Year Seven Peer-Evaluation Report

Oregon Institute of Technology

Klamath Falls, OR

April 3 - 6, 2016

A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

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- Douglas A. Coe, Dean, College of Letters, Sciences, and Professional Studies, Montana Tech of the University of Montana
- Brooks Haderlie, Technical Services Chair, Brigham Young University – Idaho
- Andrew Hanson, Vice President for Student Affairs, Lewis-Clark State College
- Brian L. Levin-Stankevich, Interim Executive Vice Chancellor for Academic Affairs, University of Minnesota-Duluth (Chair)
- Karen Schmaling, Professor of Psychology, Washington State University – Vancouver
- Les Steele, Executive Vice President, Northwest Commission on Colleges and Universities
- Lori Stinson, Provost and Vice President of Academic Affairs, Lewis-Clark State College

II. Introduction

Oregon Institute of Technology, increasingly branding itself as "Oregon Tech," was founded in 1947 to provide vocational rehabilitation for World War II veterans. Renamed Oregon Technical Institute in 1948, the school began to award associate degrees. In 1960, OTI became a member of the Oregon State System of Higher Education. The school was approved for baccalaureate degree programs in 1964, received ABET accreditation in 1970, and full regional accreditation as a baccalaureate degree-granting institution in 1971. Renamed Oregon Institute of Technology in 1973, the school continued to expand it's degree programs and was authorized to offer a master's degree in 1989. Under President Martha Anne Dow, the school expanded its degrees in allied health sciences. She passed away while in office and her name now graces the new health sciences building.

Dr. Chris Maples became president in fall 2008, immediately facing years of significant reductions in public funding. OIT had initiated a dental hygiene program in La Grande, and expansion of sites, outreach and on-line programs accelerated in the following years. OIT now is on the verge of teaching out their program in La Grande but has developed a sizeable enrollment at the center in Wilsonville outside of Portland, increased on-line enrollment and degree options, and additional partnerships serving a broader portion of the state as well as degree programs at Boeing in Seattle. Enrollment has grown from 3911 in fall 2011 to 4786 in fall 2015. All majors focus on hands-on learning, a hallmark of the Oregon Tech curriculum throughout the years. The faculty and staff maintain close ties to the industries they serve to assure maximum job placement and graduate earning immediately after degree completion.

As our team prepared for our visit, we learned that President Maples had announced his departure at the end of the 2015-16 academic year. The provost, in office for seven years, also

announced his retirement, and OIT is conducting an active search for a permanent Vice President for Finance and Administration.

Persons Interviewed:

Chris Maples, President
Lisa Graham, Chair, Board of Trustees
Kelley Morris, Trustee
Dan Peterson, Faculty Trustee
Steve Sliwa, Trustee
Paul Stewart, Trustee
Jeremy Brown, Trustee
Bill Goloski, Trustee
Kathleen Hill, Trustee
Brad Burda, Provost
Hallie Neupert, Interim Dean, College of Engineering, Technology and Management
LeAnn Maupin, Dean, College of Health, Arts and Sciences (Accreditation Liaison Officer)
Sandra Fox, Secy to the Board of Trustees
Jay Kenton, Interim VP, Finance and Administration
Erin Foley, VP for Student Affairs and Dean of Students
Laura McKinney, VP Wilsonville Campus
Lita Colligan, Assoc. VP for Strategic Partnerships
Tracy Ricketts, Assoc. VP and Director for Development and Alumni
Diane Saunders, Assoc. VP for Communications and Public Affairs
Paul Rowan, Assoc. VP/CIO
Ron McCutcheon, Director of Human Resources
General Education Task Force
        Sandra Bailey, Dir. Of Academic Excellence
        Jenny Kellstrom, Medical Imaging Extern Coordinator
        Linda Young, Communication Dept.
        Marialynn Kessler, Humanities, Social Sciences, Applied Psychology
        C.J. Riley, Civil Engineering
Exec. Committee of Assessment Commission
        Veronica Koehn, Communication
        Sean St. Clair, Civil Engineering, Department Chair
        Sandra Bailey, Dir. Of Acad. Excellence
Doug Lynn, Chair Curriculum Planning Committee
Barry Canaday, MIT-Echocardiography Program Director
Tanya McVay, Natural Sciences and MIT
B. Nikora, Student
Hui-Yun Li, Natural Sciences
Sophialynn Nathenson, Humanities and Social Sciences
Erin Ferrara, Coordinator, Disability Services
Angela Archer, Coordinator, TRIO-TOP
Sarah Engelgau, Office Manager, SSC
Jan Goodyear, Career Services

Michal Kawka, Academic Specialist, TOP
Nyesia Driver, Coordinator, Testing Services
Brenda Odesha, Academic Specialist, TOP
Scotty Hayes, ITS, Manager IT Operations
Carrie Dickson, Online
ASOIT Officers
       Kristen Marsters, President
       Stacee Halvorsen, Communications Officer
       Lariss Omura, Administrative Officer
       Zachary Pascual, Campus Clubs Officer
       Joseph Marer, Advisor to ASOIT
Student Affairs Directors
       Tracey Lehman
       Mandi Clark
       Shellie Wilson
       Ed Daniels
       Nellie Stewart
       Dana Onorato, Wilsonville
       Gaylyn Maurer
Karen Kunz: Information System Librarian
Dawn LoweWincentsen: Portland Campus Librarian
Jan A. Abeita: Access Services Manager
Iris Godwin: Collections Management
Alla Powers: Reference and Special Collections
Kelly Peterson-Fairchild: Library Director
Aja Bettencourt-McCarthy: Instruction Coordinator
Joe Hurlbut: Operating Systems/Network Analyst
HsiuLing Lin: Library Technician 3 (Serial Management)
Christine Haupt: Library Technician 3 (Technical Services)
Jeannette Wessel: Administrative Program Assistant
Deniece Davis: Library Technician 3 (Technical Services)

Sherri Himmelwright, Safety Manager
Lori Harris, Budget Manager
Jim Lake, Acting Facility Manager
Michelle Meyer, Director of Business Affairs

III. Assessment of Self-Evaluation Report and Visit Support

The evaluation committee found the self-evaluation report generally useful as an introductory guide to OIT. Embedded links in the electronic version worked and took readers to additional sites and documents necessary for the evaluators review. Some links to assessment data might have been more evident in the self-evaluation report in order to facilitate pre-visit work by the evaluation committee. A number of documents (cv's and syllabi, for example) were put together in response to evaluation committee requests and available in the workroom in hardcopy and subsequently online.

The workroom provided to the evaluators was conducive to collaborative work with appropriate amenities and technical support. The campus appeared to be aware of the evaluators' visit and its significance. Trustee participation was exemplary. Employees made themselves available at the convenience of the evaluators, often for repeated visits focused on different aspects of their contributions. Open sessions had uneven attendance, with 14 at the staff session, 26 at the faculty session, and no student attendance.

The president was available during the first day of the visit, but was out of town on day 2 and day 3, requiring a telephone meeting with the evaluation committee chair as part of the day 3 exit process.

IV. Mission and Core Themes

Standard 1.A Mission and 1.B Core Themes

Oregon Institute of Technology has a mission statement approved by the Board of Trustees in July 2015 at the new board's first meeting. The mission is very well understood and taken to heart by the entire community. This mission is worth repeating here, because it serves as the foundation for the university's core themes:

> *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.*

The elements of this mission statement underpin the general education learning outcomes and give life to the four core themes:

1. Applied Degree Programs
2. Student and Graduate Success
3. Statewide Educational Opportunities
4. Public Service

Considerable thought has gone into the concordance of the mission and core theme goals.

In September 2014, Oregon Tech updated its strategic plan to address changed environments and to create shorter-term (5 year) goals. The 2020 Strategic Plan built specific tactics onto the broader objectives of the Core Themes. It specifically addressed: Student Success; Faculty and Staff Success; Economic and Workforce Connections; Student Access and Diversity; and University Financial Success. The concordance of many of these goals with the core themes is evident, and the Core Themes are cited at the beginning of the strategic plan, although they are not used as an organizing element in the strategic plan.

The strategic plan provided more detailed tactics toward achieving elements of the core themes. The assessment of outcomes remained focused on the Core Themes, with the strategic plan providing rationale and objectives intended to achieve progress on the core themes.

Each core theme has a set of objectives. Core Theme One: Applied Degree Programs has two objectives each with multiple indicators, measures and benchmarks (more on assessment in Standards III, IV, and V below). Core Theme Two: Student and Graduate Success has six objectives; Core Theme Three: Statewide Educational Opportunities has two, and Core Theme Four: Public Service has one.

Of these nineteen objectives with their assessment measurements, the university has defined "mission fulfillment" as the satisfaction of all core theme objectives. The core theme objectives identified as indicative of mission fulfillment have measurable indicators that are consistently charted annually. There is annual reporting of the assessment of the core theme objectives representative of mission fulfillment along with thresholds. These are outlined in the *Mission Fulfillment Table* annually.

V. Resources and Capacity

Standard 2.A Governance

Oregon Institute of Technology has experienced a major change in governance during the past year. Previously governed by a state board as part of the Oregon University System, OIT (along with Southern Oregon, Eastern Oregon, and Western Oregon universities) was given the authority to establish its own independent governing board. This board assumed governance on July 1, 2015, although the board was constituted and began to prepare for the transition of responsibility as early as 2014.

