundation maintains complete records concerning funds and complies with applicable legal requirements. Foundation financial records are independently audited on an annual basis.

Oregon Tech has a clearly defined relationship with the Oregon Tech Foundation.

## **Standard 2.G: Physical and Technological Infrastructure**

### **Physical Infrastructure**

**2.G.1** *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs and services.*

The institution provides physical facilities that meet these criteria through the development of new buildings and the renovation and upgrading of existing or newly purchased buildings. In 2009, the university completed the multi-phased Martha Anne Dow Center for Health Professions (Dow Center). This 97,025 square foot complex provides a state-of-the-industry learning environment for students in the allied health fields.

Also constructed in 2009 was the Village for Sustainable Living. The "Village" is a 97,260 square foot, 264 bed housing facility that consists primarily of four bedroom, two bathroom suites with full kitchens. This housing facility and the existing residence facility provide a safe and accessible living space for Oregon Tech students.

Owens Hall, an original campus building constructed in 1964, received a \$4.75 million renovation and seismic retrofit completed in September 2009. The building was reconfigured with larger classrooms and additional study spaces to better facilitate learning and teaching. Included in the renovation were a seismic retrofit, energy efficient lighting upgrade, fire protection sprinklers system, and improved HVAC controls. In 2010, the institution began the process of purchasing the former In-Focus building in Wilsonville, Oregon. The intent of this purchase is to provide access for students in a single location in the Portland metropolitan area. Combining the institution's satellite campuses in a single location provides students with a better, safer, and more accessible education opportunity. The building was originally constructed in 2001 and renovated during the winter of 2011/12 and fall of 2014. Three stories of this 138,500 square foot, four-story facility opened for classes in September of 2012. One floor of the building is leased to a third party.

With the Wilsonville, Oregon, building renovation work done in fall 2014, the university no longer needed a building owned in Clackamas, Oregon (Harmony). Harmony was deemed surplus and subsequently sold during summer 2015.

After the sale of Harmony, the institution is comprised of 16 major buildings on 304 acres with a total square footage of 1,001,857 square feet. The institution's Klamath Falls campus was built on a terraced hillside. This presents access issues that continue to be addressed through the institution's Americans with Disabilities Act (ADA) Commission and as part of the development of new buildings. The development of the Dow Center and the Village for Sustainable Living has provided an ADA accessible route to all levels of campus. The ADA Commission continues to identify access barriers needing future improvements. ADA concerns are presented to executive staff for consideration and approval.

**2.G.2** *The institution adopts, publishes, and reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

As a generator of hazardous waste, the institution is required to comply with federal standards promulgated by the Environmental Protection Agency (EPA), the Department of Transportation (DOT) and the Department of Environmental Quality (DEQ). These regulations require documentation of the transfer of hazardous waste from the point of generation to its final disposal. Waste generators, such as laboratories, are responsible for correctly identifying the hazardous waste generated in the work area, thereby ensuring proper transportation and disposal. The Environmental Health and Safety Office (EH&S) assists by picking up and transporting the waste back to the Hazardous Materials Storage Facility, then preparing the waste for off-site disposal by treatment, energy recovery, or reclamation.

Fueling cans and solvents are stored in fire-proof cabinets in compliance with the local fire marshal and the institution's underwriter.

**2.G.3** *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

The institution operates under a master plan update developed in 2006 with Soderstrom Architects of Portland, Oregon. This document is currently providing direction for new buildings, renovations and alterations. A comprehensive Facilities Master Plan is now being prepared and a Request for Qualifications (RFQ) document is being drafted. Planning firms, with a small university specialty, will be solicited through the competitive procurement process. The development of a new master plan is expected to take eighteen months.

**2.G.4** *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

Building equipment and systems are managed through a Direct Digital Control (DDC) system. Air-handlers, pumps, and other building systems are managed and maintained through this system. Equipment is serviced on a pre-determined schedule based primarily on run-time.

Instrument technicians manage and maintain laboratory and classroom equipment. These technicians make sure that equipment in their area is serviced, safe, and available for use by the students. The duties

of instrument technicians are coordinated by the appropriate department chair to ensure the intended outcome.

The equipment fleet used by Facilities Services personnel is aging but remains functional. The grounds crew and the heavy equipment operator conduct maintenance as time permits. Local repair shops perform scheduled service and repairs. Facilities Services administrative staff report fuel usage, servicing, mileage and repairs.

## **Technological Infrastructure**

**2.G.5** *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

Oregon Tech is presently upgrading and improving its information technology systems and infrastructure via bond financing. This 18-month project is comprised of nine parts that address management and operational functions, academic programs, and support services across all four assets of the institution. As stated in the Oregon Tech 2020 Strategic Action Plan, these assets are comprised of the residential campus in Klamath Falls, the non-residential campus in Wilsonville, the online campus, and extension operations, such as Seattle-Boeing.

**2.G.6** *The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

The IT Operations and Educational Technology Group within [Information Technology Services](#) (ITS) provides a broad based service desk to assist faculty, staff, and students with all of their information technology needs. ITS plans to hire an Educational Technologist in July, 2016, to focus on classroom technology needs and training.

The Application Services group in ITS, the Business Affairs Office and the Registrar's Office provide training and support for all of the operational processes, reporting systems for the institution and the enterprise resource planning (ERP) system (Banner by Ellucian).

ITS coordinates and works closely with the Oregon Tech Online Department for the support of the Blackboard learning management system (LMS). Oregon Tech Online also assists in providing educational technology resources for on campus courses as well.

**2.G.7** *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

Information Technology Services (ITS) staff are continually investigating new technologies and improving present technology usage to provide a robust infrastructure for the institution. ITS is presently implementing and upgrading technology systems and infrastructure with guidance provided by the previous broad-based ITS Advisory Committee.

The Commission on College Teaching is finishing up its recommendations for classroom design and educational technology enhancements. These recommendations will be implemented by the purchase of new classroom educational technology as one part of the new bond funding. For Banner users the Banner

Coordinators Committee provides input on support needs for individual Banner modules as well as specific operations.

**2.G.8** *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs and services.*

Oregon Tech is revising and updating its replacement plans for technology. Bond funding has provided resources for replacing server and network systems on a five-year plan, in addition to the dedicated budgets for computer replacements.

The funding for PC and educational technology in classrooms and professor's offices has yet to be standardized in appropriate budgets. In the past, various budgets, year-end surpluses and hand-me-downs have been used to procure equipment. The present formation of the new Academic Strategic Plan will have a technology budget process formulated by the program directors.

### **Chapter 3: Planning and Implementation**

Chapter Three is an overview of Oregon Tech's institutional planning process in response to Standard 3.A. 1-5.

#### **Standard 3.A: Institutional Planning**

**3.A.1** *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

Oregon Tech completed a full strategic planning process in 2007, resulting in a ten-year plan covering the years 2007- 2017. With the arrival of a new president in 2008 and the legislature's subsequent decision to release Oregon's seven public universities from the Oregon University System and authorize an independent governing board for each university, Oregon Tech engaged in a process with the campus community and external stakeholders to update that plan, starting in 2012, following the legislative action that resulted in the transformation in governance. The strategic plan update process resulted in the [Oregon Tech 2020 Strategic Action Plan](#) which was completed in September 2014.

Oregon Tech's new 15-member Board of Trustees began its legal governance duties on July 1, 2015. The university is currently responding to the board's strategic direction that is compatible with the Strategic Action Plan, and focuses primarily on implementation, alignment of resources with strategies, and measurement. Oregon Tech is developing a Campus Report Card on demographic, enrollment and graduation trends, as well as student progress, business engagement, financial viability, and academic quality.

Except for information that might be strategically sensitive, The Report Card and Dashboard will be utilized at the board's quarterly meetings, reported to the Higher Education Coordinating Commission on an annual basis, and shared on the Oregon Tech internal and external websites.

Within the Strategic Action Plan, there are constituent plans identified to fully implement the strategy. These include an Academic Plan, Strategic Enrollment Plan, Facilities Master Plan, Foundation Plan and others. These plans are in various stages of development and implementation, with one of the most complete being the Academic Master Plan, which is in use and being refined. In addition, the Board of Trustees has been working from a comprehensive, strategic plan to initiate, build, and realize the new governance structure for the university.

**3.A.2** *The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

Strategic planning at Oregon Tech is a continuous improvement process. The most recent Strategic Action Plan process started in May of 2012 and included the following:

- Hiring of a strategic planning consultant in 2012 and formed a Strategic Planning Core Team to guide the process.
- Conducting forums with the entire campus community (faculty, staff) at Convocation in 2012 and inviting input on core themes.
- Convening strategic planning sessions and focus groups with external stakeholders in 2013 including business partners, alumni, community-based interests.

- Distributing drafts of the strategic plan and high-level summary in April 2013, while incorporating the new goals of the governor, State Board of Higher Education (former board), Higher Education Coordinating Commission (HECC, new umbrella board over the seven new independent governing boards) and the legislature.
- Seeking additional comments from each representative constituency group or body between April and June 2013, with meetings of representative councils as well as an online survey, open to all:
  - Academic Council
  - Administrative Council
  - Associated Students of Oregon Institute of Technology (ASOIT) Officers
  - Development Directors
  - Faculty Senate
  - Finance and Administration Directors
  - FOAC
  - Oregon Tech Foundation Board
  - President's Advisory Council
  - Provost Council
  - Strategic Planning Core Team
  - Student Affairs Directors
- Incorporating comments from all stakeholder groups and posting the second draft online.
- Announcing Oregon Tech's Strategic Action Plan at convocation 2014, including next steps for implementation.

**Questions in the online survey included:**

- Does the plan provide a framework for strategic growth, financial health, and future innovation, while maintaining and increasing our focus on high-quality programs, faculty and staff at Oregon Tech?
- Are there any major strategic directions or goals that are missing from this plan? Does it have any glaring blind spots?
- Can you envision what you/your stakeholder group can contribute to the accomplishment of this plan and support it through your work? Does it utilize the talents of the entire campus community?
- Please provide any other input that can be valuable to consider as the university finalizes the strategic plan.

Several key components of the Strategic Action Plan are the development of an Academic Master Plan and Facilities Master Plan.

Similar to the Strategic Action Plan, the Academic Master Plan undergoes an iterative, annual, continuous improvement process, in collaboration with the deans, department chairs, and academic leaders. It involves an annual evaluation of each program's quality, cost effectiveness, growth potential, needs for faculty, staff, equipment, facilities and industry involvement. The updated Academic Master Plan is a living document that is revitalized each year, was completed in September 2015, and is included for reference.

Upon the plan's release in September 2015, the provost announced strategic investments and academic initiatives to enable the implementation of the plan. He also appointed a point person to lead each facet

of the plan's execution.

In addition, the Provost's Leadership Team (PLT-- deans, associate VPs, Online Campus Director) has recently revised the annual departmental academic planning tool, called the Departmental Strategic Planning Template, that will be introduced to all department chairs and academic directors (registrar, librarian, Academic Agreements Director, Strategic Partnerships staff) in January 2016. The PLT will seek input on the template and utilize this process to look to the future of each department, with the highest level of strategic input from faculty and industry advisors, and with the opportunity for each department to compete for internal resources and support for external grants.

For the Facilities Master Plan, the legislature appropriated funding to conduct a more comprehensive Facilities Master Plan process, since this involves the hiring of a consulting firm, utilizing new software analysis tools, and intensive community engagement. The Facilities Master Planning process will start in 2016, and will build on the Strategic Action Plan and the updated Academic Master Plan, which will have much more detail about strategic growth opportunities by department and program, based on the new Departmental Strategic Planning Template.

All of this planning and implementation work is available on the [president's](#) and [provost's](#) pages on the Oregon Tech website, and internal share sites.

**3.A.3** *The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.*

Historically, when Oregon Tech was part of the Oregon University System (OUS), data were gathered and analyzed by the OUS to evaluate Oregon Tech's performance of its mission. These data were provided in an OUS Fact Book, which was used by the Oregon State Board of Higher Education, as well as by many other university stakeholders, to understand and assess the direction and performance of Oregon Tech and the Oregon University System as a whole, both in the short-term, and longitudinally. The OUS Fact Book contained student demographics, student progress and completion, national comparisons, tuition and financial aid, faculty profile and compensation, research grants and results and institutional budgets.

With the new institutional board and the dissolution of the system office, Oregon Tech is now taking on a larger role in the selection, gathering, analyzing, and reporting of data to its board and other stakeholders. To support this increasing responsibility, Oregon Tech has invested significantly in its institutional research department, and improved the baseline quality of its data in response to emerging stakeholder needs. This has resulted in an improvement of the institution's knowledge and use of institutional data. In addition, it has allowed the institution to customize the data analysis to what is particularly important to Oregon Tech. For example, Oregon Tech now breaks out performance by campus (Klamath Falls, Wilsonville, Online and Extension) so that more informed local decisions can be made.

Other continuous improvement efforts have resulted in the capturing of critical data to improve Oregon Tech's ability to show trends over time. This and other maturation efforts within institutional research promise to provide an ever-improving data baseline upon which to build. Oregon Tech recognizes that there are two distinct uses for data: 1) to report on performance to date and 2) to use predictive indicators to make decisions to steer the institution in accomplishing its strategic initiatives.

As part of performance reporting, Oregon Tech is responding to the needs of both internal and external stakeholders, including Oregon's [Higher Education Coordinating Commission](#) (HECC). Much of that data is consistent with what had been previously included in the OUS Fact Book, augmented by the increased

emphasis on the number of graduates versus students enrolled. These data are used to inform planning, both at the strategic and operational levels of the university, as they provide a clear and unambiguous assessment of whether planning goals have been met; they are part of a new budget model that determines state investments to the campuses based on meeting and improving key outcomes defined by the HECC.

As part of decision support, Oregon Tech is creating an institutional dashboard, focused on leading indicators in areas such as student progress, industry engagement, financial viability, and academic quality. Leading indicators are a critical contribution to planning, as they provide diagnostics about where the institution is heading rather than what its past performance has been. However, this is a new way of using data, and the institution is still in the process of evaluating which measures might truly be predictive for Oregon Tech.

Planning decisions about personnel, equipment, and facilities investments are currently made using performance data. All justifications for investment require specification of how the resources will be used and what results are expected to be achieved, including increased student value, strategic enrollment growth, and outcomes.