Statewide coordination is the responsibility of the Higher Education Coordinating Commission, part of the executive branch of Oregon government. This body approves academic programs, distributes legislative funding to all colleges and universities in Oregon, and evaluates the effectiveness of the seven university boards. The OIT board has not yet completed its first year of existence, and discussions indicated that there was still some uncertainty regarding the HECC role in board effectiveness. Prior to its formal start, the OIT board of trustees brought in AGB training and broadly discussed best practices. (2.A.2) Board members complete a conflict of interest form annually. A board secretary, a full time position, assists the board in its development.

The OIT board consists of 14 voting members (11 at large appointed by the governor with four-year terms, a faculty member, staff member and student each with two-year terms). The OIT president serves as an ex officio, non-voting member. All members vote on all matters, including legal and personnel matters according to Oregon law. (2.A.4)

Much of the preparatory work of the board and institutional officers prior to July 1, 2015 was to review and adopt a number of statewide policies (Oregon Administrative Rules and Internal Management Directives) as Oregon Institute of Technology policies and procedures with translational references to adopt statewide terms to their new local applications (e.g. state board now means board of trustees, etc.). The board has set an agenda of gradually working through those many policies and procedures to assure that their language and meaning specifically apply to OIT. (2.A.6)

The board demonstrates in its minutes and open meetings that it acts as a committee of the whole, and board officers are aware of their responsibilities. (2.A.5). Board policy delegates authority to the university president to direct the affairs of the university subject to the supervision of the board and board action. The president works through his chief officers serving on the President's Council. The provost has a leadership team, the Academic Council, and a more broadly participative Provost's Council. The Faculty Senate, Administrative Council, and Associated Students of OIT, represent respective constituencies in the shared governance of the university. (2.A.1)

The chief officers of the university are qualified and experienced administrators. The nature of OIT academic programs is such that approximately half the faculty are master's qualified, and this is represented among chief university officers, many of whom have risen to leadership roles from within the university. (2.A.9, 2.A.10 and 2.A.11) The Dean of the College of Health, Arts and Sciences serves as the Accreditation Liaison Officer and monitors compliance with the NWCCU Standards for Accreditation. (2.A.3).

Campus discussions and interviews underscored the novelty of the university's new governance structure. There was considerable awareness of roles and responsibilities among the chief university officers and the trustees, sometimes gained through trial and error over the first months of operation. There was considerable less awareness of governance structure among faculty and staff members. There were repeated comments regarding a desire to directly communicate with board members, bypassing the university management and administrative officers. There was also a sense among many -- mostly faculty members -- that they should have unlimited access to the board and have much more time to communicate to the trustees at board meetings. Some of these comments stemmed from a project brought to the board at one of its first meetings, a construction project that was a point of contention on campus. It was apparent that the board and administration took significant lessons from this experience. The trustees and administration will need to continue educational efforts regarding the role of the board and the prerogatives of the administration while also taking care to avoid enabling such expectations themselves.

Policies

With a long history within the Oregon pubic university system, Oregon Tech has a well- developed set of policies and procedures that are available on the web site and for downloading. These state system policies were adopted as OIT-specific policies by the board of trustees upon its start-up in July 2015 and are among those to be reviewed and indexed as OIT-specific policies over time.

Academic policies are available in the university catalog and on web pages that are easily identified by policy or by constituency (faculty, students, staff, prospective students, etc.) These include the academic policies in Standards 2.A.12 through 2.A.14. Transfer credit policies are prominent in several locations of the web site (Admissions, Registrar, catalog). OIT has a well-developed and maintained set of articulation agreements that are searchable by originating college. Similarly, students and advisors may search specific course equivalencies. Each program maintains a curricular map that outlines semester-by-semester course selection. There is an office of Academic Agreements that centralizes the management of transfer articulation agreements.

The Faculty Handbook includes guidelines for syllabi, classroom expectations, grading, and general employment policies (promotion and tenure, workload, etc.). The library website (http://www.oit.edu/libraries) contains policies regarding access to and use of library resources for the Klamath Falls Campus Learning Resource Center, the Wilsonville Library, and the Shaw Historical Library; the policies are listed under "Library Vision & Mission." Access to digital resources is protected via proxy server. The Library Computer Use Policy is also posted on the library website (2.A.13).

Information about student rights and responsibilities, student conduct, appeals processes, and disability services are published in several documents including the student handbook, the general catalog, and departmental web pages. Students are apprised of specific rights, responsibilities, policies, and services via a required orientation program and by institutional staff as needs arise. (2.A.15)

Admission requirements, placement requirements, academic progress policies, and graduation requirements are clearly published in the institution's catalog, which is published on the institution's web site. Admission requirements for more selective programs are also widely published and are discussed with students during advising appointments. The Oregon Institute of Technology requires a minimum grade-point average of 2.5 for entering freshmen along with SAT or ACT scores. Support programs are in place for students who need them. These include tutoring, supplemental advising, and academic coaching. (2.A.16)

Policy OIT 15-015 articulates the role students have in shared governance and web sites describing student activities, campus life, and student media convey a message such that students are encouraged to get involved with the campus community outside of their regular studies. **There does not appear to be a published policy statement (published completely, that is, in student publications or the web site) concerning the relationship between the institution and student publications/student media.** (2.A.17)

The institution's policies and procedures are published on the college's web site and selected policies are also published in the college's general catalog and student handbook. As noted earlier, the Policies and Procedures web page indicates that, when the institution separated from the Oregon University System and began operating under its own Board of Trustees, all policies were reviewed and many were retained. A random review of policies in the "Faculty and Staff" and "Students" sections suggests that some policies have been developed or updated more recently while others have remained unchanged and served the university well for several years. (2.A.18)

The institution's policies and procedures outline essential facets of the work experiences of OIT employees. Position descriptions for faculty and staff are published and advertised when the institution engages in employee recruitment and reviewed annually as a part of performance evaluations. A notice of appointment document is generated for faculty and unclassified staff. Faculty and staff shared that they believe they know what is expected of them and that they are given the support needed to be successful. (2.A.19)

Current human resource records, including position descriptions and performance evaluations, are kept in locked file cabinets and may only be accessed by human resources staff. Archived personnel records are kept in separate locked file cabinets, which are kept in a locked room. Again, only human resources staff may access these records directly. Supervisors are able to access position descriptions

and prior performance evaluations for the staff they supervise. Access to the electronic records requires a password. (2.A.20)

Institutional Integrity

A review of publications and promotional materials indicated that the institution represents itself consistently, with a focus on its mission and core themes of applied learning, student success, and its statewide outreach. Assessment reports are available to the public on academic department web pages. (2.A.21) The Human Resources site and the Faculty Handbook include an Ethical Statement for employees and content relating to Oregon public ethics law along with an Ethics Line for reporting suspected violations. All employees and trustees are given copies of *Oregon Public Ethics Law* and are sent quarterly notices regarding conflicts of interest and ethics obligations. (2.A.22-23) There are well-publicized policies regarding procurement and contracting, and a centralized procurement and contracting office guarantees review of contracts and bids by designated contract officers. Here too, OIT has adopted policies that were codified in the Oregon Administrative Rules and that have the force of law. (2.A.26)

Intellectual property policies are contained in Oregon Institute of Technology Policy OIT-24-010 and corresponding guidelines. These implement state regulations, and the OIT office of Innovation and Technology Transfer oversees their implementation including updating policy, contracted IP development, student IP development and licenses as well as royalty sharing rules. (2.A.24)

OIT accurately represents its accreditation status. A large percentage of OIT programs have external professional accreditations, and these representations also appear accurate based on a sampling of documents. (2.A.25)

On July 1, 2015 the Oregon Tech Board of Trustees assumed full legal responsibility for Oregon Institute of Technology and delegated authority to the Oregon Tech President to adopt Oregon Administrative Rule, OAR 580-022-0005, which specifically addresses academic freedom and states:
> "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. The Oregon Tech Faculty Handbook (2014-15) contains the following statement on Academic Freedom and Political Activity.

Oregon Tech's academic policies and practices are consistent with the principles of academic freedom as outlined by the American Association of University Professors (AAUP), i.e., the search for truth and its expression is the right of the faculty.

In group and individual meetings, faculty report no issues related to academic freedom and one stated the institution considers her a subject matter expert and feels a great deal of freedom to design

curricula that align with specialized accreditation and discipline-specific professional standards. Oregon Tech policy, OIT-21-321, Grievance Procedure for Faculty, signed by the Oregon Tech President in 2014, covers faculty complaints associated with compensation, tenure, promotion, employee's rights with regard to reappointment and includes, but not limited to, violations of academic freedom, discriminatory employment practices, nondiscriminatory employment practices and laws, rules, policies and procedures under which Oregon Tech operates. This procedure recommends initially pursuing an informal resolution, which, if unsuccessful, is followed by a timeline bound formal grievance to the Provost. The procedures resulting in the Provost's decision, but not the decision itself, may be appealed to a Faculty Appeals Committee under the Faculty Senate. Ultimately an appeal of the Provost's decision resides with the President. Further challenges to disciplinary actions or procedures are covered under Oregon Administrative Rules, OAR 580-021-0320.