The decision process will be augmented in the future by the dashboard measures, as they are shown to be reliable predictors.

**3.A.4** *The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

Oregon Tech's Strategic Action Plan has five strategic goals:

1. Student success.
2. Faculty and staff success.
3. Economic and workforce conditions.
4. Student access and diversity.
5. University financial success.

While these are broad in scope, each goal has been refined to provide rationale, objectives and approaches. Within the objectives, there are specific measures identified, some with target levels. These provide the context for the constituent plan objectives, including the Academic and Facilities Master Plan. They also steer the selection of both reporting and dashboard measures.

The constituent area plans are where the more specific decisions about resource allocation and application of institutional capacity are aligned to the overall strategy. As an example, the Academic Department Strategic Plans asks for market analysis and enrollment projections for programs in order to make both personnel and equipment decisions in a five-year strategic window.

**3.A.5** *The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

Oregon Tech's emergency preparedness activities are coordinated through the Office of the Vice President for Student Affairs. An Emergency Operations Plan was updated fall, 2015, and distributed to executive staff members and other positions on both the Klamath Falls and Wilsonville campuses. A search for a

Director of Emergency Management and an Environmental Health and Safety position (a new position at the university) is underway (December, 2015).

As part of the university's emergency planning, each building has a fire evacuation drill annually, except the residential buildings which are done quarterly. Additionally, trainings for the campus include: earthquake response, active shooter, and responding to students of concern. The campus alert system used to notify the campus community (via phone, text and email) of inclement weather, power outages, or other university emergencies is tested quarterly.

Contingency planning for continuity and recovery of operations is a shared responsibility among divisional vice presidents with responsibility for recovery efforts specific to their areas. The university's Emergency Operations Plan outlines duties related to resumption of operations. Institutional efforts at ensuring operational stability include maintaining an insurance policy for business interruption, communication and data recovery, and network integrity.

## Chapter 4: Core Theme Planning, Assessment, and Improvement

### Executive Summary of Eligibility Requirements 22-23

#### Student Achievement (ER 22)

[Learning outcomes](#) for all Oregon Tech degree programs are published on the provost's page of the university website. Ongoing assessment at the program and institutional levels occurs on a regular basis to validate student achievement of not only program learning outcomes, but also institutional learning outcomes (referred to as [Essential Student Learning Outcomes](#)).

#### Institutional Effectiveness (ER 23)

Oregon Tech systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

### Standards 3.B, 4.A, and 4.B

#### Core Theme 1: Applied Degree Programs

##### Objective 1: Oregon Tech offers high-demand technical programs.

Offering innovative and rigorous high-demand technical programs that foster student success and address the needs of Oregon's citizens *is* Oregon Institute of Technology's (Oregon Tech's) mission. Programs in engineering, technology, management, health technologies, and arts and sciences, as well as cooperative programs in dental hygiene and nursing, are designed to prepare students for program-related employment or further education. To assess career/graduate school readiness, Oregon Tech annually surveys, in December/January, the students who completed degree requirements during the previous academic year (fall through summer). The Career Services Office takes primary responsibility for administering this survey. The survey asks about employment (within the field of study or not and full-time or not) and salary level. Additionally, the survey asks if the individual is continuing in a graduate/professional program. Although results are positive with 88 percent of students employed or in an educational program six months after graduating with an average starting salary of \$58,000.

Oregon Tech is also modifying its administration of the graduate survey. Since 2013 Oregon Tech has utilized an internally-developed survey to collect this data using Qualtrics, an online survey software and insight platform. Beginning this year, the Career Services Office has contracted with GradLeaders to implement and administer *The Outcomes Survey*, an online tool for gathering employment and graduate school admissions data from new college graduates based upon prevailing national demands and standards. It is anticipated that this standardized survey will elicit higher response rates and more uniform data in support of Core Theme 1 and graduate success.

Oregon Tech participates in the National Survey of Student Engagement (NSSE) every three years as part of the Assessment Commission's [Academic Assessment Plan](#). In that measure, Oregon Tech seniors consistently report that their experience at Oregon Tech contributed to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills at a level much higher than their peers at Oregon Tech comparator institutions who participated in the NSSE (see Appendix C for a list

of comparator institutions). In 2015, acquiring job- or work-related knowledge and skills rank second in perceived gains among seniors in the ten areas listed on the NSSE, with 79 percent of seniors reporting “very much” or “quite a bit.” In addition to the NSSE and *The Outcomes Survey*, Oregon Tech continues to receive feedback from employers that Oregon Tech students are well trained and able to “hit the ground running,” as evidenced by these companies hiring Oregon Tech students year after year.

In further support of Core Theme 1, Objective 1, Oregon Tech continues to review and revise existing programs as well as offer new academic programs across all campus locations in order to meet the industrial and technological needs of the state. Partnerships with business and industry leaders ensure that Oregon Tech programs adapt to new technologies and workforce demands in support of Oregon Tech’s mission to deliver technology education. Furthermore, Oregon Tech’s faculty and staff, who come to Oregon Tech with relevant business, industrial, or clinical experience, help to ensure that degree programs maintain a real-world focus.

Departments interested in proposing new academic programs are supported by the Curriculum Planning Commission (CPC) which is responsible for providing service in the area of curriculum planning and review. The CPC is a campus-wide committee comprised of at least ten instructional faculty members, the registrar, the director of assessment, the director of online learning, the director of academic agreements, and two students. In addition to the curriculum planning expertise provided by the CPC membership, CPC members rely on faculty experience in their respective fields and industrial advisory board input to provide comprehensive knowledge of industry needs and requirements, particularly in the technical arena.

Proposals for new degrees and new degree options require faculty to describe the proposed program, the manner in which the proposed program supports the institution’s mission, the ability of the program to meet professional accreditation standards, evidence of market need, expected learning outcomes and an assessment plan for the program, the ways in which the program complements other similar programs in Oregon, and plans for acquiring necessary resources. A CPC sub-committee initially reviews these proposals to ensure policy has been followed, that the program is in compliance with academic standards, that new courses have comprehensive syllabi, and that the student learning outcomes are stated and measurable. Following sub-committee approval, the CPC is the body responsible for evaluating and recommending actions on all proposals. Final approval resides with the provost.

Oregon Tech’s newest degree program, a dual major in Automation, Robotics, and Control Engineering (ARC), completed the new degree approval process in 2014-2015 and supports Core Theme 1, Objective 2. The proposal for the ARC dual major included research of similar program offerings and found that there are currently universities outside the United States that offer courses that lead to a baccalaureate degree in engineering in the specialty field of automation, and universities within the United States that offer automation technology degrees at the baccalaureate level. However, Oregon Tech would be the only institution to offer a baccalaureate engineering degree in this field. The proposal also included market projections, citing International Society of Automation findings that increasing retirement rates in this field will cause a shortage of qualified automation engineers. Furthermore, 47 of the 50 states offering registration or licensure as a professional engineer in control systems had identified an industry need for specialists in this field.

To ensure that existing degree programs adapt to changing industry needs, programs are required to review and revise, as needed, program objectives and outcomes based on assessment data collected in the previous academic year. The Oregon Tech Assessment Commission takes primary responsibility for the development, review, and implementation of Oregon Tech’s institutional assessment plan, while also recommending process and providing oversight for program assessment. Additionally, Oregon Tech’s

Academic Assessment Plan and documented assessment process enable programs to use assessment results to direct change and support Objective 1, Outcome 2. An assessment cycle at Oregon Tech includes the following components:

- **Spring Program Assessment Meetings:** At the spring meeting program faculty review, discuss, and analyze all assessment data collected during that academic year. Program faculty review data generated from both direct assessments and indirect assessments which often include senior exit surveys, focus group feedback, and industry advisory board feedback. The intent of the spring assessment meeting is for faculty to holistically evaluate their programs with respect to the stated student learning outcomes.
- **Fall Convocation Meetings:** At the fall meeting faculty members review and revise program assessment plans as needed. This includes reviewing and reaffirming (or revising if necessary) the program's purpose, educational objectives, and student learning outcomes. At this meeting faculty members further evaluate the previous year's assessment data to direct closing-the-loop activities that will address program deficiencies and weaknesses that were identified at the spring meeting. The intent of the fall meeting is to coordinate faculty and departmental resources to support upcoming institutional, departmental, and programmatic assessment activities.
- **October-May:** Direct and indirect assessments are administered. Oregon Tech's Director of Assessment requires that programs submit quarterly updates regarding ongoing assessment within the program. Final reports are due in June.

Oregon Tech's assessment process is well-established, robust, and on-going. As such, improvement efforts are focused on refining the process, rather than addressing deficiencies in this area.

### **Objective 2: Oregon Tech maintains currency of its degree programs.**

Students experience hands-on learning through labs, projects, internships, and research, guided by faculty and staff who retain their professional connections to applicable industries and disciplines. In addition, departments and programs rely on regular feedback from industry advisory boards, employers, and alumni as to the relevancy of their student learning outcomes and educational objectives. Through regular review of these program objectives and outcomes, as described under Core Theme 1, Objective 1, faculty members are responsible for the solicitation and the incorporation of feedback from their constituents and for maintaining currency of their degree programs.

Feedback from external stakeholders, including Industry Advisory Boards (IABs), employers, and alumni, is an important aspect of program planning, assessment, and improvement related to Objective 2, Outcome 1. Connections with these stakeholders ensure that Oregon Tech's courses integrate new technologies and are responsive to business needs for skilled professionals. Business partners and alumni support students through internships and sponsored student projects, teach as adjunct faculty, recruit graduates for jobs, donate labs and equipment, and sponsor applied research. Oregon Tech could not fully execute its mission without the engagement and support of its external stakeholders.

In the College of Engineering, Technology, and Management (ETM), all departments and/or programs meet with their IABs semi-annually. Additionally, many programs use employer and/or alumni surveys to gather information related to industry needs and corresponding student skills. An important aspect of these meetings and surveys is the conversation about industry trends, graduate preparedness and

identifiable gaps between the two. The following is a sample of stakeholder conversations that occurred in 2014-2015:

- Civil Engineering:
  - Students receive practical experience and are well-prepared for employment.
  - The curriculum meets the needs of industry.
- Electrical Engineering:
  - There is high industry demand for both EET and EE graduates.
  - There is demand for courses in power engineering.
  - In response to IAB recommendations, the department has increased student exposure to LabVIEW, PCB layout and soldering, RF/communications, and FPGA synthesis and design with emphasis on digital/embedded systems.
- Management:
  - There is a need to expand student learning outcomes to include the integration of technology into the business function because Oregon Tech's technical emphasis is a differentiator. Employers perceive students with technology skills as being more adaptable and flexible.
- Manufacturing and Mechanical Engineering and Technology:
  - Companies are actively recruiting engineers and machine designers. Students need knowledge of machine design and how to apply it. Universities need to focus on manufacturing processes; students do not understand processes and capabilities of machines. Oregon Tech students graduate with hands-on experience.
  - Engineers need to solve problems. Engineers need design background, structural analysis, simulation modeling and statistics. Retirements are increasing, so opportunities exist for Oregon Tech students.
  - Internships and faculty opportunities are available at Boeing and NASA.

In the College of Health, Arts and Sciences (HAS), all of the departments and/or programs meet with their IABs at least annually and some semi-annually. Programmatic accreditation of several of the health professions programs dictates the frequency of such meetings. In addition, graduate, employer, and alumni surveys are a typical requirement of most programmatic accreditation bodies, and are part of the typical annual reporting process.

Active and collaborative learning continues to be central to the Oregon Tech experience, as confirmed by the NSSE data. Prior to 2013, the NSSE reports included five Benchmarks of Effective Educational Practice, one of which was selected by Oregon Tech as a measure to support Objective 2, Outcome 1.<sup>2</sup> NSSE's Active and Collaborative Learning benchmark is an index of responses to seven NSSE questions. In 2012, Oregon Tech first-year and senior responses to questions comprising this benchmark are in line with Oregon Tech comparator institutions. Though we have essentially met our expectations for this outcome, faculty continue to look for methods to increase active and collaborative learning. The current general education review (described in Standard 2.C.9) is addressing curricular reform by proposing a junior-level collaborative experience required for all Oregon Tech students. The Essential Studies Synthesis Experience is by definition interdisciplinary and designed to prepare students for the large, messy challenges and projects they will encounter personally and professionally after graduation. This redesign of general

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<sup>2</sup> Due to changes in the NSSE instrument and reports in 2013, a new indicator will need to be identified to meaningfully measure this outcome in the future.

education will create hands-on experiences for Oregon Tech students outside of their degree programs, making Oregon Tech's general education unique to our mission.

Up-to-date instructional lab equipment is likewise essential to support Oregon Tech's hands-on, applied degree programs, and IAB, employer, and alumni feedback is integral in ascertaining industry standards for this equipment. Departmental evaluation of lab equipment also happens regularly as professional accrediting bodies, including [ABET](#), [IACBE](#), [CAAHEP](#), [COARC](#), [NACCLS](#), [COAEMSP](#), and [CODA](#), require - programs to evaluate quantity and quality of laboratory equipment as part of the accreditation process. Most departments evaluate facilities and equipment needs several times each year, making recommendations for upgrades by location when appropriate.

Objective 2 was also addressed by a recent campus survey. Oregon Tech's Commission on College Teaching (CCT), in a [fall 2015 survey](#), asked faculty to rate their satisfaction with Oregon Tech classrooms overall (69 percent of faculty surveyed were "somewhat satisfied" or "very satisfied") and with the technology in non-computer-lab classrooms (63 percent of faculty surveyed were "somewhat satisfied" or "very satisfied"). A total of 57 faculty responded to the survey. Although this survey focused primarily on classroom technology rather than instructional lab equipment, the rapid pace of technological change within higher education, and Oregon Tech's focus on hands-on learning that enables application of theory to practice, warrant inclusion of this data in support of Outcome 2. The survey also reported that faculty are most interested in teaching in flexible classrooms (room configurations that can be easily rearranged), SCALE-UP rooms, and boardrooms/seminar rooms.

Faculty also expressed interest in having access to Bluetooth/wireless-connected projectors, dedicated slide advancers and standing-height computer podiums, student laptop connections and clickers/classroom response systems, document cameras and Symposiums, and video recording or intercampus connected-classroom technology. Survey results will be used to determine classroom technology needs and will generate recommendations for the use of Information Technology Services (ITS) funds set aside for this purpose.

Also indicative of the currency/relevancy of Oregon Tech degree programs are the professional development activities undertaken by faculty. Oregon Tech's mission has a strong focus on excellence in instruction, with the expectation that faculty members maintain professional expertise through continued professional development activities, which include applied research and scholarship. Professional development is a required activity of all Oregon Tech faculty. Faculty members are encouraged to pursue scholarly endeavors through participation in conferences and workshops, making presentations, publishing their scholarly work in journals, and participating in professional societies. Faculty members often support student teams in competitive projects outside the scope of normal classroom activities including professional society, regional, and national competitions. Many Oregon Tech faculty also have long established ties to various industries and research laboratories. They use these connections to bring industry-based projects to student-designed team activities. Scholarship of the faculty tends to naturally fall in areas that enhance course content and promote excellence in teaching.

Faculty self-report professional development activities on their [Annual Performance Evaluations](#) (APE) which are reviewed and evaluated by department chairs. Although the faculty evaluation process culminates spring term, the process actually begins fall term. Fall term conversations between department chairs and their faculty ensure that faculty are focused on continuous improvement in instruction, professional development, scholarly pursuits, and departmental and institutional service for the upcoming academic year. During spring evaluation meetings, department chairs revisit the fall conversation and evaluate accomplishments presented by the faculty on their APE. Faculty evaluations

result in three possible rankings: exceeds expectations, meets expectations, or does not meet expectations. As part of the evaluation process, plans are discussed for improvements in the deficient areas and for continued success in the exceptional areas. In the last academic year, 99 percent of all faculty in both colleges met or exceeded department expectations in the area of professional development.

A final indicator of program currency can be ascertained from student performance on board or licensure exams. In the areas of engineering and health technologies, successfully passing board/licensure exams reinforces student/graduate success and career preparedness, closely aligning with Oregon Tech's mission. Of the eight programs in the College of ETM that had students sit for a fundamentals of engineering exam in 2015, 63 percent of the programs met or exceeded national pass rates. Of the nine programs in the College of HAS in which students sat for professionally-related credentialing examinations in 2014 (results are typically delayed one year), 100 percent of the programs exceeded national pass rates (see Appendix A).

Due to the nature of the wide variation in industry requirements, it is not possible to use one benchmark for all disciplines. Therefore, this benchmark will be revised as part of the next accreditation cycle.

## **Core Theme 2: Student and Graduate Success**

### **Objective 1: Oregon Tech Students possess the skills necessary for program-related employment or graduate school admission.**

Career readiness is integral to the mission of Oregon Tech and is systematically measured in a number of ways, including assessment of established institutional and programmatic learning outcomes, participation in experiential learning opportunities, and performance on professional board and licensure exams.

Oregon Tech's ongoing academic assessment plan is built on the following assumptions:

- Assessment of student learning outcomes is a highly important, ongoing, required process within the Oregon Tech academic community.
- The primary purpose of assessment at Oregon Tech is to improve teaching and learning.
- Assessment at Oregon Tech is a collaborative effort.
- Faculty members are expected to contribute to assessment of essential student learning outcomes (ESLOs) as they are manifested in their programs.
- Faculty members are responsible for assessment of their programs and have the expertise in their disciplines to judge whether or not their students are meeting program student learning outcomes (PSLOs).
- Assessment methods should be reasonable and practical.
- Assessment reports should be written in a concise and straight-forward manner.

The academic assessment plan is developed and executed by the Executive Committee of the Assessment Commission and is based on the Oregon Tech Mission Statement. The assessment process links institutional mission and core themes with essential student learning outcomes.

## Institutional Assessment

As mentioned in Standard 2.C, Oregon Tech’s original eight Institutional Student Learning Outcomes (ISLOs) adopted in 2007 have been recently revised<sup>3</sup>. This revision followed seven years of assessment results based on authentic student work scored against established criteria defined in official Oregon Tech rubrics. ISLO assessment was conducted in each major program at the upper division level as well as in general education courses according to the following schedule (Table 12).

**Table 12:** Institutional Student Learning Outcome Assessment Cycle, 2007-2014

ISLO	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Communication (oral, written, visual)				•			
Team and group work			•			•	
Professionalism and ethical practice			•			•	
Critical thinking and problem solving	•						•
Lifelong and independent learning				•			
Mathematical knowledge and skills		•			•		
Scientific knowledge and scientific reasoning		•					
Cultural awareness							

The results of these assessments showed particular strengths in team and group work as well as in professionalism and ethical practice. Student performance also met faculty expectations in oral communication, lifelong and independent learning, and scientific knowledge and scientific reasoning. Analysis of assessment results for critical thinking, written communication, and mathematical knowledge and skills showed weaknesses in particular criteria. Most outcomes showed some improvement over time, likely due to greater emphasis by both general education and major program faculty and additional faculty professional development opportunities specific to ISLOs. Reports for each ISLO assessment are shared with all faculty at an annual assessment meeting held during Convocation each fall. For each ISLO assessment, a formal written report describing the assessment process and including results and analysis is published on the [Oregon Tech Assessment Website](#).

<sup>3</sup> Revised institutional outcomes are now referred to as Essential Student Learning Outcomes (ESLOs).

One outcome, “Cultural Awareness,” was not assessed over the seven year period. This void was due to the fact that curricular mapping showed that this outcome was not consistently found in the curriculum. While some programs had curricular requirements that aligned with this ISLO, many did not, and there was no general education requirement designed to specifically address this outcome either. This is consistent with self-reported gains on the National Survey of Student Engagement (NSSE) in the area of “understanding people of other backgrounds,” which showed the lowest reported gain for Oregon Tech seniors. This identified gap between an institutional outcome and curriculum was one of the catalysts prompting a thorough review of Oregon Tech’s general education requirements and alignment with prescribed outcomes.

As part of the general education review described in Standard 2.C, the executive committee of the Assessment Commission worked with the General Education Review Task Force and ad-hoc outcomes subcommittees formed in the fall of 2014 to identify revised Institutional Student Learning Outcomes (ISLOs). These were based on recommendations coming from a 2013-14 comprehensive review of ISLO results by the Assessment Executive Committee and comparisons to national frameworks (the Degree Qualifications Profile and the Association of American Colleges and Universities’ LEAP Essential Learning Outcomes). The original eight ISLOs were condensed to six outcomes with newly defined criteria. The outcomes and criteria were refined and ratified by the Assessment Executive Committee, approved by the provost, and published on the assessment website in January 2015.

Oregon Tech’s [Essential Student Learning Outcomes](#) (ESLOs) support Oregon Tech’s institutional mission and core themes. The outcomes and associated criteria reflect the rigorous applied nature of Oregon Tech’s degree programs.

The ESLOs reflect the common expectations about the knowledge, skills, and abilities that Oregon Tech students will acquire and are reflected in the general education requirements that lay the foundation upon which the major curricula build. Engaging in these ESLOs will support Oregon Tech graduates in developing the habits of mind and behaviors of professionals and lifelong learners.

Oregon Tech students will:

- **Communicate** effectively orally and in writing;
- Engage in a process of **inquiry and analysis**;
- Make and defend reasonable **ethical** judgments;
- Collaborate effectively in **teams** or groups;
- Demonstrate **quantitative literacy**;
- Explore **diverse perspectives**.

In conjunction with the newly defined ESLOs, the Assessment Executive Committee developed a revised six-year cycle of assessment (see Appendix B), defining yearly deliverables for each ESLO. As part of the new governance structure, six ESLO committees with responsibility for this assessment work will coordinate with the Assessment Executive Committee, the Commission on College Teaching (CCT), and the General Education Advisory Council (GEAC). This new process will provide much needed continuity to the assessment work and increase institutional improvements from the process.

The Assessment Executive Committee drafted a new [assessment plan](#) based on the revised six-year cycle of assessment and the new structure. The plan identifies how the work of the three oversight committees complement each other to advance teaching and learning. The new governance structure and assessment plan have been implemented beginning fall term 2015. The 2015-2016 assessment plan includes the

assessment of the new ESLO “Diverse Perspectives,” which replaced the ISLO “Cultural Awareness.” It is intended that valuable baseline data will be collected this year, which will prove helpful in determining if proposed curricular changes produce the desired results for this outcome.

The work of the General Education Review Task Force continues as this group engages the university community in redefining general education at Oregon Tech around ESLO pathways. The new essential studies model specifically addresses the gaps identified from institutional assessment efforts over the past seven years (see Appendix D).

### **National Assessment Initiatives**

The ISLO assessment cycle was suspended in 2014-2015 while work was being done to revise institutional outcomes. In lieu of traditional institutional assessment activities in 2014-2015, the Assessment Executive Committee chose to participate in the [Multi-State Collaborative to Advance Learning Outcomes Assessment](#), a grassroots initiative designed to provide meaningful evidence through faculty assessment of student work. This is the largest national effort to assess student learning using students’ actual work drawn from assignments constructed by faculty. Oregon Tech faculty collected work samples in fall term 2015 to be scored by project-trained faculty scorers using the Association of American Colleges and Universities (AAC&U) VALUE rubrics. The MSC Pilot Study (2014-15) involved nine states and 59 institutions. Oregon Tech submitted a sample of 75 Quantitative Literacy, 84 Written Communication, and 23 Critical Thinking artifacts for scoring in the project. Due to the small sample size, the results are not generalizable, but valuable insights have been gained through participation in the project that have been used to improve assessment processes. Oregon Tech continues participation in this growing project in its Demonstration Year (2015-16).

### **Program Assessment**

Each year during the fall convocation, the chair of the Assessment Commission reviews the current year’s tasks and timelines with all program assessment coordinators. The annual assessment plan includes the ongoing requirement that all undergraduate and graduate degree programs create a manageable assessment plan focusing on program-specific learning outcomes created by each academic department. Oregon Tech’s structured process is centered on submission of small assignments at regular intervals for each degree program in an ongoing report, including the items listed below:

- program mission, educational objectives, and student learning outcomes (PSLOs)
- three-year rotational plan for assessing student learning outcomes
- PSLO-curriculum matrices
- performance criteria for outcomes to be assessed in the current year
- plans for direct and indirect measures of outcomes to be measured in the current year
- plans for implementation of improvements from prior year assessment activities
- periodic assessment write-ups, including data summaries, evaluation of data, and action plans for program improvement

In addition to their core assessment activities, program assessment coordinators also complete the following tasks:

- organize a spring department meeting to review assessment data and make plans for program improvement
- submit periodic additions of data summaries, evaluations, and action plans to the ongoing assessment report

- collect and analyze senior exit data
- complete a final assessment report and submit for publication on the assessment website

Since 2007 all academic programs have participated in this on-going and systematic assessment process, and the [annual reports](#) for each program are located on Oregon Tech’s assessment website. The annual program assessment reports document changes resulting from assessment activities.

### **Experiential Learning**

With 95 percent of Oregon Tech students participating in hands-on senior projects, internships or medical practicums/externships, experiential learning is a well-established tradition at Oregon Tech<sup>4</sup>. These applied experiences, in addition to the very hands-on curriculum while on campus, prepare Oregon Tech allied health students to attain some of the highest professional board and licensure exam pass rates in the nation. Recognizing the value of the capstone experience and its inherent fit to Oregon Tech’s mission, the General Education Review Task Force is looking to provide this experience for all students through the essential studies program. Currently, three programs are redesigning their curriculum to include such a culminating experience. In addition, the proposed essential studies model incorporates a junior level synthesis experience designed to bring together cross-disciplinary teams to grapple with complex problems, much like the work graduates will confront in the workplace.

Oregon Tech systematically assesses institutional student-learning outcomes (ESLOs) to ensure that graduates are proficient in basic undergraduate skills. Programs also evaluate program-specific student-learning outcomes (PSLOs) to ensure that graduates are proficient in the technical outcomes required by a specific discipline. Assessment data direct student-learning improvement plans and closing-the-loop activities, which ultimately prepare graduates for employment or post-graduate education. Internship and experiential learning opportunities also facilitate students’ abilities to apply theory learned in the classroom to workplace practice. Pass rates on board and licensure exams indicate that graduates possess the knowledge necessary for program-related employment. Graduates with professionally applicable skills, practical learning experiences, and technical knowledge are prepared to attain program-related employment or graduate school admission. Oregon Tech’s focus on career-readiness includes a formula that combines technical and professional skills necessary to build a career and develop productive citizenship.

### **Objective 2: Oregon Tech Students demonstrate educational progress.**

Student success, as evidenced by persistence and graduation rates, is extremely important to the university. A position was created in 2012 to specifically address retention; the Retention Coordinator was tasked with identifying barriers to student success as well identifying existing retention efforts and developing new initiatives. As a result of efforts over the past two years, the retention of first year students to the next fall increased from 77.7% to 73.1%, which is the highest of the past five years. Initiatives started over the past two years include: 1) a text message program; 2) a phone calling program; 3) work to clean up data set; and 4) an academic success class specifically for veterans and another one for students on academic probation.

The goal of the texting program was to reach out via texting to new students and help them connect with Oregon Tech, answer questions as they arose, and refer them to Oregon Tech resources as needed. Students in Klamath Falls, Wilsonville, and online participated. The pilot program was positive in that

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<sup>4</sup> Additional student participation in the MECOP internship program is not included in the numbers reported here.

88.2% of the participants persisted to the next term which can be compared to an average of 70.5% for all students who started winter term the previous three years and continued to the next term.

The phone calling program was created to identify students who were registered spring term but then not registered for the following fall term (excluding all graduating students) to find out why they weren't registered and assist them in getting registered. As evidenced by the following table, the number of students not registered after spring term dropped 50.8% due to the calling program. As a result of hearing from students that they didn't know when to register for fall term, students now are reminded when registration begins for the next term and to meet with the advisor for course selection.

**Table 13:** Students Not Registered for Subsequent Term

Number of students not registered for subsequent term			
201303-201401 Spring to Fall	201401 - 201402 Fall to Winter	201402 - 201403 Winter to Spring	201403-201501 Spring to Fall
1024	310	355	596
596 includes 92 students on academic warning/probation 596-92= 504			
<b>50.8% decrease in number of students not registered from spring to fall</b>			

The director of retention continues to identify roadblocks and barriers that can be removed (or reduced) so that students can be retained and ultimately graduate from Oregon Tech. Additionally, a program is under development to make aspects of the Oregon Tech's successful TRiO program available to first-year students to further improve retention (and graduation) rates.