Classified staff employees are subject to Oregon University System Collective Bargaining Agreement. Non-classified administrative staff employees with grievances related to discrimination are governed by Oregon Tech policy OIT-20-320, Grievance Procedure for Administrative Staff. (2.A.27-28)

Oregon Tech maintains a detailed list of student rights and responsibilities on its student affairs web page. The Oregon Tech Libraries web page publishes an American Library Association statement on Intellectual Freedom Principles for Academic Libraries.

Oregon Tech has a designated Affirmative Action Officer who receives and investigates complaints of illegal discrimination based on race, gender, color, ethnicity, national origin, age, religion, disability, marital status, sexual orientation, and gender identification expression, as well as sexual harassment. Title IX compliance is handled from this office. Complaints of sexual harassment are investigated and administered according to the timelines and procedures in the Oregon Tech Policy 21-235 on Sexual Harassment.

The Oregon Tech Foundation is the independent fundraising arm of the university. There is no crossover membership between the Foundation board and the OIT Board of Trustees. A Memorandum of Understanding has governed the relationship between the university and the foundation. This MOU and a formal Contract to Exchange Services and Support is being revised to reflect the changed governance of OIT. **It is imperative that this contract be completed and ratified by both parties, and a formal Recommendation to that effect is included in our concluding sections of this report. (2.A.30)**

Standard 2B Human Resources

Standard 2.B: Human Resources

The institution appears to have adequate staff to meet its needs though some appear to be tasked with expansive position descriptions and may benefit from additional staffing. Faculty express concerns about being overloaded with teaching and other assignments due to the limited availability of qualified faculty (full-time and adjunct) in Klamath Falls. An effort to increase the number of faculty and staff positions is underway. The current staff and faculty engage in their responsibilities enthusiastically and with a devotion to the superordinate goal of educating and supporting students at the Oregon Institute of Technology (2.B.1). Staff express contentment with the employee evaluation process and believe they are fairly assessed and given reasonable opportunities to make improvements to their performance as needed. Staff evaluations are conducted using a variety of inputs including peer

reviews/evaluations in addition to supervisor observations. Evaluative methods for staff members across the institution are tailored to the specific scope and function of particular offices (e.g., what works in admissions may not work for campus life). Faculty are evaluated annually and their evaluations include formal student responses to their instruction as well as service to the campus and/or the community (2.B.6). The staff and faculty feel encouraged to develop their professional skills via myriad professional development programs including participation in regional and national conferences but are also aware that financial constraints require them to do this judiciously (2.B.2, 2.B.3).

The faculty carries out the spirit of the institution's core themes (applied degree programs, student and graduate success, statewide educational opportunities, and public service) as they prepare and deliver the institution's curriculum. Instructional programs provide real world application by way of clinical experiences, internships, or "hands-on" courses. Faculty members serve as academic advisors and actively refer students to support services when they encounter students who have a perceived need. OIT's curriculum is offered in multiple locations throughout Oregon and admits students from across the state and beyond. Public service opportunities are also embedded in many programs, and course faculty often supervise student engagement in these programs. Less clear is the role faculty play in establishing global academic policies. Faculty are responsive to keeping their curricula current and relevant and have embraced the delivery of instructional programs in multiple modalities and locations (2.B.4). Faculty did express concerns about the extent to which faculty are teaching overload credits each year but concomitantly comment that they would rather do that instead of turning students away (2.B.5).

Standard 2.C Education Resources

A review of Oregon Tech's degree inventory, which is dominated by degrees in engineering, health sciences, and related technologies, clearly shows that Oregon Tech, consistent with its mission, "offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences." (2.C.1)

The 2015-16 Oregon Tech Catalog and degree information provided as part of the Oregon Tech Self Evaluation Report indicates that Oregon Tech offers six M.S. degrees, thirty-seven B.S. degrees (including six options, but not including dual majors of which there are five), one B.A.S. degree, two A.E. degrees, four A.A.S. degrees, and six Certificates. Sixteen minors are also offered, sometimes in areas in which no major is offered, e.g., the Chemistry Minor. The majority of these degrees are offered on the Klamath Falls campus, but a number of degrees are either duplicated on or unique to the Wilsonville campus located in the greater Portland area, and on other off-campus locations in La Grande, at Chemeketa Community College in Salem, and at Boeing in Seattle. The Graduate web page refers to an M.S. in Engineering available at Wilsonville, but this degree was not referenced elsewhere. The A.A.S. degree in Dental Hygiene in La Grande is no longer accepting students and will close in spring 2017. Some degrees are offered only at off-campus sites, e.g., the B.S. in Clinical Laboratory Science and the B.S. in Emergency Medical Services, both offered as joint degrees with Oregon Health Sciences University (OHSU). The M.S. in Marriage and Family Therapy is new and is not in the 2015-16 catalog. Fourteen degrees are offered on-line. (2.C.3)

While the Oregon Tech catalog discusses three options available under the Information Technology degree, neither the catalog nor the separate web pages for these options show a differentiated

curricula for any of these three options. The curriculum does refer to 31 credits of focused sequence electives that the student must choose in consultation with their advisor. The evaluation committee did not find the full curricular requirements for these options published where they would be accessible to the student.

Generally the degree designators are consistent with the number of credits and curricula. The number of quarter credits required for B.S. degrees ranges from 180 to 205 quarter hours (Radiologic Science), with degrees in engineering or health related fields requiring slightly more than 180 credits.

Degree programs (2.C.3) appear comparable to like programs at other institutions and requirements are explicated in program-specific curriculum maps found in the college catalog. The institution delivers several unique programs such as vascular technology. Bachelor's degrees require a minimum of 180 credits, 60 of which must be upper division and 45 must be residency credits. Credits required for master's degrees range from 45-54. The grading scale is published in the catalog and on the webpage, as are graduation processes, which apply to students on all campuses.

For each undergraduate program, program objectives are noted in the catalog and course expectations are listed in the course syllabi. Expected student learning outcomes are posted in various places on the web and in the program assessment plans. (2.C.4) Overall the evidence from the Self-Evaluation Report, website and printed documents shows a consistent and sustained commitment to offer programs and curricula that are based on learning outcomes and align with the institutional mission.

A sampling of degree-specific curricular maps indicated that courses were appropriately sequenced, requiring appropriate pre-requisites. Admission deadlines, requirements, and forms for freshmen, international students, transfer students, on-line, dual enrollment students, and graduates students were available from the Oregon Tech Office of Admissions web page. The particular curricular requirements for graduation in any of Oregon Tech's degrees can be found on degree web page and in the Oregon Tech catalog. The forms required to apply for graduation are also available on the Graduation web page. (2.C.4) Each degree program offered at OIT appears to have a coherent design. However, as noted in the self-study, demonstration of coherent design may take a variety of forms. Each degree and certificate program meets core general education requirements, with exceptions noted. Curriculum maps describe the shape and form of the program. Assessment plans usually include the purpose and mission of the program, learning outcomes, mapping of outcomes to the curriculum, and assessment activities. While some unevenness exists across OIT, programs meet the standard.

Oregon Tech's degree-specific web pages are consistently organized and provide typically a listing of degrees offered, locations where the degree may be pursued, a short overview of the purpose or mission of the program, and links to career opportunities, curriculum maps, application materials, faculty, scholarship opportunities, accreditation, educational objectives, program student learning outcomes, and program assessment reports. Most programs listed program student learning outcomes for their degrees on their web pages. Exceptions were a new B.S. degree in Applied Behavior Analysis and a new M.S. degree in Marriage and Family Therapy.

There are processes for curricular design, approval, implementation, and revision that seem to be understood and applied by the campus community, despite some inconsistencies in how these processes were presented to the evaluation committee, and a lack of publication of these processes.

For example, the narrative indicates, "all proposals for changes to the curriculum are reviewed by the curriculum planning commission (CPC)." However, meetings with staff indicated that the Graduate Council reviews curricular proposals at the graduate level. There is a published document regarding the general education proposal review process that involves the General Education Advisory Council (2009 document), but staff indicated this process was not used. All of these groups are predominantly comprised of faculty.

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.

Librarians serve as subject liaisons and consultants for each academic department, both for on campus and for online faculty. The librarians teach instruction sessions on information resources, research methodology, and information literacy, including plagiarism. Librarians often aid in developing research assignments, which are then incorporated into the course syllabus. Librarians have been embedded into the online courses, where they monitor discussion boards and arrange for consultation as needed. Faculty are involved in collection development by requesting print and electronic monographs and periodicals to support the curriculum and by providing recommendations in the course of the long overdue "de-accession" process for monographs.

Meetings with library staff indicated that they partner with the faculty to integrate the use of library and information resources into the curriculum, such as through faculty engagement in the culling of the library collection and identification of resources to obtain, and through faculty-library partnerships regarding the design and implementation of specific class assignments involving the use of library and information resources. (2.C.5-6)

Oregon Tech's policy OIT-13-013, Credits for Prior Learning, outlines a detailed procedure by which credit for prior learning may be obtained and specifically requires that credit for prior learning must be " … *equivalent to college-level courses in the OIT curriculum …* ", " … *will not be granted when the student has already received credit for the same course …* ", will not exceed " … *25% of the credits needed for a degree or certificate …* ", " … *will be identified on the student's transcript as credit for prior learning …* ", and will be "*based on the recommendation of teaching faculty who are qualified in the subject area and who are on regular appointment with the college on a continuing basis.*" Prior learning credit accepted as transfer credit must meet "*standards similar to those outlined by the Northwest Association of Schools and Colleges.*" The policy further indicates that: no more than 25 % of credits may be awarded for credit for prior learning; no more than 25 credits may be awarded by examination; no more than 25 credits may be awarded by CLEP and AP; and no maximums are stated in the policy for credit by national registry or licensure examinations.

According to the Dean of the College of Engineering, Technology, and Management, and the Dean of the College of Health, Arts, and Sciences, credit for prior learning is typically awarded to certified working professionals who have passed a certification exam covering significant sections of the curriculum in the area in which they are seeking the degree. Prior learning credit based on a portfolio

of work is rarely, if ever, awarded. Some Oregon Tech programs, particularly degree completion programs in health sciences exceed 25% limitation outlined in OIT Policy 13-013 and required by NWCCU Standard 2.C.7. The Dean of the College of Health, Arts, and Sciences indicated that the likely solution to bringing Oregon Tech into compliance with NWCCU Standard 2.C.7 will be to require students applying for credit for prior learning to take some Oregon Tech courses for which credit for prior leaning had been granted.

The Evaluation Committee Recommends that Oregon Tech develop, enforce and document enforcement of a policy for credit for prior learning assessment that clearly meets the criteria of Standard 2.C.7 and particularly paragraph (b).

The Oregon Tech web pages describe the variety of ways in which students can obtain and transfer credit. Transfer of credit policies also are published in the catalog. Course to course equivalencies are available through the OIT transfer articulation portal, with general education courses evaluated by the registrar's office. Courses not listed in the portal are evaluated by program faculty or the chair for comparability, content, and fit with the student's program of study. Final determination of transfer rests with the academic department. Oregon Tech has recently instituted an Office of Academic Agreements that develops and processes articulations and also oversees dual credit. (2.C.8)

Undergraduate Programs

According to the 2014-15 Oregon Tech Catalog, 55 quarter credits of general education are required as part of the B.S. degree, including on-line and degree completion programs. The general education requirements are distributed across WRIT 121, WRIT 122, SPE 111, plus 9 additional communication credits; 12 credits in the social sciences; 9 credits in humanities; 4 credits in mathematics; and 12 credits in some combination of mathematics and science courses, 4 credits of which must be in a laboratory based science. The current general education program was designed to ensure that students met the eight institutional learning outcomes (ISLOs) through coursework distributed broadly across communication, humanities, mathematics, science, and social science. Each of these general education curricular areas has a set of student learning outcomes that are assessed in a three-year cycle. The assessment in each general education curricular area is described and discussed in annual assessment reports that are accessible from the General Education web page. The most recent annual assessment reports for communication, humanities, and mathematics are from 2014-15, while the reports for science and social science are from 2013-14. Areas of concern identified in the assessments were in discussed and in some cases changes in process were recommended. While courses were assessed, the accreditation team did not see evidence of assessment of the overall assessment process itself. Reports from a given year might, as required, examine the effects of previous changes in process. (2.C.9)

The General Education Review Task Force appointed by the Provost at the request of the General Education Advisory Council is in final stages of developing a thorough reconfiguration of Oregon Tech's general education program. The new general education program will be centered on six Essential Student Learning Outcomes (ESLOs) that are a condensation/reconfiguration of Oregon Tech's eight Institutional Student Leaning Outcomes (ISLOs). The new general education program will build on a 29-credit foundation of communication (9 credits), inquiry and analysis (10 credits drawn from humanities, social sciences, and natural sciences, including a laboratory experience), ethical reasoning,

teamwork (3 credits), statistics (4 credits), and diverse perspectives (3 credits). Erected on this foundation are 15 credits of essential and program integrated practice distributed across the foundational areas. This laddered general education curriculum culminates in synthesis (3 credits) and capstone experiences. The 47 credits described in this new general education program do not include credits associated with the capstone experience. The General Education Task Force consulted national efforts in general education in developing the program and, according to the committee, designed the program to allow for continuous review and to be credit neutral. Programs have been asked to map their curricula to the ESLOs. Faculty buy-in can be gauged by the sixty faculty distributed across six sub-committees who, according to the General Education Task Force, volunteered to vet each of the six ESLOs. The new general education program is expected to debut in the fall of 2017 and was formally approved by the Provost in January of 2015. Apparently neither the Curriculum Practice Committee nor the Academic Standards subcommittee of the Faculty Senate approved the new general education program. Some challenges identified by the General Education Task Force in implementing the new general education program include approval for new faculty lines necessary to deliver the anticipated increased demand for some courses in the new general education program, e.g., statistics, properly accounting for transfer credit, and minimizing credit growth in some programs driven by implementation of the new program.

All but one of the B.S. programs contained the required number and distribution of general education credits. The B.S. in Software Engineering Technology had only 9 of required 12 credits of social science general education credits. The A.A.S. and A.E. programs all contained a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations

As noted above and in the Oregon Tech Comprehensive Self Evaluation Report, Oregon Tech has redefined and condensed its eight Institutional Leaning Outcomes (ISLOs) into six Essential Learning Outcomes (ESLOs). Reflecting the on-going change from ISLOs to ESLOs, each degree program has a website devoted to its annual assessment. These web pages are a mix of references to, looking forward to ESLOs and looking backward to ISLOs. For example, while the Provost's web page still refers to ISLOs, clicking on this link leads to a list of the new ESLOs. Assessment reports are available for ISLOs from the Provost's web page, but assessment of ESLOs has not yet occurred. The assessment reports do not map well to either the older eight (ISLO) or new six (ESLO) learning objectives. The learning outcomes associated with general education courses are reviewed on a cycle of assessment in which 1-3 of the learning outcomes within each of six areas of courses (communication, humanities, mathematics, science, and social science) are assessed most years by sampling relevant courses. As noted above, no report for the 2014-15 science and social science general education courses were available. The 2013-14 science and social science course evaluations included maps of the general education courses mapped to the student learning outcomes, which was helpful but not found for the other areas. In general, there does not appear to be an integrative process that examines general education learning outcomes beyond the analysis of individual courses. The evaluation of courses in six areas also was not integrated to reflect the learning outcomes themes, i.e., communication, critical thinking, problem-solving, professionalism, life-long learning, mathematical and scientific reasoning, and cultural awareness. During the 7-year review period, the general education program was comprised of eight learning objectives, and not all learning objectives were assessed. For example, the Assessment Committee indicated that the cultural awareness theme was not assessed because they were unable to "find it in our curriculum." (2.C.10)

Educational Objectives and Program Student Learning Outcomes (PSLOs) were available from program and degree web pages for essentially all A.A.S., A.E., B.A.S., B.S., and M.S. degrees. Exceptions were new degrees and the M.S. in Civil Engineering, which as a co-terminal degree with the B.S. in Civil Engineering may have intentionally piggy backed on the PSLOs for the B.S. degree. Certificates and minors did not have PSLOs. Most of these web pages also had links to multiple years of program assessment reports, in which the PSLOs were assessed on a rotating schedule by both direct and indirect methods. The only degree that did not have a 2014-15 assessment report available from its web page was Embedded Systems Engineering Technology.

According the Oregon Tech Comprehensive Self Evaluation Report, course specific Student Learning Outcomes can be found in course syllabi. Examination of 15 course syllabi distributed across the Oregon Tech degree offerings revealed that all but one of these syllabi contained a list of student learning course objectives, sometimes referred to in the syllabi as course outcomes or goals. This suggests that sample suggests that essentially all Oregon Tech courses have associated course specific student learning outcomes. Typically no other assessment data with respect to these course student learning outcomes was present in the syllabi suggesting that these outcomes were assessed in the normal course of grading homework, quizzes, exams, papers, etc. (2.C.11)

Graduate Programs

Oregon Tech's graduate programs are applied in nature, and designed to prepare students for professional practice in key mission areas. OIT offers five degrees leading to the M.S. Three are established programs: Civil Engineering offered in Klamath Falls, Renewable Energy Engineering offered at Klamath Falls and Wilsonville, and Manufacturing Engineering Technology offered in Klamath Falls, Wilsonville, and Boeing in Seattle. The M.S. in Renewable Energy Engineering may be obtained concurrently with either a B.S. in Electrical Engineering or a B.S. in Environmental Engineering. The M.S. in Civil Engineering is a co-terminal degree requiring 45 credits of practice- based course work beyond the 180-credit B.S. degree. The M.S. in Manufacturing Engineering Technology offered in Klamath Falls and Wilsonville will be suspended in 2016, but will continue on the Boeing campus. Two new masters programs have been added to the curriculum: an M.S. in Marriage and Family Therapy in Klamath Falls; and a joint program leading to a graduate certificate from Oregon Tech in Applied Behavioral Science and an M.Ed. degree from Southern Oregon University. Oregon Tech currently offers a Graduate Certificate in Applied Behavioral Science. All of these degrees are consistent with Oregon Tech's mission.

The M.S. degree in Engineering at the Wilsonville campus is listed on the graduate programs webpage, but lacks information on admission or program requirements, or a program start date.

Oregon Tech's graduate programs require approval from the Oregon Higher Education Coordinating Commission (HECC), which includes an external review of the proposed program. A review of department web pages reveals that in the programs offering an M.S. degree, all of the Civil Engineering faculty hold a doctorate. Sixty-seven percent of the Renewable Energy faculty in Klamath Falls and 75% of Wilsonville Renewable Engineering faculty hold a doctorate, respectively.