In addition to tracking first-year student retention rates, Oregon Tech wants students to graduate. First-year (first-time, full-time) students are tracked over a six-year period for graduation, while transfer students are tracked on a four year basis. As Table 14 demonstrates, the graduation rates for both subgroups of students dropped from the previous year: from 46.8% to 45.6% for freshmen and from 63.6% to 55.6% for transfer students.

**Table 14:** Graduation Rates for Freshmen and Transfer Students

Term Started	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<b>First-time, Full-time Freshmen</b>					
Starting Cohort	248	277	268	344	355
Graduated within 6 years	110	136	118	161	162
6 Year Graduation rate	44.4%	49.1%	44.0%	46.8%	45.6%
<b>Transfer Students</b>					
Starting Cohort	270	259	316	275	302
Graduated within 4 years	170	173	201	175	168
4 Year Graduation rate	63.0%	66.8%	63.6%	63.6%	55.6%

It is clear that an analysis is needed to identify why the transfer student graduation rate dropped so that any identified barriers can be eliminated and new initiatives can be created to improve transfer student success.

**Objective 3: Oregon Tech students have access to faculty.**

The university supports a student-centered learning atmosphere where faculty teach their own classes, mentor and advise students and provide guidance on research and externships. In line with this and in fulfillment of the Oregon Tech Mission, student to faculty ratios are maintained at or below 20:1, which embraces the opportunities for student success in our rigorous applied degree programs.

Unique to Oregon Tech, the student advising is assigned to faculty within their professional program, with positive outcomes for student-faculty engagement. According to the NSSE outcomes, 78 percent of Oregon Tech seniors and 66 percent of first-year students reported high levels of satisfaction in their interactions with academic advisors (five or above on a seven point scale). While both groups exceed the levels of satisfaction reported by their peers at comparator institutions, Oregon Tech senior responses were significantly higher. To further increase first-year students' student-faculty engagement, the Oregon Tech Advising Commission is currently looking at models to better support first-year students as they adjust to college-level learning. In addition, the proposed [Essential Studies](#) program is intended to help students design clear curricular pathways from foundation-level coursework through capstone, thereby engaging students more in the advising process. As part of the implementation plan, advising materials and training will be provided to academic advisors.

NSSE's Student-Faculty Interaction Engagement Indicator confirms that low class sizes and a faculty advising model seem to be an effective approach at Oregon Tech. The NSSE indicator is made up of four measures: 1) Talked about career plans with a faculty member, 2) Worked with faculty on activities other than coursework, 3) Discussed course topics, ideas or concepts with a faculty member outside of class, and 4) Discussed your academic performance with a faculty member. As indicated in Oregon Tech's 2015 NSSE report, first-year students report significantly higher levels of interaction with faculty than their peers at comparator institutions. While, as expected, Oregon Tech seniors reported higher levels of interactions with faculty than first-year students, when compared to peers the level of interaction did not exceed but was on par. Access to faculty will continue to be a trademark of the Oregon Tech experience, promoting student and graduate success.

**Objective 4: Oregon Tech provides academic support services to facilitate students' personal and academic development.**

Oregon Tech provides a variety of support services to assist students in personal and academic development including: peer consulting (tutoring), disability services, testing services, career services, health services (mental and physical) at both the Klamath Falls and Wilsonville campuses. Students are informed of services available on campus at registration events, orientation sessions, and throughout the year via email announcements and the Oregon Tech mobile app.

Student Affairs offices responsible for support services annually track student utilization or participation, most commonly by having students swipe their ID cards at events (e.g., Campus Life and Residence Life) or through software systems that track types of service (e.g., Student Health Center or Student Success Center). As an example, the Peer Consulting staff reported an increase in student utilization of 25.58% from 2013-14 to 2014-15. See Table 15 below.

**Table 15: Peer Consulting Utilization, 2014-15**

	Last Yr 9/30/13- -8/15/14	Fall 2014	Winter 2015	Spring 2015	Totals 9/29/14 -Present	% of Last Year	6/11/2015
<b>Registered</b>	611	259	177	64	500	81.83%	<b>Last Updated:</b>
<b>Fall</b>	231	624				270.13%	These are the number of appts scheduled during their respective term
<b>Winter</b>	706		838			118.70%	
<b>Spring</b>	502			569		113.35%	
<b>Summer</b>	8					0.00%	
<b>Ttl Appt</b>	1447	624	838	569	2031	140.36%	Number of appts made and kept
<b>Unique</b>	267	189	204	172	403	150.94%	# of unique clients who made appts
	198	141	70	75	168	84.85%	# who used walk-in but never made appts
	465	330	274	247	571	122.80%	Total # who used services (W/I and Appts)
<b>Approx Pop of KF</b>						% of Pop	
<b>2232</b>	276	232	95	1093	48.98%	Total # currently Registered for Services	
	611	593	26.58%	# Registered AY 2013-14 minus 3% attrition			
	259	177	64	500	22.40%	# Registered so far this year	
	92	77	68	144	35.73%	# Students who visited only once	
	80	129	103	259	64.27%	# Unique Clients repeatedly making appts	
<b>AY 2013-14</b>	20.83%	14.78%	12.28%	11.07%	571	<b>25.58%</b>	% of Student Pop who used services
<b>Surveys Client Rpts</b>	79	91	48	26	165	208.86%	Survey Response Rate
	563	469	217	129	815	20.25%	

Student use as well as feedback on the quality of the peer consulting (tutoring) continues to increase because many classes are visited and the peer consulting hours and process are promoted.

Each department in the division of Student Affairs has an assessment plan as of fall 2015 to address how each area knows how it is doing what it claims in terms of supporting students. These reports are available on the Student Affairs webpage: [www.oit.edu/studentaffairs](http://www.oit.edu/studentaffairs).

The NSSE was administered to first-year students and seniors in 2015 (winter term) and questions on the survey asked respondents about the university’s provision of academic support services, opportunities to interact with students of different backgrounds, activities on important social issues and other events, among others. The “Supportive Campus Environment” is the benchmark made up of the eight individual questions.

The NSSE data for the Supportive Campus Environment indicator reports a first-year student mean of 34.4 and a seniors mean of 28.6. For the first-year students, this mean is not significant when compared to Oregon Tech Comparators or with Oregon Tech’s two academic college’s comparators. However, for the seniors, this indicator is significant in the negative direction, meaning Oregon Tech’s comparators are doing better overall than Oregon Tech seniors.

In breaking down the indicator to the individual questions, both the first-year students and the seniors had higher means on two of questions: a) “providing support to help students succeed academically” and b) “using learning support services (tutoring services, writing center, etc.)” which is very encouraging. Two questions that had means lower (for both first-years and seniors) than the comparators were: a) “attending campus activities and events (performing arts, athletic events, etc.)” and b) “attending events that address important social, economic, or political issues” which is not overly surprising due to the type of students who attend Oregon Tech.

Oregon Tech was awarded another TRiO grant in September, 2015 (for an additional five years) to assist students who meet established criteria which identify them as being at greater risk. The TRiO program is called the Tech Opportunities Program (TOP) and provides academic specialists to work with 160 students one on one. The TOP Program has met the Department of Education’s program objectives every year of the grant as summarized in Table 16. The students in the TOP program continually outperform their peers who are not in TOP in both persistence and graduation rates.

**Table 16:** Summary of Oregon Tech’s TOP (TRiO) Project Objectives, 2010-2015

<b>Objective</b>	<b>Target</b>	<b>Actual 2010-11</b>	<b>Actual 2011-12</b>	<b>Actual 2012-13</b>	<b>Actual 2013-14</b>	<b>Actual 2014-15</b>
<b>Funded to serve</b>	160 students	193 120.62%	162 101.25%	163 101.87%	163 101.87%	160 100%
<b>Meets eligibility criteria</b>	66%	156/193 80.82%	112/162 69.13%	114/163 69.93%	118/163 72.39%	118/160 73.75%
<b>Meets disability criteria</b>	33%	24/47 51.06%	17/42 40.47%	17/38 44.73%	18/33 54.54%	13/25 52.0%
<b>Persistence rate</b>	76%	169/193 87.56%	135/162 83.33%	146/163 89.57%	151/163 92.63%	145/160 90.62%
<b>Good academic standing</b>	90%	182/193 94.3%	156/162 96.29%	154/163 94.47%	154/163 94.47%	157/160 98.12%
<b>Bachelor’s degree attainment</b>	40%	25/42 59.52%	41/79 51.89%	42/55 76.36%	35/71 49.29%	39/76 51.31%

Due to the annual success of TOP and its students, Oregon Tech is working to expand aspects of TOP so that many more first-year students have similar academic support services in place which should continue to increase retention and graduation rates.

Overall, students have access to a variety of support, but making them aware of these services and getting them to utilize the many offices and attend the activities are areas for additional focus by Oregon Tech.

**Objective 5: Oregon Tech offers co-curricular experiences that enhance student engagement.**

Oregon Tech strives to provide opportunities for students to participate in a variety of activities outside the classroom experience. Students can opt to live on campus in the traditional residence hall or in the village apartments, and as a result have access to student staff who are trained to support students and provide programs in the living communities. During the 2014-15 academic year, the Residence Life staff provided programs in several categories (see Table 17 below). Many of the activities are also open to students who live off campus.

**Table 17:** Housing and Residence Life Programming, 2014-15

Type of Program	Fall 2014	Winter 2015	Spring 2015	Total
Community Development	57	74	98	229
Personal Development	21	21	22	64
Faculty Involvement	3	7	12	22
Academic Success	4	6	5	15
Weekend Programs	18	35	40	93
Passive Program	21	18	15	54
Res Life Cinema	9	18	19	46
Total	133	179	211	523

The Campus Life office is responsible for the numerous campus clubs (over 50) and student-run programs (10), as well as new student orientation, student leadership academy, and International Student Services. Campus clubs range from social or recreational to having an academic basis, and clubs are officially recognized annually through a registration and training process. Although tracking the various clubs activities is challenging, any of their events that utilize club funds are documented through the campus event form. Student participation at events is typically tracked by students swiping their ID cards through a card reader.

As an example of increased participation in activities, see Table 18, which provides new student orientation events for 2013 – 2015 and events that were added each year.

**Table 18:** New Student Orientation (NSO) Activities

NSO Attendance	2015	2014	2013
Movie Night	72	55	147
Check-In @ Cu Auditorium Lobby/ Welcome	305	264	269
Student/Faculty Lunch @ Outside Cu @ Athletics	227	224	188

Introduction to Oregon Tech @ Cu Auditorium	207	150	
Hooray! @ Cu -- Crater Lake Complex	189	200	165
Night Owl Game Night @ Upper Cu Rooms	201	50	
Breakfast Club @ SSC	162	129	
Upperclassmen Panel	130	120	
Luau Lunch @ ISHC Parking Lot	225	205	
C.L. Lindsay's Alcohol & The Law	117	64	
Health & Safety Panel Dinner	91	152	
Fred Meyer Takeover	478	513	528
Downtown Celebration Block Party At Farmer's Market	85	124	
Day of Spirit @ Purvine Field	66		
Oregon Tech Traditions Dinner	43		
Hike to the O" - Meet Outside Op"	94	45	
Brunch @ Cu - Marketplace	113	150	150
Early Bird Super Club Sign Up	65		
Closing Ceremonies @ Cu-Auditorium	145	175	

The number of students who checked in for orientation increased 15.5% over the previous year.

Opportunities for students to engage in volunteerism (tracked for Campus Life volunteer projects, not student club volunteer projects) and student leadership trainings have increased over the past three years as noted in Table 19.

**Table 19:** Volunteer and Leadership Opportunities

	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
# Volunteer Projects	1	8	9
Average Attendance	11	7	14
Total Volunteer Hours	~200 hrs.	~330 hrs.	~530 hrs.
# Leadership Workshops	8	21	16
Average Attendance	6	7, 9 students went to at least 4 per term	3, 10 students attended at least 3 workshops

Student Affairs continues to provide co-curricular activities in which students want to participate that augment the positive classroom experience. A goal is to have students swipe ID cards at every event and then the attendance records are compiled for each student. A student could then access the list of events attended over the year to use for scholarship or employment applications.

The NSSE was administered to first-year students and seniors in 2015 (winter term) and a question on the survey asked respondents to identify the number of hours per week they participated in “co-curricular activities (organizations, campus publications, student government, fraternity/sorority, intercollegiate or intramural sports, etc.)” For the first-year students, only 32% indicated that they spent zero hours participating in the various campus activities, meaning 68% of them did participate in some sort of campus activity. Another question asked respondents about working (on and off campus) for pay; only 36% of first-year students reported working.

Senior students, on the other hand, had 58% reporting no participation in campus activities (so only 42% did participate). However, 76% of the seniors reported working for pay. With this significant percent of seniors working in addition to completing rigorous coursework, it is reasonable that they have less time to participate in co-curricular activities.

Oregon Tech’s goal is to maintain or increase reported participation in co-curricular activities by all students. Overall, Oregon Tech provides a variety of co-curricular activities for students throughout the year, but informing students about these activities and the value of participation needs further attention.

**Objective 6: Oregon Tech libraries provide access to information and resources to meet degree program requirements**

Outcomes:

1. Library holdings and acquisition rates meet degree program requirements.
2. Library instruction services meet degree program requirements.
3. Access to resources and related services meet degree program requirements.

The Oregon Tech Libraries provide access to information and resources both in print and electronic formats. In recent years, the libraries have moved to providing more access to electronic materials to support students in all our locations and online. Oregon Tech library holdings per enrolled FT student are reasonable when compared to comparator institutions as evidenced by the following table. The drop from FY13 to FY14 can be attributed to a major weeding project undertaken in both the main stacks, and the reference and storage facility. The collection had not been weeded in many years and the librarians determined that many of these materials were outdated, or were otherwise not appropriate for the collection (as determined by the collection development policy).