The Oregon Tech Graduate Council has responsibility for establishing policies governing graduate education, for approving graduate curricula, and for assessing graduate programs. The minimum of

eleven members of the Graduate Council, at least five of which are faculty, are jointly appointed by the Provost and Faculty Senate.

The registrar validated that credit transfer into graduate programs is determined by program faculty, and follows institutional policies. No credit for experiential learning is granted outside of enrollment in a graduate program.

Continuing Education and Non-Credit Programs
2.C.16-19. These standards are not applicable, as OIT offers no continuing education or non-credit programs

Standard 2. D Student Support Resources

The learning environment at OIT includes committed faculty and staff who provide a broad array of support to students. As the institution has expanded programs to include instruction in locations such as Wilsonville, so too has the institution expanded support programs and services for the students at these locations. Students at OIT have access to counseling, health programs, tutoring, and other academic support including disability services. Faculty actively refer students to these services. Students perceive that faculty at OIT take an interest in them and their personal goals and well-being. Furthermore, students describe the student culture as one that calls on students to help one another as needed (both formally and informally) with academic challenges as well as personal problems (2.D.1). As referenced in the response to Policy 2.A.16, admission requirements, placement requirements, academic progress policies, and graduation requirements are clearly published in the institution's catalog, which is published on the institution's web site. The Oregon Institute of Technology requires a minimum grade-point average of 2.5 for entering freshmen along with SAT or ACT scores. Myriad support programs are in place for students who need them. These include tutoring, supplemental advising, and academic coaching (2.D.3).

The safety and security of students are supported directly with security and other staff who are trained in specific elements of campus safety. Prevention programming (e.g., sexual assault prevention) is offered throughout the academic year to OIT students and some student populations (e.g., residence hall students) are provided with targeted training programs – often as a product of student surveys issued to the residents. Training of faculty, staff, and students about particular topics (e.g., active shooter training) have been offered and there are plans to expand those efforts. The 2015 Clery Report is available online and contains the appropriate data but it is labeled the 2014 report. Reports from previous years are available (2.D.2).

The institution's general catalog and website contain information about institutional mission, core theme, admission requirements (both programmatic and general institutional entrance requirements), and detailed information about program requirements and potential career expectations and outcomes (2.D.5, 2.D.6). The Student Consumer Information web page and several other resources include information about tuition, financial aid, and student safety. Policy OIT-20-50 outlines procedures followed in the event of program elimination or substantial content changes. The policy was signed in 2011 (2.D.4).

Privacy and protection of student records complies with the Federal Education Rights and Privacy Act (FERPA). Access to student records is restricted to those with a legitimate educational need to know.

Access to electronic records is achieved by passwords and electronic record back up is conducted routinely. During the institution's convocation, FERPA training is provided to faculty and staff as a means of protecting student privacy beyond records storage/processing offices (2.D.7)

OIT's Financial Aid Office manages federal, institutional, state, and some private financial aid/scholarship programs. The Student Consumer Information page, the Financial Aid web page, and admission materials all provide detailed information about financial aid programs and eligibility. The Financial Aid Office uses federal templates for loan management (entrance and exit counseling) and has implemented a program whereby borrowers, including parent loan borrowers) are advised about their current level of loan debt. Financial aid staff remain current and comply with federal regulations (2.D.8, 2.D.9).

Instructional faculty provides academic advising, and the key resources used for more prescriptive advising (i.e., program requirements) are available on the institutional web site. College staff provide supplemental advising and other support to assist students in accessing and succeeding in their programs of study. Students expressed satisfaction with their academic advising experience and believe there is sufficient support to help them succeed. The evaluation of academic advisement is achieved by direct student feedback, observations of student experiences, and the use of data mined from institutional research and formal survey instruments (e.g., National Survey of Student Engagement). Students participating in the institution's TRIO program are provided with comprehensive support including supplemental advising (as referenced) and academic/personal coaching. OIT is in the process of developing a retention program for all first-year students who are not otherwise served by TRIO and the elements of that program will be similar to those offered by TRIO. Advisor training is offered annually and all new faculty must complete the training before they are assigned advisees. Advising requirements, advisor roles, and advisor responsibilities are outlined in an Advising Handbook, which is published on the institution's web site and targeted toward faculty and staff. Students are provided information about advising services as a part of their orientation program and course registration process (2.D.10).

Co-curricular activities are consistent with the institution's culture, mission, and themes. Of note, to be recognized officially as a student club or organization (and to receive funding from the student government), individual student groups must provide a minimum of 50 hours of public service to the campus or community per year. Student leaders in all student groups are given a great deal of autonomy in governing themselves, which is an example of applied learning. Students in other OIT locations (e.g., Wilsonville) are also provided an opportunity to participate in student activities and, in some cases, are formally represented in student leadership. OIT enrolls students from diverse background and, as such, has created spaces for distinct populations of students to meet, study, and network. Examples include the Women's Center and the Non-traditional Student lounge area in the student union building. As a part of the institution's commitment to shared governance, which is described in policy OIT 15-015, students have active roles on several standing campus committees and have financial authority over several of their own groups (2.D.11).

Participation in student activities is an on-going concern for institutional staff and student leaders. Using participation data, changes to student programming are made each year and often more frequently. Students and staff believe that part of the problem with student participation and attendance is related to the types of students the institution serves – particularly working adults who commute to campus or pursue courses online. They continue to look for ways to engage those

students. OIT supports an intercollegiate athletic program along with other co-curricular programs and all funds directed to athletics (public and private) are monitored by entities outside of the athletic program. For example, athletic, non-federal financial aid awards are monitored and posted by the Financial Aid Office. Students and staff do not perceive that student athletes are given any special status that is different than non-athletes (2.D.13).

Auxiliary services, which include student housing, food service, and a bookstore, support the institution's mission and are integrated with the intellectual climate of the campus community. In addition to their practical functions, they provide students with employment, which is an example of applied learning. Campus housing is in place for students who move to Klamath to enroll at OIT, which speaks to a statewide focus. Food services and the bookstore are available in the student union building, which is also home to many of student services units including Campus Life and, thus, fosters a more integrated approach in offering the auxiliaries. Student housing offers varied programming for on-campus residents ranging from safety and wellness programs to more recreational programs (2.D.12)

Verification of student identity for students enrolled in distance education courses as well as students who interface with the institution over the phone are screened by staff by a series of questions about personal information contained in the student's record. Students are issued unique identifiers (ID numbers) and are advised to keep their information secure (2.D.14).

2.E. Library and Information Resources

2.E.1 Collections
The OIT library catalog contains records for some 95,000 print items in the Klamath Falls and Wilsonville locations. They include lengthy runs of print journals which are pertinent to the curriculum. These holdings are supplemented by online holdings of the 39-member Orbis Cascade Alliance, which provides access to about 70 databases, 200,000 e-books, and 60,000 electronic serials titles.

Policies are posted on the website for collection development, computer use, retired and emeritus faculty, patron privacy and confidentiality, and copyright, among others. The collection is available to OIT students, faculty, and staff, and to the community, area high school students, visiting scholars, and retired and emeritus faculty.

The library has good support from the faculty, who provide input in the acquisition and deselection processes. Information resources are evaluated when new programs are proposed, whether face-to-face or online.

Usage data and accurate age-of-collection data were not available, but perusal of the shelves in the Learning Resource Center (LRC) showed a clearly aging print collection, including in the Health Science and Engineering areas. The majority of the titles are from the 1960's to the 1980's, with publication dates of 2000+ being quite rare. The library is undergoing an extensive deselection project, using feedback from academic faculty members, usage, age and condition as evaluation parameters. Most print government documents are being replaced by electronic equivalents. Spot checks of the online catalog showed that the vast majority of "Oregon Tech only" and Summit (consortial) e-books have publication dates later than 2000.

Print holdings alone are insufficient for most of the programs offered, especially graduate-level programs, but the combined print and electronic holdings of the other Orbis members provide significant and undoubtedly ample support of the curriculum. Print materials are available through the Summit courier service within a few days.

University archives are not funded or specifically staffed, but they are shepherded. There is a large, private archive in the LRC, namely the Shaw Historical Library, which includes maps, photographs, manuscripts, and books focused on the "Land of Lakes" region. Special Collections include master's theses, senior projects, and the Geo-Heat collection, which was recently transferred to the LRC.

2.E.2 Data about Resources

The library's primary constituents are the students, faculty and administrators. Faculty submit requests for new materials, regardless of format, and they are involved in the significant deselection/weeding project which is underway.

The Klamath campus has a remote storage location in another building for lesser-used library items.

The library budget comes from the General Fund. The budgeting cycle presents some challenges in building the collection. Budgets are received toward the end of the year, sometimes presenting a very small window of time between that time and December, in the event that serials subscriptions or standing orders of monographs need to be cancelled due to budgetary shortfalls.

The library is involved in professional accreditation visits. Librarians provide book lists for the accrediting body, and lists of ebooks and databases, since those are each assigned a subject-specific funding code. They also provide numbers of instruction sessions and subject guide usage.

The library has not participated in the LibQUAL+ evaluations, but they have administered their own surveys. The surveys have addressed space, furniture, and library hours. The latter survey was important in being able to acquire two new Library Tech slots, one for Klamath and one for Wilsonville. This will allow the Klamath LRC to stay open until 11:00 p.m. Monday through Thursday, and longer on Sunday. The next survey is scheduled to focus on materials collections.

Librarians also serve on a significant number of institutional and faculty committees, including the Faculty Senate, Graduate Council, and Provost's Council. The director is the chair of the Library Resources Commission, which includes the college deans. This group recommends funds for library and information resources, and it administers policies regarding the use of library resources.

Librarians are involved in the program review when new graduate programs are proposed, so that physical and digital resource needs can be evaluated.

2.E.3 Library Instruction

The library is very actively involved in library and information literacy instruction. The four library faculty in Klamath and the one faculty in Wilsonville provide general and class-specific instruction sessions for face-to-face and online classes, as well as a 3-credit LIS class. Increasing numbers of online classes may necessitate the involvement of more librarians in online sessions.

The library has a YouTube channel with videos on search strategies, MeSH headings, information literacy, using research databases, and using the library system. Research guides were recently updated.

The library is embedded in the course management system for many face-to-face classes and most online classes. Librarians are sometimes consulted in creating research assignments. The library has actively participated in the make-over of the General Education program. Many course syllabi contain research or information components, although this varies by field.

Many opportunities for professional development are provided by the state-wide library system.

2.E.4 Aspects of the library
Vision and mission statements are clearly posted on the library website. They correlate with the curriculum and the posted mission of the institution.

The librarians at OIT are faculty, and they work together closely with the teaching faculty. Librarians serve on faculty search committees and promotion committees, as thesis editors, and on various campus-wide committees.

There is minimal study space in the library itself, especially quiet study space. Most study carrels are positioned around the perimeter of the open-design building, behind the book stacks. The 16-seat instruction room is too small for almost all classes, and many computer labs in other buildings are not available for information literacy instruction to be held in them.

The LRC has one set of security gates. There are no security cameras. They have a disaster recovery plan. The building suffered some damage in an earthquake in 1993.

Students reported they come to the library because it is convenient, centrally located, relatively quiet, and has printers. Technical support is provided by in-house IT for staff computers, and by IT Services for public computers, which are well used.

OIT was one of the first members of the Orbis Cascade Alliance. They are able to track the return on investment they realize through belonging to the Alliance compared to the membership fee. For example, the OIT library subscribes to very few databases on its own.

Librarians staff the Reference Desk during the day, and they answer chat questions during business hours. Online reference questions asked after hours are answered by the state-wide-contracted Answerland service.

The library is viewed as an integral part of the campus structure, and librarians are actively engaged in most levels of governance and planning.

Standard 2.F Financial Resources

Oregon Institute of Technology demonstrates financial stability in the support of the institutions programs and services as observed through adequacy of institutional reserves and an increased fund

balance over the prior year. In summer 2015, OIT sold a building owned in Clackamas, Oregon (Harmony). The proceeds from the sale of that facility has contributed to the overall fund balance.

The Institution has undergone a change in governance structure, which included a revision of services previously provided by the Oregon University System (OUS) prior to July 1, 2015, such as risk management. Process is underway to secure certain services at OIT to address the requirements and needs to support the institutional community including the risk manager, external audit firm, and to determine the appropriate function of internal audit process.

Long-term obligations are anticipated and included in long range institutional financial planning. The most notable anticipated commitment is in the area of retirement benefits. This obligation is evident not only by college leadership but the Board of Trustees and is being incorporated into financial planning/budget requests coordinated with the Higher Education Coordination Commission (HECC).

Resource planning supports institutional operations and addresses enrollment management goals. This process includes a clear delineation/balance of operations and auxiliary enterprises, and all funds are managed separately.   The primary auxiliary activities include the college union, housing/dining, campus life, and athletics.   Fees to support the college union, housing/dining, and campus life are fundamentally generated from incidental fees and/or self-supporting revenues. The athletics program includes self-generating funds, lottery funds, and approximately $1,000,000 in institutional funds and is clearly defined.

The Academic Master Plan noted enrollment growth plans which includes headcount growth projections of approximately 1,100 students by 2020. Campus departments were requested to project enrollment capacity within existing resources which includes faculty, equipment and resources.   These targets are within four distinct areas including: Klamath Falls (residential campus), Wilsonville urban campus, on-line campus, and extension services.

The institution has experienced transition within the leadership role of finance and administration.   An interim is currently in place that has developed a process for budget development that is in its initial stage. The budget process for the upcoming year has included more constituents particularly with academic deans and other campus leaders. The evaluation team did not observe evidence that opportunity for participation of other constituencies was available.

The University uses Banner to support accounting and related functions. In addition, the institution has appropriate processes, policies, and procedures to ensure adequate and appropriate internal controls.

OIT has an existing capital master plan that has been in place since approximately 2006. This plan has formed the basis primarily for the planning of physical facilities.   Funding has been provided through the state to support deferred maintenance activities and the planned renovation and remodeling of the Cornet Hall facility. This funding includes phase 1 funds to support the construction of a transition space to house functions while the building is renovated and revitalized. Additional capital project planning is underway to include a student support facility to enable 1-stop services, and an evaluation/assessment of a student recreation center. The recreation center, if constructed, would require potential new student use fees for construction support, and this planning is in its infancy stage.   Debt outlay for OIT for new construction is addressed provided for by the state if authorized.

Some debt for revenue bonds exist to support campus activities, e.g. for technology improvements and enhancements.

In light of the recent transition to an independent Board of Trustees specific to OIT, a Request for Proposal (RFP) has been initiated to select an independent audit firm for the institutions external audit. Previously, the external audit was performed in conjunction with the Oregon University System (OUS). The audit for the period ending June 30, 2015, was completed and presented to the Trustees at their February 2016 meeting, and was available for the evaluation team's review.

The University has a foundation that is responsible for external fundraising. The Vice President of Development/Alumni also serves as the Executive Director of the OIT Foundation. Fundraising is conducted in support of the strategic plan of the University as well as student projects and scholarships. While a draft agreement has been prepared to clearly define the relationship between OIT and the Foundation, the agreement has not been finalized nor approved and executed. The evaluation team recommends that a written agreement be finalized, approved, and executed. (2.F.8).

Standard 2.G Physical and Technological Infrastructure

Physical Infrastructure

The University is committed to provide accessible, safe and secure facilities. The University is situated on approximately 300+ acres and is welcoming and inviting for students, faculty, staff, and the community of Klamath Falls. The additional facility in Wilsonville is fairly new and was renovated at the time of purchase to meet the educational and staffing needs to support the institution's mission, programs and services. Residence halls are adequate to support the student demand needs. OIT receives funding in support of deferred maintenance and has received funding to begin phase 1 of a much needed renovation and revitalization of the Cornett Hall. This facility previously housed the Diesel Technology program, and the layout and design is not adequate to support current academic programs and services. The first phase of the project will enable space to relocate services currently housed in the Hall while construction is undertaken.

Many of the physical plant's current spaces consist of buildings and structures built in the 1960's, buildings are adequately maintained and supported. The Institution's efforts in incorporating sustainable energy sources through geothermal and solar are impressive.   The Evaluation Committee commends OIT for a commitment to physical facilities that are safe, secure, sufficient, attractive and sustainable so as to support the learning and working environment, its mission, programs, and services. (Standard 2.G.1).

The University has appropriate written policies and procedures in place to manage the storage, use and disposal of hazardous or toxic materials. Training to ensure the safety of employee's, the campus community, and on site contractors is conducted.

The University has a master plan dated 2006, which has not been updated but discussion is underway to determine the most appropriate timeframe to revise the master plan in light of planned administrative transition. The Institution intends to revise and update the plan to ensure that priorities for campus development are aligned with strategic planning, financial planning, the academic master plan, core themes, and institutional priorities.

University equipment is primarily in the areas of instructional equipment and information technology equipment. The use of quality and appropriately maintained equipment is important in academic programs in light of the unique nature of the depth of applied academic fields offered at the University. Funding has been provided to the Provost's office to support equipment, as noted by the evaluation committee, these funds have not been utilized in the current year and will be rolled over for future operating budgets.   Concerns on the sustainability of equipment and functionality were expressed.

Technological Infrastructure

Technology- related infrastructure and staffing levels are appropriate to support the mission of the institution. In 2014 OIT developed a five-year Information Technology Services (ITS) plan. The plan sets forward a goal to increase security and access at both the main campus in Klamath Falls and the Wilsonville Campus. This effort is in support of the statewide goal to increase degree attainment within the state. The ITS 5-year plan sets forth an expenditure plan to support primarily backbone and infrastructure enhancements as well as a portion dedicated to classroom technology ($30,000 each year) and staff professional development.

The ITS plan provides for approximately $1.8M in technology investment which is being supported through a bond issuance. As noted, the plan is primarily to support infrastructure improvements and enhancements, and does not track instructional technology (computers and associated components). The evaluation committee noted that a life cycle plan has been developed with PC's to be rotated on a 4-year life cycle, however a dedicated revenue stream has not been formally developed to support the rotation.

The University envisions the use of an ITS Advisory Committee. This Committee will serve as the "board of directors" for the department and will engage collaboration of key stakeholders in the development and implementation of technology for classrooms and labs. The evaluation committee noted that the effort to engage key stakeholders in the planning, assessment, evaluation, and resource allocation to support instructional and institutional technology is not in place at this time.