**Table 20:** Total Holdings (volumes) per Enrolled FT Student

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	101	104	85
Median – Comparators	92	104	101
Median – HECC	89	104	94

The Oregon Institute of Technology has been working on increasing student enrollment while over the past three years the library’s materials budget has only increased slightly. This is one reason library materials expenditures per enrolled FT student continue to decline. The other is, of course, the continual increase in cost of maintaining library subscriptions. This echoes the reduction in expenditures from the comparators and fellow state publics.

**Table 21:** Total Materials (including electronic Expenditure per Enrolled FT Student

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	\$183	\$168.22	\$128.75
Median – Comparators	\$126	\$188.79	\$147.62
Median – HECC	\$220	\$154.07	\$120.06

The Oregon Tech Libraries have made a concerted effort to grow their library instruction program and offer more instructional presentations to classes. Library instructional presentations range from introductory, such as helping students learn the fundamentals of research, to advanced, specialized instruction on subjects including patents and boundary law. Oregon tech is above the median for the numbers of presentations and the participants per FT student compared to its peer institutions in this area.

**Table 22:** Presentations to Groups per Enrolled FT Students

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	0.08	0.05	0.12
Median – Comparators	0.02	0.03	0.04
Median – HECC	0.03	0.05	0.04

**Table 23:** Participants in Groups Presentations per Enrolled FT Students

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	0.99	0.65	0.98
Median – Comparators	0.44	0.47	0.79
Median – HECC	0.48	0.65	0.91

The Oregon Tech Libraries offer reference assistance to students for six hours per weekday. In that time, librarians help students with numerous questions ranging from how to format a Word document to consultations on how to begin researching for a report. As the above statistics show, we easily have more reference transactions than the median number of transactions for our comparators. Within the state public universities, Oregon Tech is close but does lag behind the median transactions. It was found that Oregon Tech collection data for reference transactions needed updating as directional questions were included in the numbers. The library estimates that the number of transactions needs to be reduced by 15%. This still keeps Oregon Tech above the median with its comparators but below the median for other Oregon public universities.

**Table 24:** Reference Transactions per Enrolled FT Student

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	1.99	2.64	1.52
Median – Comparators	0.85	0.53	0.68
Median – HECC	1.99	1.81	1.65

Because of the nature of most of the programs at Oregon Tech, students are encouraged to use the latest information they can find – usually articles. The emphasis on use of books is much lower and the statistics

bear that out. Statistics for electronic article usage can still be difficult to acquire so that might be why the comparators' statistics are so low – but Oregon Tech is still above the state public universities. This substantial usage of articles may explain our relatively low usage of books.

**Table 25:** Full-text Article Requests per Enrolled FT Student

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	309	444	265
Median – Comparators	44	9	5
Median – HECC	74	86	43

Oregon Tech students, like many others, try to use immediately available material, but the librarians have worked to make it easy for them to request material from other libraries and this shows in the statistics. Although not as high as Oregon Tech's sister public universities, Oregon Tech is still significantly higher than its comparators.

**Table 26:** ILLs provided per 1000 Enrolled FT Students

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	701	598	563
Median – Comparators	395	427	525
Median – HECC	814	1503	1530

As stated above, because of Oregon Tech's curriculum, students are encouraged to use current articles rather than books for their research needs. Adding to these factors is the difficulty of getting circulation statistics for electronic books. Over the past few years, the Oregon Tech Libraries have begun to focus on purchasing electronic books whenever possible. This makes these books available to both campuses and easily accessed off-campus. Unfortunately, the method for counting circulation of material used by ACRL requires that the book be "checked out" and not just read online. Since many e-books do not allow for check-outs or make doing so difficult by requiring setting up an account, the statistics shown are not representative of usage of ALL books available to students from the Library.

**Table 27:** Total Circulation per Enrolled Students

	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
Oregon Tech	0.93	0.92	0.57
Median – Comparators	2.27	2.55	2.46
Median – HECC	6.78	6.20	6.12

A note on the data used for this report: In 2015, the biennial Academic Library Survey was incorporated into the IPEDS survey, which means that in the future Oregon Tech will be able to get more comprehensive information about its comparators. Unfortunately, this data is not currently available for this self-study. Therefore, most of the data being used is taken from the ACRL Academic Library Trends and Statistics Survey. As this survey is voluntary, Oregon Tech was unable to get data from all of its comparators.

### **Core Theme 3: State-wide Educational Opportunities**

#### **Objective 1: Oregon Tech offers state-wide educational opportunities to Oregon citizens.**

Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online-degree programs, and partnership agreements with local community colleges and universities.

Consistent with the strategic plan, Oregon Tech has increased the number of programs offered at each location, expanded the number of ACP/Dual Credit opportunities, and grown the online offerings. As a result, Oregonians now have increased access to multiple options for working towards and completing educational goals.

Enrollment in online courses has grown from 2,103 in 2010 to 2,349 in 2014, largely due to innovations and investment in technology and faculty training. For example, the anatomy & physiology series is now available online, and is offered each term of the academic year, which supports Oregonians and others' demand for the course. Similarly, courses in electrical engineering (Circuits) and geomatics are also being delivered online.

Program enrollment at the Wilsonville campus has also seen consistent growth as new programs are added and blended course delivery options are more widely available to accommodate the needs of students who work during the day in the Portland-Metro area. Additionally, although Oregon Tech has had at least one student from every Oregon County enrolled at some point since 2012, some of our enrollments in certain counties have more than doubled.

Growth in the Oregon Tech Dual Credit Program (refer to Table X) has been, with the exception of one year, steady from 2010-11 to 2014-15. The addition of the Academic Partnerships Coordinator in Wilsonville has had a very positive effect on high schools awareness of this program and led to new partners. Oregon's Tech's niche in health and engineering and its increased work in STEM hubs has helped increase the dual credit opportunities and articulation in those areas.

Students served by ACP: Oregon Tech has met the benchmark over the past five years by maintaining or growing the number of students served by ACP, with only one year in which there was a dip in enrollment and credits. That decrease was the result of two school districts mandating that their high schools partner with the local community colleges for dual credit. Other high schools chose to do that on an individual basis, often due to already established partnerships in other classes or areas and due to cost factors. Oregon Tech charges \$25 per credit to support the ACP program. Community colleges in Oregon charge less with many of them charging nothing. Oregon Tech has been able to increase its numbers based on several factors, including the State of Oregon's push to increase dual credit, Oregon Tech's emphasis on articulating STEM courses, its ability to serve schools statewide in a timely and efficient manner, and its ability to qualify high school teachers to teach dual credit when the community colleges cannot or will not. Increased attention and increased staffing has aided Oregon Tech in this effort. Current work in partnering with additional high schools may result in even greater increases. The Academic Agreements staff members participate in several state and local meetings which enable them to be aware of best practices and new opportunities.

**Table 28:** ACP and HST Unduplicated Headcount

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	0	0	0	0	0
Fall	389	478	349	565	490
Winter	235	233	152	146	320
Spring	294	432	261	394	334
<b>Total</b>	<b>588</b>	<b>723</b>	<b>515</b>	<b>743</b>	<b>836</b>

Campus locations: Oregon Tech now reports enrollment at five physical locations as well as via fully online delivery. Klamath Falls serves as the primary location with the largest unduplicated headcount, while Wilsonville has seen rapid growth since consolidating the Metro and other locations close to Portland at the Wilsonville location. Additionally, the Dental Hygiene Associate of Science and Bachelor of Science degrees are being offered at the La Grande and Chemeketa locations, and we are now also serving the Seattle Boeing location as our only out-of-state location.

Enrollment by location: Since 2010, enrollment at each location has grown as illustrated below. Note that this data is based on actual course enrollment at each campus location. This is not the same as 1 student : 1 campus assignment. A student is reported at multiple locations if the student enrolled at multiple locations within the same term. Additionally, student headcount is unduplicated for each term and then unduplicated for the four terms combined when reporting total annual unduplicated headcount for this campus location. Finally, Wilsonville enrollments include what was formally known as Metro/Tualatin/Yamhill/FRST GRV.

**Table 29:** Klamath Falls Unduplicated Headcount

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	599	552	545	575	528
Fall	2,335	2,301	2,402	2,337	2,257
Winter	2,152	2,151	2,310	2,182	2,184
Spring	1,996	2,019	2,169	2,080	2,068
Klamath Falls	2,665	2,629	2,750	2,647	2,545

**Table 30:** Wilsonville Unduplicated Headcount

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	253	245	256	294	347
Fall	469	478	584	731	774
Winter	437	470	554	611	692
Spring	430	462	579	644	684
Wilsonville	660	701	881	978	1,031

**Table 31: Seattle Unduplicated Headcount**

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	38	9	71	98	132
Fall	78	104	155	163	179
Winter	100	104	148	180	185
Spring	78	86	148	187	172
Seattle	149	146	220	279	243

**Table 32: La Grande Unduplicated Headcount**

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	24	27	18	24	22
Fall	48	46	44	46	37
Winter	46	43	43	47	34
Spring	26	25	29	28	33
La Grande	51	49	44	48	38

**Table 33: Chemeketa Unduplicated Headcount**

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer				20	21
Fall		19	39	58	59
Winter		19	39	59	58
Spring		22	41	39	41
Chemeketa		22	72	60	61

Enrollment in online courses: Due to an increase in online course offerings and enrollment flexibility for all students to take online courses, enrollment in those courses has increased overall between 2010 and 2014 with a slight decrease from 2013 to 2014, which aligns with the Klamath campus enrollment decline (many Klamath students take online courses).

**Table 34: Online Unduplicated Headcount**

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	719	742	690	677	729
Fall	887	981	951	1,093	1,058
Winter	985	1,069	1,184	1,217	1,208
Spring	893	945	1,013	1,125	1,091
Online	2,103	2,184	2,261	2,404	2,349

Oregon counties represented in the Oregon Tech student body: Oregon Tech has had at least one student from every Oregon County enrolled at some point since 2012. Since 2011, some of its enrollments in certain counties have nearly doubled. For example, in 2011, Oregon Tech enrolled 161 students from Clackamas County and in the fall of 2015, Oregon Tech enrolled 371. In 2011, Oregon Tech enrolled 247 students from Washington County, and in 2015, we enrolled 508. Overall, Oregonian student enrollment has risen from 3,911 students from Oregon counties in 2011 to 4,786 in 2015.

Program offerings by location: Oregon Tech has strategized how to best utilize the existing campuses and other sites to offer the best opportunity for students across Oregon to take advantage of Oregon Tech’s offerings. For example, the Wilsonville campus has increased in enrollment, expanded course and program offerings, and provides physical access to Oregonians living in the Portland metropolitan area. Oregon Tech’s online offerings have increased to four Bachelor of Science, two Associate of Science, and two certificate degrees via 100% online delivery. Fully online degrees allow students in rural areas of Oregon to earn completely online and technical degrees from Oregon Tech without leaving their communities. Enrollments and programs at Oregon Tech’s extension campuses (Seattle, Chemeketa, and La Grande) have also been maintained or increased (Tables 29-33).

Online course offerings: During the last several years, Oregon Tech’s online offerings have increased to include more offerings in general education courses available to all students, as well as more program-specific course options. This allows for flexibility when registering for needed courses and allows students to complete their degrees on-time when there are scheduling conflicts between general education courses and program required courses. Additionally, two new fully online Bachelor of Science programs—Health Informatics and Applied Psychology—have brought additional program-specific courses into the online course rotation each quarter. Finally, new incentives for online course development have allowed for innovative and unusual courses to be brought into the online rotation, including courses in geomatics, anatomy and physiology, and electrical engineering. Although many of these endeavors were implemented during the 2014-2015 Academic year, the effects were more dramatic as of fall 2015, which is not part of this report.

The Online Learning Department now offers more than 500 online courses available to most Oregon Tech students with plans for new course development in alignment with several newly proposed degrees. In 2010, Oregon Tech offered 426 online courses and as of 2014, it offered 506. Table 35 provides additional detail of the increase in online course offerings.

**Table 35:** Online Courses

	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Summer	101	109	106	102	107
Fall	106	111	117	132	128
Winter	117	119	122	144	135
Spring	102	111	115	129	136
Online Courses	426	450	460	507	506

Opportunities for transfer students to enroll: Oregon Tech has always had a robust transfer population due to the nature of its programs, but as students seek ways to save money by enrolling in community college, it is imperative that the transfer process be transparent and smooth, as well understood by prospective transfer students. Transfer tools for students and advisors are continually being developed, updated, and supported by the Office of Academic Agreements. Opportunities for dual admission/enrollment have been developed with six of our largest feeder community colleges. Plans are being developed to add two more community colleges in the next 18 months. Students are able to apply and be admitted to both Oregon Tech and the community college and then take courses simultaneously with the credits being automatically verified so that financial aid can be coordinated. Additionally, the students have access to advising at both institutions and receive a transfer credit evaluation from Oregon Tech each term they take courses at the community college.

Program to program articulation agreements have been utilized for years by Oregon Tech. In the past few years they have become even more important as costs rise and student become aware of the additional time to graduation and additional costs of taking courses that do not apply to their chosen degree. Oregon Tech provides articulation agreements, developed and approved by the faculties and departments of the university and community college. These serve not only as guides to which classes to take but also are a way of working toward alignment of more courses and development of programs at the community college which translate more smoothly to Oregon Tech. Trips by groups or individual Oregon Tech faculty to community college partners are supported by the university, and articulation workshops days have been coordinated. In 2010/11 there were 57 active articulation agreements. Active agreements in 2014/15 were 88. During that year there were one or more articulation agreements with 24 different community colleges. Oregon Tech posts all articulation agreements on the web and publicizes them when appropriate. Transfer guides are another tool used to assist transfer students. Although not as formal as articulation agreements, they are sometimes preferred by departments, especially for advising, and are posted on the appropriate web pages. Program articulation work is expensive and time consuming, but is a priority.

The Registrar's Office updates and maintains a transfer credit database, which is a very user-friendly web tool that allows students to view how the courses they have or plan to take at other colleges and universities will transfer to Oregon Tech.

Oregon Tech has also entered into several reverse transfer agreements with community colleges. Students can begin their course work for a baccalaureate at Oregon Tech and then transfer back credits to earn their associate degree or a certificate. This arrangement can provide a pathway so students do not have to remain at the community college but are still able to earn a credential.