VI. Planning and Implementation

Standard 3.A Institutional Planning

Institutional planning at OIT has undertaken two significant strategic planning exercises. One in 2007 resulted in a plan with a ten-year horizon. Following a change in presidential leadership and other statewide governance changes, the university engaged in a strategic plan update in 2012 resulting in the Strategic Action Plan for 2020 (completed in 2014). Both of these efforts involved the entire campus community in meetings and surveys, and the process and outcomes were publicized and available for all campus constituents. (3.A.2) More recently, the campus has undertaken to initiate or update a series of planning activities that have resulted or will result in an Academic Plan, Strategic Enrollment Plan, Facilities Master Plan, Foundation Plan and others. These plans more directly involve the participation of campus officers or faculty/staff with specific expertise, yet they are also made available for comment and publicized. (3.A.1)

More recently, investment in institutional research expertise is leading to more available and synthesized data and the development of campus dashboards that will be used for internal progress

assessment and for external reporting purposes. Each of the constituent plans cited above includes an environmental scan and historical background. (3.A.3)

The Strategic Action Plan 2020 includes the Core Themes listed on the front page. The five strategic goals identified in that plan, however, largely incorporate Core Theme Two, Student and Graduate Success, with other Core Themes being part of specific strategic approaches. This does not detract from either the Core Themes or the Strategic Action Plan, but merely points to the seeming additional step of overlaying Core Themes on actionable and shorter-term institutional priorities and tactics. For example, the strategic goals of meeting economic and workforce needs, student access and university financial success all depend on expanding enrollment in current programs that are in demand and developing additional programs that will meet employment needs in the region. Of course, these programs will still meet the Core Theme of Applied Degree Programs and of Statewide Educational Opportunities, but these Core Themes, in this instance, do not provide a tactical framework for addressing university financial success.

Beyond the broad-based strategic planning processes, campus leadership councils and the leadership team primarily view annual assessments of progress. Although this is done regularly, it does not appear to be a formal process that would fully meet the purposeful, integrated and comprehensive criteria of Standard 3.A.1 or that could consequently support complete implementation of Standard 5.A.1. Ongoing improvements in data collection and representation are a significant step toward these goals.

VII.   Core Theme Planning, Effectiveness, and Improvement

Standards 3B, 4A and 4B

Core Theme One: Applied Degree Programs

Consistent with its mission Oregon Tech's degrees are largely in engineering, engineering technologies, health technologies, and management. Although the mission statement refers to degree programs in the arts, little support for a degree in the arts could be found in the degree inventory in the catalog.

Core Theme 1, Applied Degree Programs, consisted of two objectives, multiple outcomes for each objective, and multiple indicators and measures associated with each outcome. The elements of Core Theme 1 were in line with Oregon Tech's mission. The selected measures specified the data necessary to inform the indicators, outcomes, objectives, and ultimately the core theme. Examples of the types data collected include an annual graduate survey of recent graduates, national exam pass rates, the results from the National Survey of Student Engagement (NSSE) administered to Oregon Tech students every three years, and a fall 2015 Commission of College Teaching Survey (CCT) that asked faculty to rate their satisfaction with Oregon Tech classrooms and with the technology in non-computer-lab classrooms.

The assessment of student achievement through applied degree Program Student Learning Outcomes (PSLOs) is documented in annual Assessment Reports that are readily available on the Provost's Learning Outcomes web page. The Assessment Reports were current through 2014-15 for all but one of the applied degree programs. These Assessment Reports all had a similar structure, although the details and quality of the reports varied between programs. Programs that are externally accredited by

professional groups modeled much of their program assessment on assessment requirements of the accrediting group. The reports generally assessed student learning outcomes using both direct, e.g., specific in course tasks, and indirect, e.g., senior surveys. A typical assessment report would begin with a history of the degree including a discussion of enrollment trends and graduation rates. A statement of program purpose or mission and a listing of the program objectives and student learning outcomes, along with a schedule for assessing those outcomes, would follow this. The process for assessing the outcomes scheduled in the year of the report would then be described in detail; noting the relevant student populations, the assessment method, and assessment benchmarks. The results of the assessments would be discussed and suggestions for improving student performance described where assessment benchmarks were not achieved. Typically each student learning outcome was assessed using a mix of direct and indirect methods. Often the report would contain a summary of student learning. When appropriate the success of strategies implemented as a result of previous assessments would be evaluated and refined, as necessary. Finally the report would usually contain a mapping of student learning outcomes to specific courses.

These reports on the whole clearly demonstrated that the assessment process resulted in focused meaningful discussion of student learning. The small numbers of students assessed in some programs sometimes resulted in assessment benchmarks being overly sensitive, e.g., an assessment benchmark of 70%, where two of three students passed the assessment. The small numbers of students assessed also raises the question of whether the results of these assessments are representative of most students. Some programs used national standardized exams as part of their assessment, e.g., programs accredited by the International Assembly of Collegiate Business Educators (IACBE) often required student to take the Educational Testing Service Major Field Tests. Often these assessment reports did not recommend many or major changes to the associated programs or document improvement resulting from these changes when they were suggested. Faculty in Oregon Tech applied degree programs meet twice annually, once in the spring and once in the fall to review, discuss, and analyze all assessment data collected during that academic year with respect to student learning outcomes, which may include senior exit surveys, focus group feedback, and industry advisory board feedback. A review of the applied degree Assessment Reports indicated that assessment processes seems to be in place for Oregon Tech applied degree programs, although the utility and meaningfulness of these processes may be improved (see discussion regarding Section VIII, Standard 5.A.).

The Oregon Tech Assessment Commission takes primary responsibility for the development, review, and implementation of Oregon Tech's institutional assessment plan. Conversations with various campus committees suggested that the accreditation process, which began with an ad hoc committee appointed by the Provost, had an ephemeral flavor, and was somewhat disconnected from more persistent campus structures such as the Assessment Committee.

Some of the Core Theme 1 measures, notably Objective 1, Outcome 2 Measures 2.1A and 2.2A; Objective 2, Outcome 1 Measure 1.1A; and Objective 2, Outcome 2 Measure 2.1A were more about process and less about measuring authentic achievements yielding meaningful results that could be used to guide improvement, as described in Standard 4.A.6. Three of these four measures had 100% benchmarks, suggesting that they were designed to ensure compliance in data collection, rather than provide insight into the degree to which Oregon Tech was achieving its Core Theme 1 Outcomes and Objectives. There was little to no discussion in the Oregon Tech Comprehensive Self Evaluation Report of how the assessment of the Core Theme 1 indicators had been or would be used to inform planning, decision making, and allocation of resources as described in Standard 4.B.1.

Core Theme Two: Student and Graduate Success

Core Theme 2, student and graduate success, is central to the mission of OIT. This core theme is echoed in the OIT 2020 strategic action plan as the first goal, "deliver applied, hands-on educational experiences that provide students with the technical, critical thinking, and communication skills needed to succeed in and contribute to their chosen fields." This Core Theme is consistent with the institution's purpose in its emphasis on applied learning, as reflected in its portfolio of applied degree programs. OIT may provide an "intimate, hands-on" learning environment in terms of student:faculty ratios of slightly less than 20:1 (objective 3), but given that the unduplicated headcount of the online students (Table 34, n = 2,349) is nearly that of the main Klamath Falls campus (Table 29, n = 2,545), several times greater than the headcounts of the other four sites (Tables 30-33), the intimate, and certainly the hands-on nature of this instruction may not be well represented in this Core Theme.

Core Theme 2 has 6 objectives related to (1) students' program-related employment or graduate school; (2) educational progress; (3) access to faculty; (4) provision of academic support services; (5) co-curricular experiences that enhance student engagement; and (6) library resources meet degree program requirements. In turn, each objective has between one and three outcomes. These objectives and outcomes are associated with their respective indicators, measures, and benchmarks. Regarding Core Theme 2, some objectives are more central, and therefore more meaningful, than others. Objectives 1-4 and 6, relate to program-related employment or graduate school admission, educational progress, faculty access, academic support services, and libraries, respectively. Objective 5, related to co-curricular activities, seems less central to this institution given the large number of non-traditional, non-resident students, and very low participation rates in co-curricular activities. The indicators reference processes (e.g., annual reports) and outcomes (e.g., success rates on national examinations). The process indicators do not represent meaningful indicators of student and graduate success.

The core themes were approved by the State Board of Education in 2011, and then adopted by the OIT Board of Trustees on 7/19/15. The 2nd core theme is also in the 2020 SP, which was developed from the OT 2025, developed in the latter third of the 2011-12 academic year. Constituent groups did not know who developed the SP and core themes, and suggested they were administratively identified. Programs and services appear to align with the Core Theme of Student and Graduate Success. Contributing components also generally align with the intended outcomes. For example, the program to call and text unregistered students has resulted in significant increases in student registration. Some of the data collected as part of the Student and Graduate Success Core Theme align well with the goals and intended outcomes, such as student retention and graduate rates. Other data are less clearly relevant to this Core Theme (see examples under criterion 4, below).