The Office of Academic Agreements has coordinated and/or provided several advising visits to partner community colleges. Plans are being developed to set up advising visits on a routine basis, although this is dependent on staff funding. The office also provides presentations for community college advisors when invited. Participation in the above activities as well as attendance and presentation at conferences assist the faculty and advisors at partner institutions become aware of what Oregon Tech offers and the benefits of an Oregon Tech degree.

**Objective 2: Oregon Tech distributes financial aid at levels similar to those of comparator institutions.**

The Oregon Tech Foundation provides scholarships annually for students, with the goal of increasing the number of scholarships awarded annually as well as the total dollars for all scholarships. As evidenced by Table 36, both the number of students receiving scholarships and the annual scholarship dollars (new awards per year and the total awarded amounts) have increased overall (an increase of 8.3% for 2013-14 to 2014-15 in total awarded dollars).

**Table 36:** Oregon Tech Foundation Scholarships, Annual Awards

	Winter Apps	Summer Apps	Total Apps	Winter Awards	Summer Awards	Total Awards	Winter Amt.	Summer Amt.	New Awards	Annual Awards
2010-11	456	328	785	52	47	99	\$86,800	\$95,450	\$182,250	\$296,266
2011-12	580	368	948	73	46	119	\$144,715	\$72,750	\$217,465	\$312,716
2012-13	663	379	1042	91	51	142	\$191,025	\$90,450	\$281,475	\$357,872
2013-14	665	338	1003	104	36	140	\$221,364	\$60,446	\$281,810	\$542,686
2014-15	601	371	972	98	40	138	\$221,733	\$111,458	\$333,191	\$587,598

Oregon Tech has increased the amount of institutional aid (fee remissions) by 19% from 2013-14 to 2014-15, and other scholarships increased 16.7% over this period.

In comparison to other universities, Oregon Tech's average institutional grant per student (first-time, full-time freshmen) in 2012-13 was \$2,418, which is higher than two of the three state comparators (Eastern, Southern and Western Oregon Universities). Oregon Tech is below all but two institutional comparators as evidenced by IPEDS data exhibited in Table 37.

**Table 37:** Average Institutional Grant Aid Per Student, 2012-13

Comparator Institution	# First-time, Full-time Frosh	Students Receiving Institutional Grant Aid	Total Amount	Average Institutional Aid per Student
Arkansas Tech U	663	39%	\$3,104,354	\$4,682
Eastern Washington U	694	45%	\$2,601,021	\$3,748
Idaho State U	539	39%	\$2,373,949	\$4,404
Indiana U – Northwest	122	19%	\$433,385	\$3,552
Louisiana Tech U	827	65%	\$3,995,813	\$4,832
Midwestern State U	304	50%	\$883,285	\$2,906
Savannah State U	100	10%	\$507,561	\$5,076
Southern Polytechnic State U	9	1%	\$22,200	\$2,467
Southwestern Oklahoma State U	619	67%	\$2,291,303	\$3,702
SUNY Institute of Technology, Utica-Rome	163	82%	\$345,541	\$2,120
U of Louisiana at Monroe	517	42%	\$2,691,658	\$5,206
U of Pittsburgh-Bradford	240	64%	\$1,736,204	\$7,234
U of Wisconsin-Platteville	513	31%	\$521,312	\$1,016
Weber State U	947	49%	\$3,249,320	\$3,431
West Liberty U	185	36%	\$923,868	\$4,994
West Virginia U Institute of Technology	112	59%	\$305,575	\$2,728
Oregon Tech	237	61%	\$573,014	\$2,418

Eastern Oregon U	239	63%	\$781,165	\$3,268
Southern Oregon U	331	52%	\$828,796	\$2,504
Western Oregon U	540	54%	\$1,033,170	\$1,913

Oregon Tech needs to continue to monitor institutional aid in relation to its comparator universities and continue to identify student cohorts for additional feedback.

#### **Core Theme 4: Public Service**

##### **Objective 1: Oregon Tech offers information and technical expertise to regional, state and national publics.**

##### **Oregon Renewable Energy Center**

During the past three years, the [Oregon Renewable Energy Center](#) has supported the development of renewable energy on Oregon Tech’s main campus, with the goal of enabling more student experiences with renewable energy, and potentially conducting more applied research with companies and more information and demonstrations for communities tied to OREC’s mission.

Utilizing the expertise of OREC and the Geo-Heat Center, Oregon Tech installed 7,800 ground-mounted solar electric panels on nine acres of hillside at its Klamath Falls campus, with a total capacity of just under 2 megawatts. With the completion of the 1.75 MW geothermal power plant and the 2.0 MW solar array project, Oregon Tech became the first university in North America to reach the major goal of generating most of the electrical power needed for the campus.

In September 2015, the provost appointed an OREC Revitalization Task Force to better define OREC’s focus in light of several environmental changes, including access to the new energy resources for teaching, demonstration and research, retirements and changing faculty appointments, and the desire to better actualize its public purpose mission. The Task Force will complete its work with a report and recommendations to the provost by June 2016.

The emerging vision for OREC, a public purpose research center, created by the Oregon state legislature, and operated by Oregon Tech, is to focus on applied research that will build on Oregon Tech’s strengths in technical fields, such as energy development and integration, and early stage prototyping and testing, while expanding the student educational experience with more applied research, industry and community engagement with students, and undergraduate and graduate project experiences. This revitalization of OREC will allow for Oregon Tech to share the broad, multi-disciplinary capabilities of its faculty, students, staff with its broad constituents.

##### **Geo-Heat Center Research Collection**

In July 2015, the Klamath Falls main library began the process of transferring the print research collection previously held in the Geo-Heat Center to a special collection in the lower level of the library. Once this transition is complete, all of these items will be available for patron discovery either through the library catalog or through finding aids. The library has also partnered with the Geo-Heat Center on digitizing selected documents from the collection since June 2010. There are currently 1,373 documents available online through the [Geo-Heat Digital Library](#). These full-text documents are available for anyone to download or view regardless of location. Included in this collection are the Geo-Heat Center Bulletins with articles by Oregon Tech faculty, staff and others. Documents digitized in the Geo-Heat Digital Library are also included in the [National Geothermal Data System](#) (NGDS). This online resource allows Oregon Tech to

share the technical expertise and applied research generated in the Geo-Heat Center with researchers and other interested parties worldwide.

These efforts are continuing, and the library will add more documents every year. The collection has averaged 722 item views per month since 2013 (when the collection became publicly accessible). Usage of this collection decreased 33% from FY 13-14 to FY 14-15, but this is understandable given the reorganization of OREC.

**The Shaw Historical Library** is located in the Learning Resource Center of the Klamath Falls campus and is operated under an agreement between Oregon Tech and the Oregon Tech Foundation. The collection is owned by the Oregon Tech Foundation and is funded through a Shaw Endowment with an advisory board known as the Shaw Historical Library Board. This special collection of local history resources is an important source of research and information for both the local community and researchers throughout the state, region, and nation.

The Shaw Historical Library is currently open to the public 20 hours per week except during campus closures, observed holidays and between regular academic terms. During FY 14-15 there were 46 in-person visitors to the Shaw Historical Library. These visitors included local, regional, and national researchers. Users also contacted the library through telephone inquiries (27) and email (26). This is an increase over FY 13-14 where there were 16 in-person visitors, 19 telephone inquiries and 25 emails.

In addition to in-person access, enhanced access is also provided to this special collection through Oregon Tech's membership in the Orbis Cascade Alliance's Archives and Manuscripts Collections Service. Participating institutions in Alaska, Idaho, Montana, Oregon, Utah, and Washington create Encoded Archival Description (EAD) finding aids and add those finding aids to the [Archives West database](#), which provides a cross-search capability for member institutions and places members' collections into context with related collections from other institutions. In FY 14-15 there were 3,585 retrievals of Shaw Historical Library finding aids compared to 2,302 in FY 13-14.

In 2014-15 approximately 50 percent of faculty participated in a wide variety of service activities, related to their disciplines, sharing expertise with a diverse population. Examples of public service include:

[South Metro-Salem STEM Hub](#)  
[Project Lead The Way](#)  
[International Externship Program](#)  
[Engineers Without Borders](#)  
[Oregon Transportation Research and Education Consortium](#)

Additionally, Oregon Tech students are also involved in service-learning through externships/internships, research, senior projects and co-curricular experiences. In response to the National Survey of Student Engagement in 2015, 52 percent of Oregon Tech senior respondents reported that some of their courses included a community-based project (service-learning). While this seems to be an improvement from 39 percent reporting sometimes participating in a community-based project in 2012, it falls below Oregon Tech comparators (64%) and its own expectations. As mentioned, students have multiple opportunities to participate in community-based projects, but there is currently no coordinated effort to support this involvement.

The General Education Review Task Force is proposing a formal process and structure to better support students, faculty and staff in increasing their involvement in public service opportunities. The junior-level

Essential Studies synthesis experience required of all students is designed to bring faculty and students together from a variety of disciplines and involve them in problem-based learning. Many of these experiences will incorporate projects that address ethical, social, and environmental challenges locally and abroad. Oregon Tech faculty are currently involved in submitting multiple grant proposals requesting resources to expand capacity so that all students can benefit from these rich experiences.

Through faculty and student engagement in public service, Oregon Tech offers expertise to regional, state, and national publics, and looks to the future for new opportunities to enhance its contributions to its communities.

## Chapter 5: Mission Fulfillment, Adaptation, Sustainability

### Executive Summary of Eligibility Requirement 24

#### Scale and Sustainability (ER 24)

Oregon Tech demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

#### Standard 5.A: Mission Fulfillment

As discussed in preceding chapters, Oregon Tech is entering into a new era in terms of governance, budget sources, and opportunities. We define mission fulfillment as meeting an acceptable threshold of all core theme objectives. Oregon Tech strives to identify meaningful measures and align resources to achieve strategic goals for continuous improvement.

Oregon Tech’s assessment processes provide a highly efficient platform by which the university is able to utilize collected data to effect necessary change in order to maintain effectiveness and therefore, mission fulfillment. In an attempt to further that effort, we plan to regularly evaluate the indicators within each core theme, examine the measures associated and ultimately determine when and how changes might be made for continuous improvement.

The *Mission Fulfillment Table*, included herein, is planned as a “live document” in which we will update annually to help guide our efforts towards continuous improvement. As identified and necessary, we will implement new indicators and measures to allow collection of the most pertinent information, in which to maintain mission fulfillment. For example, Core Theme 4 needs additional measures to support its attainment.

In order to provide a mechanism by which our communities are informed, Oregon Tech is planning to implement an accreditation website in which we will provide the results of institutional and programmatic accreditation.

Oregon Tech will continue to evaluate our mission fulfillment through ongoing planning processes, assessment, resource allocation, partnerships, and implementation and delivery of high quality programs that speak to our mission.

**Table 38:** Mission Fulfillment Table

Definition of Mission Fulfillment		
Oregon Tech defines mission fulfillment as meeting an acceptable threshold of all core theme objectives. Oregon Tech strives to identify meaningful measures and align resources to achieve strategic goals for continuous improvement.		
Mission Fulfillment Summary		6/11 obj. met (54.5%)
Core Theme #1	Applied Degree Programs	1/2
Core Theme #2	Student and Graduate Success	3/6
Core Theme #3	Statewide Educational Opportunities	2/2
Core Theme #4	Public Service	0/1

Core Theme Results Key	Results Meet Benchmark	Results Below Benchmark; Monitor	Results Far Below Benchmark; Action Needed
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### Core Theme #1: Applied Degree Programs

Oregon Tech offers innovative and rigorous applied degree programs.

Objective #1: Oregon Tech offers high-demand technical programs			Met 4/4 meas.
Outcome #1: Students are prepared for program-related or other employment or further education			
Indicator 1.1: Successful program related employment, or enrollment in educational program		Benchmark	2014
Measure 1.1A	Percentage of graduate survey respondents who have achieved degree-related employment or are enrolled in an educational program six months following graduation	80% or above	88%
Indicator 1.2: Overall employment success of graduates		Benchmark	2015
Measure 1.2A	Percentage of graduates reported by NSSE who rated institutional contribution to acquiring job or work-related knowledge and skills	At or above comparators: 71%	79%
Outcome #2: Degree programs reflect changing industry needs			
Indicator 2.1: Alignment of new programs with market projections		Benchmark	2014
Measure 2.1A	Percentage of new program proposals submitted to the Curriculum Planning Commission that are justified	100%	100%
Indicator 2.2: Annual review of program objectives and outcomes		Benchmark	2014
Measure 2.2A	Percentage of programs reporting review of objectives and outcomes	100%	100%

Objective #2: Oregon Tech maintains currency of its degree programs			Met 4/6 meas.
Outcome #1: Hands-on learning in degree programs allows students to apply theory to practice			
Indicator 1.1:	Programs solicit feedback in a three-year period from advisory boards, employers and/or alumni	Benchmark	2014
Measure 1.1A	Percentage of the programs soliciting feedback	100%	100%
Indicator 1.2:	First Year and Senior student engagement in learning	Benchmark	2012
Measure 1.2A	Composite scores as reported on NSSE Active and Collaborative Learning benchmark	Score is at/above comparators: FR 42, SR 50	FR 41.5 SR 50.9
Outcome #2: Degree programs use up-to-date instructional lab and classroom equipment			
Indicator 2.1:	Programs solicit feedback in a three-year period from advisory boards, employers and/or alumni	Benchmark	2014

Measure 2.1A	Percentage of programs soliciting feedback	80%	100%
Indicator 2.2:	Department self-evaluation of classrooms	Benchmark	2015
Measure 2.2A	Percentage of faculty reporting “somewhat satisfied” or “very satisfied”	80%	69%
Outcome #3: Faculty members participate in professional-development activities			
Indicator 3.1:	Faculty engage in professional development activities	Benchmark	2013-14
Measure 3.1A	Faculty professional development reported on annual performance evaluation (APE)	95%	99%
Outcome #4: Students are prepared to sit for board or licensure exams			
Indicator 4.1:	Students succeed on national board and licensure exams	Benchmark	2014-15
Measure 4.1A	National board and licensure exam results	Scores at/above national averages	ETM 63%
			HAS 100%

### Core Theme #2: Student and Graduate Success

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, which focuses on application of theory to practice.

Objective #1: Oregon Tech students possess the skills necessary for program-related employment or graduate school admission			Met 3/4 meas.
Outcome #1: Students meet established student learning outcomes			
Indicator 1.1:	Institutional assessment reports indicate effectiveness of institutional (essential) student learning outcomes (ESLO)	Benchmark	2014
Measure 1.1A	Annual academic assessment reports detailing the assessment efforts of the institution	Inst'l reports indicate student attainment of ESLOs	100%
Indicator 1.2:	Program assessment reports are completed annually	Benchmark	2014
Measure 1.2A	Percentage of programs completing annual assessment reports	100%	100%
Outcome #2: Students participate in internships or experiential learning			
Indicator 2.1:	Students have participated in internships or experiential learning	Benchmark	2014
Measure 2.1A	Percentage of students enrolled in experiential learning courses as reported in Banner	80%	95%
Outcome #3: Students are prepared to sit for board or licensure exams			
Indicator 3.1:	Students succeed on national board or licensure exams	Benchmark	2014-15
Measure 3.1A	National board or licensure exam results		ETM 63%

		Scores at/above nat'l average	HAS 100%
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Objective #2: Oregon Tech students demonstrate educational progress			Below 0/4
Outcome #1: Oregon Tech retains full-time students from first year to second year			
Indicator 1.1:	Retention of new freshmen from fall to fall	Benchmark	2015
Measure 1.1A	Percentage of students retained	82%	77.7%
Indicator 1.2:	Retention of new transfers from fall to fall	Benchmark	2015
Measure 1.2A:	Percentage of students retained	82%	76.5%
Outcome #2: Students graduate in a timely manner			
Indicator 2.1:	Six-year starting cohort for new freshman 2005-09	Benchmark	2009
Measure 2.1A	Percentage of graduates compared to the previous year	Meet or exceed prior cohort 46.8%	45.6%
Indicator 2.2:	Four-year starting cohort for transfer students 2005-09	Benchmark	2009
Measure 2.2A	Percentage of graduates compared to the previous year	Meet or exceed prior cohort 63.6%	55.6%

Objective #3: Oregon Tech students have access to faculty			Met 4/4
Outcome #1: Faculty rather than teaching assistants teach courses			
Indicator 1.1:	Oregon Tech faculty teaching assignments indicate who teaches courses	Benchmark	2014
Measure 1.1A	Percent of lecture courses taught by faculty including adjuncts	100%	100%
Outcome #2: Classroom enrollments reflect program requirements			
Indicator 2.1:	Student to faculty ratios are low to allow access to faculty	Benchmark	2014
Measure 2.1A	Student to faculty ratio	20:1	19.5:1
Outcome #3: Faculty contribute to student success outside the classroom			
Indicator 3.1:	Faculty advisors are concerned with student success	Benchmark	2015
Measure 3.1A	Percentage of students reported by NSSE on academic advising	Percentage is at/above comparators: FR 65% SR 70%	FR 66% SR 78%
Indicator 3.2:	Success may be attributed to student and faculty interaction	Benchmark	2015

Measure 3.2A	NSSE student-faculty interaction benchmark	Scores at/above comparators: FR 17.8 SR 23.9	FR 23.1 SR 23.9
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Objective #4: Oregon Tech provides academic support services to facilitate students' personal and academic development	Met 2/3 meas.
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Outcome #1: Students have access to academic support services
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Indicator 1.1:	Students have access to academic support services	Benchmark	2015
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Measure 1.1A	Number of persons using various services	Increase from 2014: 1447	2031
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Indicator 1.2:	Students view Oregon Tech to be a supportive campus environment	Benchmark	2015
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Measure 1.2A	NSSE Supportive Campus Environment benchmark	Scores at/above comparators: FR 34.6 SR 31	FR 34.4 SR 28.6
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Indicator 1.3:	Students have opportunity to participate in Tech Opportunities Program (TOP)	Benchmark	2015
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Measure 1.3A	Success rate of students in TOP as set forth by the Department of Education	Exceed DOE objectives	Exceeded all obj.
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Objective #5: Oregon Tech offers co-curricular experiences that enhance student engagement	Met 3/3 meas.
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Outcome #1: Students have access to a variety of co-curricular activities
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Indicator 1.1:	Co-curricular opportunities are available to students	Benchmark	2015
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Measure 1.1A	Number of opportunities available	Maintain or increase	3 new
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Indicator 1.2:	The university encourages students to become involved	Benchmark	2015
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Measure 1.2A	Percentage of students involved in opportunities	Maintain or increase	Up 15.5%
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Indicator 1.3:	Students report participation in co-curricular activities	Benchmark	2015
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Measure 1.3A	Percentage of students reporting no participation in co-curricular as reported by NSSE	Maintain or decrease from 2012 FR 49% SR 65%	FR 32% SR 58%
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Objective #6: Oregon Tech libraries provide access to information and resources to meet degree program requirements	Below 4/7 meas.
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Outcome #1: Library holdings and acquisition rates meet degree program requirements
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Indicator 1.1:	Oregon Tech library holdings and acquisitions are sufficient to meet program requirements	Benchmark	2014-15
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Measure 1.1A	ACRL holdings (volumes per student) as compared to HECC and Oregon Tech comparators	At or above the median HECC 94 Comparators 101	85
Measure 1.1B	ACRL materials expenditures (dollars per student) as compared to HECC and Oregon Tech comparators	At or above the median HECC \$120 Comparators \$147	\$128
<b>Outcome #2: Library instruction services meet degree program requirements</b>			
Indicator 2.1:	Library instruction requests meet degree program needs	Benchmark	2014-15
Measure 2.1A	Meet all instruction requests from program faculty	100%	100%
Indicator 2.2:	Instruction services meet the needs of the degree programs	Benchmark	2014-15
Measure 2.2A	ACRL statistics for instruction services usage as compared to HECC and Oregon Tech comparators	At or above the median both .04	0.12
<b>Outcome #3: Access to physical and electronic resources and related services meets degree program requirements</b>			
Indicator 3.1:	Access to library services is provided	Benchmark	2014-15
Measure 3.1A	Usage of full-text articles as reported by ACRL	At or above the median HECC 43	265
Indicator 3.2:	Access to the library services is provided	Benchmark	2014-15
Measure 3.2A	NCES statistics for circulation	At or above the median comparators 2.46	.57
Measure 3.2B	NCES statistics for inter-library loans	At or above the median comparators 525	563

**Core Theme #3: Statewide Educational Opportunities**

Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon’s citizens.

Objective #1: Oregon Tech offers statewide educational opportunities to Oregon citizens			Met 8/8 meas.
<b>Outcome #1: High school students have access to ACP opportunities</b>			
Indicator 1.1:	Students will have opportunities to participate in ACP offerings	Benchmark	2010-15
Measure 1.1A	Percentage of students in ACP courses	Maintain or increase	Up 42%
<b>Outcome #2: Oregonians have access to Oregon Tech</b>			

Indicator 2.1:	Oregon Tech provides educational opportunities on several campus locations	Benchmark	2010-15
Measure 2.1A	Number of campus locations outside Klamath County	Maintain or increase; 4 in 2010	4
Indicator 2.2:	Students access educational opportunities provided at all campus locations (excluding ACP)	Benchmark	2010-14
Measure 2.2A	Percentage enrollment at all locations	Increase	Up 10.5%
Indicator 2.3:	Oregon Tech provides educational opportunities online	Benchmark	2010-14
Measure 2.3A	Enrollment in online courses	Increase	Up 12%
Indicator 2.4:	Oregon Tech provides educational opportunities in several counties in the state	Benchmark	2015
Measure 2.4A	Number of students in Oregon counties enrolled	Maintain or increase	4,786 35 of 36 counties
<b>Outcome #3: Oregonians have access to Oregon Tech's applied degree programs</b>			
Indicator 3.1:	Oregon Tech provides numerous course offerings at a variety of locations (excluding ACP)	Benchmark	2010-15
Measure 3.1A	Number of courses offered at all locations and percentage of increase	Meet or exceed	2579 Up 17%
Indicator 3.2:	Oregon Tech provides a large number of online courses	Benchmark	2010-15
Measure 3.2A	Number of courses offered online	Maintain or increase	506 Up 19%
Indicator 3.3:	Oregon Tech provides opportunities for transfer students	Benchmark	2010-15
Measure 3.3A	Number of community colleges or university partners	Meet or exceed	Up 54

<b>Objective #2: Oregon Tech distributes financial aid at levels similar to those of comparator institutions</b>			<b>Met 3/3 meas.</b>
<b>Outcome #1: Low-income first-generation college students have access to Oregon Tech</b>			
Indicator 1.1:	Oregon Tech provides access to students	Benchmark	2012-13
Measure 1.1A	Percentage of financial aid to first-time full-time students	At or above comparators: 43.6%	61%
<b>Outcome #2: Students have access to scholarships</b>			
Indicator 2.1:	Oregon Tech provides scholarship opportunities for students	Benchmark	2014-15
Measure 2.1A	Percentage of annual scholarship awards reported by Oregon Tech Foundation	Exceed previous year	Up 18.2%
Indicator 2.2:	Students have access to other scholarship opportunities	Benchmark	2014-15
Measure 2.2A	Percentage of annual scholarship awards as reported by Financial Aid	Exceed previous year	Up 18.7%

**Core Theme #4: Public Service**

Oregon Tech will share information and technical expertise to state, national, and international constituents.

Objective #1: Oregon Tech offers information and technical expertise to regional, state, and national publics		Met 0/3 meas.	
Outcome #1: External constituents have access to Oregon Tech’s expertise			
Indicator 1.1: Oregon Tech provides public access to information and research		Benchmark	2013-15
Measure 1.1A	Use statistics for the Geo-Heat Center research collection, the Shaw Historical Library and applied research generated from the Oregon Renewable Energy Center (OREC)	At or above the previous year’s activity	GH 33% dec; Shaw 187% inc; OREC not reported
Indicator 1.2: Faculty participate in professional engagement outside the institution		Benchmark	2014
Measure 1.2A	Percentage of faculty reporting professional engagement each year	80%	ETM 60% HAS 39%
Indicator 1.3: Students are involved in service learning		Benchmark	2015
Measure 1.3A	Percentage of students reporting participation in service-learning as reported by NSSE	At or above comparators: FR 53%, SR 64%	FR 40% SR 52%

**Standard 5.B: Adaptation and Sustainability**

As discussed in Chapter 3 (3.A. 1-5) Oregon Tech utilizes a comprehensive planning process which began with the Oregon Tech 2020 Strategic Plan. This plan set the stage for implementation of our independent governance, which has resulted in our Board of Trustees setting strategic directions in order to better align resources with strategies. In order to assist, a Campus Report Card is being developed containing all of the important measures that tie back to our Core Themes and mission. In addition, the university has adopted an Academic Master Plan, developed by the members of the Provost Leadership Team. This group is currently implementing a new process in which strategic planning will begin at the department level and encompass all aspects of academics, from new program planning, aligning resources for current programming, identifying new resources to enhance the overall outcome of student success. The Oregon Tech culture is also one that embraces shared governance through internal organizations such as Faculty Senate, Academic Council, Student Governance and the like.

The disbanding of the Oregon University System brings about significant changes for Oregon Tech, requiring an exceptional level of adaptability. The largest of these include adaptation to additional cost of services, a drastically different state funding model, internal governance with our own board of trustees and policy changes. All of these have specific financial implications to Oregon Tech, which is in part the strategy behind implementation of several new planning processes across our campus communities.

In light of the changes illustrated, we believe the perceived challenges are really more of an opportunity. Sustainability, in our opinion, is derived from finding the right niche within ones’ environment in terms of

academic excellence, selecting the right partners to guide, providing the appropriate resources to support such endeavors, assessing and re-evaluating on a continual basis, and implementing applicable changes in order to remain central to the mission. We at Oregon Tech, strongly believe we are on that trajectory.

## **Conclusion**

*The Year Seven Comprehensive Self-Evaluation Report* for Oregon Tech is a detailed iteration of our overall success in achievement of our mission and core values. The accreditation process in itself has allowed us to examine our institution from all facets and determine our shortfalls, as well as our successes. We believe our niche as The Pacific Northwest's only poly-technic university is reason for our success, particularly with graduate success, placement and starting salaries.

While we believe that our core themes are meaningful, and that the majority of our objectives are being met with the metrics in place, we have discovered areas that will require our attention and are already addressing these in terms of action plans.

Oregon Tech will continue to evaluate our mission fulfillment through ongoing planning processes, assessment, resource allocation, partnerships, and implementation and delivery of high quality programs that speak to our mission.

## Appendix A: 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

## **Appendix B: Six-Year Cycle and Work Plan for ESLO Subcommittees**

### **Year 1: Design Assessment**

Develop assessment plan identifying research questions targeting various levels of proficiency. The following tasks should be considered in developing the plan: review ESLO criteria, review ESLO mapping to the curriculum, develop or review rubrics, identify the potential need for professional development prior to assessment, develop signature assignments, and review past assessment reports. Set appropriate benchmarks for student attainment at various levels. Plan submitted to the Assessment Executive Committee for approval and the General Education Advisory Council for inclusion in the Essential Studies program annual assessment report.

### **Year 2: Analyze Data**

Aggregate and analyze data as defined in the assessment plan. Identify potential changes for continuous improvement considering both curricular changes and professional development. Submit written report summarizing findings to the Assessment Executive Committee, the Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies assessment report.

### **Year 3: Plan Improvements**

Create action plan for improvement relating to curriculum including recommendations for curricular change, changes to ESLO criteria and/or rubrics, and changes to course approval process. Submit action plan to the General Education Advisory Council for approval and coordinate implementation with the appropriate bodies. The General Education Advisory Council will include the action plan in the annual Essential Studies program assessment report.

Design professional development to be implemented in year four based on plan for improvement considering ways to engage the university community including faculty, staff and students. In developing this plan research best practices and opportunities to collaborate with other institutions. Submit plan to the Commission on College Teaching.

### **Year 4: Engage the University**

With the Chair of the Assessment Commission, present report of findings from year-two and planned improvements from year-three to the university at fall convocation. Coordinate with the Commission on College Teaching to launch the university-wide focus on outcome through professional development based on plan for improvement engaging faculty, staff and students. The Commission on College Teaching will provide the General Education Advisory Council with a summary of professional development activities to include in the annual Essential Studies Assessment Report.

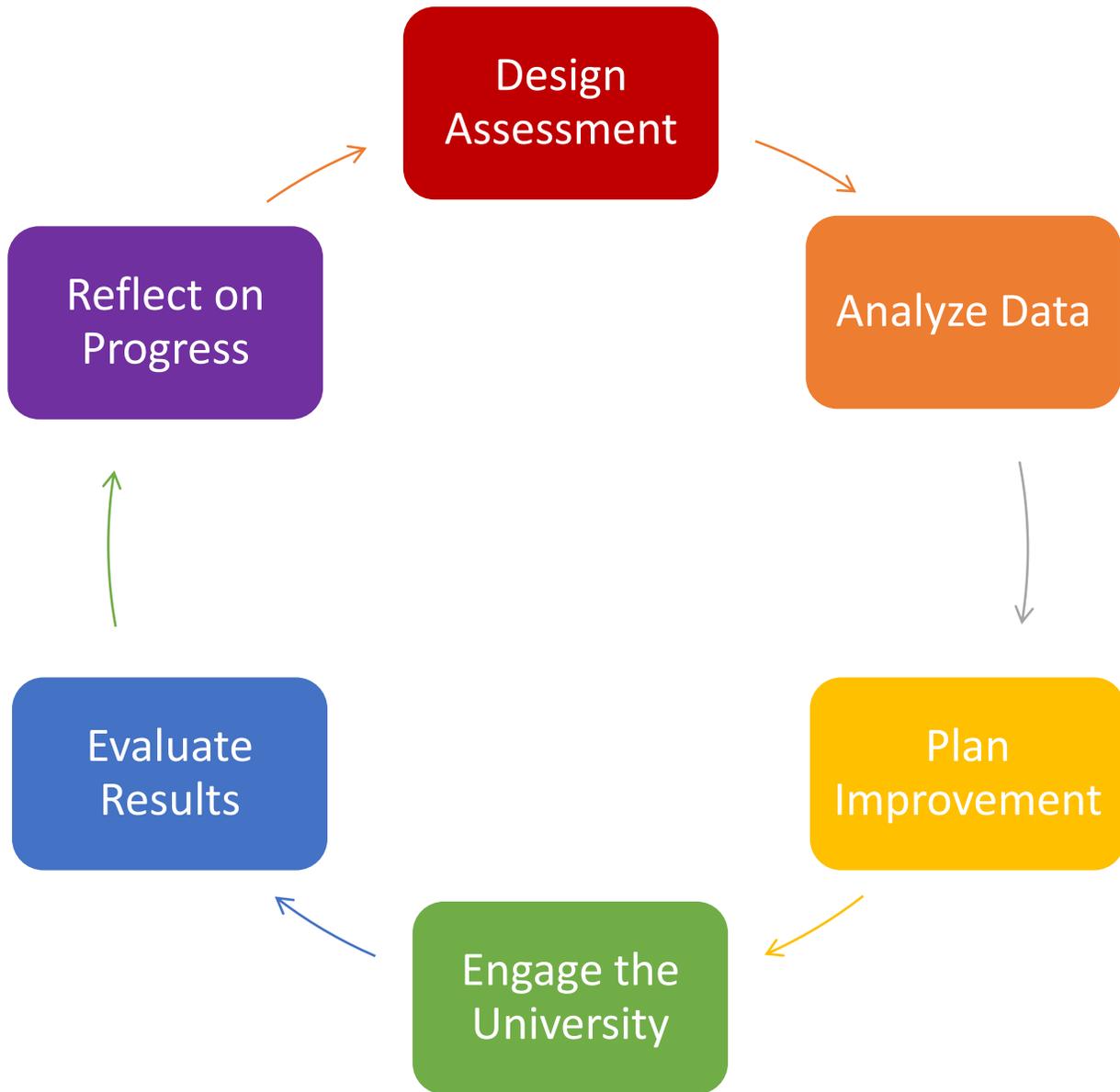
### **Year 5: Evaluate Results**

Aggregate and analyze data from targeted areas of weakness identified in the year-two report. Report areas of improvement and/or recommendations for additional actions to the Assessment Executive Committee, the Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

**Year 6: Reflect on Progress**

Reflect on improvements and consider innovative options for increasing success of all students. Activities could include: mapping outcome and criteria to state and national frameworks, comparing results to state and national benchmarks, looking at innovative teaching and assessment practices at other institutions, exploring possibilities for collaborations and involvement in state and national projects, seeking opportunities for grant funding to support plans for innovation. Submit reflection to the Assessment Executive Committee, Commission on College Teaching, and the General Education Advisory Council for inclusion in the annual Essential Studies program assessment report.

**Continuous Improvement Cycle**



## Six-Year ESLO Cycle

		1	2	3	4	5	6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Communication</b>		Design	Analyze	Plan	Engage	Evaluate	Reflect
<b>Inquiry and Analysis</b>			Design	Analyze	Plan	Engage	Evaluate
<b>Ethical Reasoning</b>				Design	Analyze	Plan	Engage
<b>Teamwork</b>		Engage	Evaluate	Reflect	Design	Analyze	Plan
<b>Quantitative Literacy</b>	Analyze	Plan	Engage	Evaluate	Reflect	Design	Analyze
<b>Diverse Perspectives</b>	Design	Analyze	Plan	Engage	Evaluate	Reflect	Design

## Assessment Reporting for the Essentials Studies Program

### Annual Assessment Report

The General Education Advisory Council (GEAC) will prepare an annual assessment report of the Essential Studies program for submission to the Assessment Executive Committee, Academic Council and the Provost. This report will include the activities of each of the six ESLO subcommittees in the current year, therefore reporting on each of the six phases of the cycle. The Essential Studies Annual Assessment report will be shared with the university community and posted to the assessment website.

#### I. Introduction

Leadership of the Essential Studies Program (ESP)

Communication of ESP to students, faculty, advisors, potential students, etc.

Coordination with other campus bodies, Assessment Commission, Commission on College Teaching, Advising commission, Academic Council, the Registrar, Curriculum Planning Commission, Oregon Tech Online, Admissions, Student Affairs, etc.

Resources to support the ESP

#### II. Purpose, objectives and outcomes of the ESP

List purpose, objectives, and outcomes, summarize reviews, note changes and justification

#### III. Six-year cycle of assessment of the ESP

#### IV. Summary of activities of GEAC for the year

- V. Summary of current academic year assessment activities of the ESLO subcommittees  
 Assessment Plan: assessment plan for ESLO to be assessed in coming academic year  
 Evidence of student learning: Aggregated results and analysis of ESLO assessed in current year  
  
 Program improvements: Action plan based on analysis of ESLO in last year  
 Faculty professional development: Description of professional development activities related to ESLO highlighted in current year  
 Evidence of improvement: Aggregated results and analysis following implementation of action plan in past year  
 Changes resulting from assessment: Reflection on improvements as a result of assessment cycle
- VI. Conclusion  
  
 Summary of work for the academic year, significant findings, recommendations for permanent program changes, etc.
- VII. Appendices  
  
 ESLO course matrices  
 Rubrics  
 Signature assignments

### **ESLO Report**

The Assessment Executive Committee will prepare a summary report for each ESLO at the conclusion of the six-year cycle (one ESLO report prepared each year). This report will combine the information included in the Essential Studies program report over the past six years. Reports will be submitted to the Academic Council, the Provost, and posted on the assessment website.

- I. Executive Summary
- II. Outcome, definition and criteria for assessment  
 List outcome statement, definition, and criteria for assessment  
 Summarize reviews, note changes and justification
- III. Six-year cycle of assessment of the ESLO
- IV. Assessment Plan
- V. Evidence of student learning  
 Description of assessment including data collection and scoring  
 Assessment results and analysis
- VI. Changes resulting from assessment  
 Program improvements implemented  
 Description of professional development activities related to ESLO  
 Evidence of improvement; results and analysis following implementation of actions
- VII. Reflection on progress  
 Reflection on improvements and plans for innovation looking to next six-year cycle
- VIII. Assessment Reporting  
 Description of university-wide communications and coordination with other campus bodies over the six-year cycle
- IX. Appendices  
 ESLO course matrices  
 Rubrics  
 Signature assignments  
 Faculty reflections

Membership of ESLO subcommittee over the past 6 years

**Appendix C: Oregon Tech Institutional Comparators**

**Engineering, Technology, Management (ETM) Comparators**

<b>Institution</b>	<b>2015 NSSE Comparator</b>
<a href="#">Savannah State University</a>	X
<a href="#">University of Wisconsin-Platteville</a>	X
<a href="#">Arkansas Tech University</a>	
<a href="#">Louisiana Tech University</a>	X
<a href="#">SUNY Institute of Technology at Utica-Rome</a>	X
<a href="#">Southern Polytechnic State University</a>	X
<a href="#">West Virginia University Institute of Technology</a>	X

**Health, Arts, Sciences (HAS) Comparators**

<b>Institution</b>	<b>2015 NSSE Comparator</b>
<a href="#">West Liberty State College</a>	
<a href="#">Indiana University-Northwest</a>	X
<a href="#">University of Pittsburgh-Bradford</a>	X
<a href="#">University of Louisiana at Monroe</a>	X
<a href="#">Southwestern Oklahoma State University</a>	X
<a href="#">Eastern Washington University</a>	X
<a href="#">Idaho State University</a>	

**ETM & HAS Comparators**

<b>Institution</b>	<b>2015 NSSE Comparator</b>
<a href="#">Midwestern State University</a>	X
<a href="#">Weber State University</a>	X

**Appendix D:**

**General Education Review Identified Gaps**

Through a two-year review of general education requirements (April 2013 – March 2015) and seven years of assessment of institutional outcomes (2007 – 2014), the following gaps were identified in Oregon Tech’s current general education program and requirements.

<b>Identified problem in current GE</b>	<b>Essential Studies proposed solution</b>
<p>Current distribution model with á la carte menu of disconnected courses. Curricular mapping indicates lack of clarity and intentionality between institutional outcomes and the curriculum.</p>	<p>Coherent hybrid curriculum defined by what all Oregon Tech students should know and be able to do when they graduate. Connections between Foundation, Practice, and Capstone. Work integrated with the discipline, synthesis in the Essential Studies Synthesis Experience (ESSE), and Capstone. Essential Student Learning Outcomes (ESLO) pathways articulate clear connections between required coursework and six ESLOs.</p>
<p>Students do not always understand the outcomes they are expected to achieve through GE courses or fail to see the relevance of GE courses.</p>	<p>The Essential Studies program requirements identify ESLOs and curricular pathways to achieve them. GE and major become complementary. Major programs place greater value on GE proficiencies by designing intentional course pathways and by articulating how students develop GE proficiencies.</p>
<p>GE curriculum is not vertically connected outside the program. The 36/45 requirement was one attempt to provide depth, but for most programs provided depth in program rather than GE.</p>	<p>Practice and Capstone levels build on Foundation knowledge and skills. Depth outside the major provided in Required Practice courses and Program-Integrated Practice courses.</p>
<p>Diverse Perspectives ESLO is not a GE requirement and curricular mapping reveals that this outcome is not systematically addressed by programs.</p>	<p>Diverse Perspectives Foundation course and pathway. Professional development supporting common expectations and pedagogy provided for faculty teaching practice courses.</p>
<p>Reinforcement of writing not intentional in current GE program. Writing assessments indicate students have difficulty transferring skills from WRI courses into disciplinary writing.</p>	<p>Writing at practice level continues through Required Practice WRI courses and Program-Integrated courses. One Practice WRI course taken as a co-requisite with a major course to provide context. Reinforced in the upper division ESSE and Capstone. Professional development supporting common expectations and pedagogy provided for faculty teaching practice courses.</p>

<p>Assessment results indicate weak inquiry and analysis skills.</p>	<p>Inquiry and Analysis Foundation courses, Required Practice courses, Program-Integrated courses, and the ESSE. Professional development supporting common expectations and pedagogy provided for faculty teaching practice courses.</p>
<p>Assessment of the Math Knowledge and Skills ISLO indicated significant differences in expectations across majors. This led to Assessment Commission adoption of new Quantitative Literacy ESLO as a clearer institutional outcome. Quantitative Literacy has now been defined with personal, civic, and professional components. Current math requirement does not connect to the new ESLO.</p>	<p>The Quantitative Literacy Foundation course (Money, World, Power), addresses the personal and civic while a Foundation Math course selected by the major (along with additional courses required by the program) address the professional. The ESSE reinforces personal and civic aspects of Quantitative Literacy. Professional development supporting common expectations and pedagogy provided for faculty teaching practice courses.</p>
<p>Ethical Reasoning ESLO not consistently embedded in program curricula. While most programs touch on professional ethics, few students have Foundational courses focused on ethical reasoning to guide ethical decision making in all aspects of their lives.</p>	<p>The proposed Foundation course (PHIL 105, Introduction to Ethics) introduces moral theories and guides students in making rational moral judgements. The Program-Integrated courses bring ethical judgement into the context of the discipline. Ethics is reinforced in the ESSE and the Capstone. Professional development supporting common expectations and pedagogy provided for faculty teaching practice courses.</p>
<p>Students were required to demonstrate teamwork skills in courses without prerequisite training. No consistent requirement existed and no consistent “place” where Foundational skills addressed.</p>	<p>SPE 321, Small Group and Team is being redesigned as a Foundation course (SPE 221). This helps make sure that students have knowledge and skills before they advance in collaborative work at Practice and Capstone levels of the Teamwork pathway. The ESSE, designed as a co-curricular experience, involves collaboration in addressing real-world challenges. Professional development supporting common expectations and pedagogy provided for faculty teaching practice courses.</p>
<p>Distribution requirements, while flexible, are taken haphazardly throughout four years of an Oregon Tech degree.</p>	<p>Multi-year paths for ESLO development combine some required courses with clearly integrated courses in the major. Value of</p>

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Essential Studies clearly articulated throughout Oregon Tech degree paths.

Students siloed in major-specific courses and with limited practice in several Essential Studies skills. This practice, which can be both narrow and limited, does not meet employer expectations for grads who can integrate major areas of study with other disciplines and who can apply all they have learned to real-world situations.

The ESSE, designed as a co-curricular experience for students in different majors, requires collaboration in addressing real-world challenges. Also, Program-Integrated courses clearly identify ESLOs and target development in these outcomes.