General comments related to Core Theme 2 assessment follow: Many of the programs have program-level accreditation. There is an Assessment Commission, which consists of an executive committee (consisting of the directors of Assessment and IR, and of several degree program assessment coordinators) and the assessment coordinators of each degree program. Both the Assessment Commission and IR report to the Provost. There has been a good deal of turn-over among IR staff, with the relatively new IR director clearly excited about creating dashboards and other improvements in data collection and dissemination processes. It was noted that much of the data on the IR website was outdated (e.g., the most recent Fact Book was for 2007-08), or if posted, was incomplete (e.g., the

Common Data Sets, most recently for 2013-14, had incomplete sections related to the faculty, annual expenses, financial aid).

A sample of syllabi generally reflects the inclusion of course objectives. However articulation is lacking: the syllabi do not identify the ESLOs/ISLOs that each course addresses, and typically do not identify how each course objective is evaluated.

No campus reports of ISLO attainment have been published since 2012-13. In 2014-15, OIT approved the change from 8 ISLOs to 6 Essential Learning Outcomes (ESLOs), according to the 6-year ESLO cycle, two of the ESLOs were slated for analysis or design during the 2014-15 year.

Faculty conduct the majority of the student advising, the exception being those students in the TOP/TRIO program. Faculty receive initial advising training prior to being assigned advisees. However, following this initial training, further training or refreshed training is not provided, and the quality of and/or student satisfaction with advising is not assessed.

It is necessary to look across core themes in order to examine the success of Core Theme 2. For example, Core Theme 2, Objective #1 regards program-related employment or graduate school admission. The most highly related indicator, measures, and benchmarks related to employment or graduate school admissions are found in Core Theme 1, objective 1. For Core Theme 2, Objective #1, Indicator #1, (Students meet established student learning outcomes), the measurement indicates that 100% of institutional reports indicate student attainment of student learning outcomes. However, the website that details program-level student learning outcomes (http://www.oit.edu/faculty-staff/provost/learning-outcomes/biology) shows no 2014-15 reports for Biology, Computer Systems Engineering Technology, General Education/Science, General Education/Social Science, and Nuclear Medicine Technology. Therefore, assessment reports and SLO attainment could not be examined for all of the degrees. In addition, an inspection of the assessment reports indicates that not all students achieve all student learning outcomes. For example, Applied Math examined 3 of its outcomes in 2014-15 and while 100% of students met two of three outcomes, 22% of students were found to not meet criteria for a third outcome. As another example, in the Applied Psychology report for 2014-15, it appears that a minority of students demonstrated minimally acceptable performance. While the assessment process includes a plan for improvement, the small numbers of students in some degree programs contribute to unstable estimates of students' learning outcomes, which also makes program modification in response to these results challenging.

Core Theme #2, Objective #1, indicator #2 is related to student participation in experiential learning. The mission fulfillment tables (p. 107) indicate that 95% of students enroll in senior projects, internships, practicums, internships, or other forms of experiential learning, which is above the benchmark of 80%. These forms of learning are considered a "high-impact" practice by AAC&U, and these results are consistent with the Core Theme.

Core Theme 2, Objective 1, Indicator 3, (student success on national board or licensing exams) was achieved for students in the health, arts, and sciences, but not for students in the engineering, technology, and management areas.

Core theme 2, objective 2 relates to students' educational progress. The institution uses indicators common to most colleges and universities such as the percentages of new freshmen and transfer

students retained from fall to fall, and the 6-year new freshmen and 4-year transfer student graduation rates. The institution met none of the benchmarks. It is unclear how these benchmarks were set in comparison to institutional peers, or through another method. None of the indicators related to graduate students, and recognizing that graduate students comprise a small minority of OIT's overall enrollment, the institution may wish to consider an indicator related to graduate student progress in the future. The institution has recently invested resources in new initiatives to enhance retention, which show promise, such as the phone-calling program to students who've not registered. The institution recognizes it needs to determine why the retention rate of transfer students has declined.

Core theme 2, objective 3 regards students' access to faculty. It is not clear that the first indicator is relevant or needed, i.e., the percent of courses taught by faculty rather than teaching assistants. Given the small graduate enrollment, the use of TAs seems unlikely. More relevant are the results of the NSSE and the faculty: student ratio. The institution exceeds the benchmarks it set for these indicators.

Core theme 2, objective 4 regarding academic support services, OIT students' use of campus services, and the cohort of students in the DOE-funded TOP (Tech Opportunities Program) exceeded their benchmarks. However, the campus did not meet its benchmark for this objective based on the NSSE Supportive Campus Environment scores. Students' responses to questions related to attending campus events and activities were low and attributed to "the type of students who attend Oregon Tech" (p. 90); the institution is encouraged to consider programming that would result in both higher NSSE scores on this construct and also improve on the 58% of seniors who reported not participating in a co-curricular activity on campus as part of objective 5, measure 3.

Core theme 2, objective 5 regards co-curricular experiences. It appears that in absolute percentages, students' engagement in co-curricular activities is small. For example, only about 2.5% of the 4364 students enrolled at OIT that semester (133 students) took part in housing and residence life programming. The institution did not present data regarding student subscription of campus life activities, but these activities – such as clubs – might be expected to be more fully subscribed by this student population than the housing and residence life activities. The campus is encouraged to determine methods for tracking student engagement in campus life activities. In addition, this objective implies that co-curricular experiences enhance student engagement. The institution is encouraged to formulate indicators, measures, and benchmarks related to engagement as a function of co-curricular activities.

Core theme 5, objective 6 regards library services. OIT's library reviewed its collection, resulting in the elimination of outdated and unnecessary materials. Related to outcome 1, library holdings and expenditures per student were less than comparators. Library instructional services benchmarks for outcome 2 were met, and access benchmarks related to outcome 3 were variable, with full-text and inter-library loan benchmarks met, but not circulation statistics.

Because of the limitations of the assessment processes noted in 4.A, there does not appear to be a system in place to use the assessment data from this core theme to inform the institution's overall planning and decision-making processes, or allocation of resources and capacity.

As noted previously, for Core Theme 2, assessment has occurred at the level of individual courses, the results of which have not been clearly integrated at the levels of core themes, programs (including

general education), or students, and thus, resource allocation has not been based on the results of assessment.

Core Theme Three: Statewide Educational Opportunities--Background.

Oregon Tech locations in the Northwest include the main campus in Klamath Falls, an urban campus in Wilsonville, the Oregon Tech Seattle (Boeing) and La Grande sites, and Chemeketa Community College on its Salem campus.

Oregon Tech has established educational partnerships in these locations and with other universities and community colleges in the state to meet student program demand in under-served areas. The Oregon Tech Wilsonville (established in 2012) campus offers sixteen undergraduate degrees in areas such as Electronics Engineering, Information Technology, a variety of other engineering programs, information and software technology, applied psychology, and health programs. The Master of Education degree with Emphasis in Applied Behavior Analysis and Autism Spectrum, is offered as a joint degree at the Oregon Tech Wilsonville campus and Southern Oregon University's Higher Education Center in Medford.

In 2005, Oregon Tech partnered with Oregon Dental Service (ODS) to offer an AAS degree in dental hygiene at the ODS building in La Grande, Oregon (this program is being phased out). 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.

Participation data (2014-2015) for the Wilsonville campus shows 538 academic credit courses offered, a student headcount of 815, and a faculty headcount of 38. The La Grande campus offered 26 classes, with a student headcount of 37, and a faculty count of 3. The Chemeketa Dental program had 38 courses offered with 59 student headcount, and 4 faculty. The Boeing site included 217 courses with a student headcount of 180, and 2 faculty

Core Theme 3, Objective One, Standard 3.B Planning

Oregon Institute of Technology Strategic Plan includes Core Theme #3: Statewide Educational Opportunities. The self-study indicates that OIT offers these statewide educational opportunities for the emerging needs of Oregon's citizens. To accomplish this, Oregon Tech provides 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.

Below are the indicators, measures, and benchmarks as listed in the self-study for 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 variety of locations (excluding ACP)	*3.1A* Number of courses offered at all locations and percentage of increase	Meet or exceed number of courses offered at all locations
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

The self-study report's rationale for this core theme and the objective reads as follows: "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."

OIT meets the intent of Standard 3.B. As described above, the detail evident in the articulation of the objectives, indicators, measures, and benchmarks lays out the manner in which the core theme will be implemented and analyzed. The measures and benchmarks, while appropriate, seem to be unsustainable over a long period of time. At some point in the future, it may not be possible to keep increasing the numbers on a yearly basis. The

Academic Master Plan does list target numbers for the statewide sites, but it is unclear how those numbers will be translated to the benchmarks.

Planning for Core Theme 3 is generally adequate, with attention needed in the areas noted.

Core Theme 3, Objective 1, Standard 4A Assessment

The Self-Study Report describes in detail the manner in which OIT efforts have met the goals outlined by the indicators and benchmarks for Objective One. Each of the benchmarks has shown at least some increase. OIT has concluded that as a result of these efforts, Oregonians now have increased access to options for working towards and completing educational goals. For example, online programs have grown about 10% over the past five years. This number, while positive, seems low for this time frame. Dual credit programs, with the exception of one year, have increased steadily. OIT is making further efforts to partner with other high schools to increase the availability of dual credit courses.

Enrollment is growing in each of the campuses with the exception of the dental hygiene program in La Grande. This program is being phased out as the program met the goal of meeting the need in that locale. Program offerings in Klamath Falls, Wilsonville, and online continue to expand. The Chemeketa site only offers the dental hygiene program and there are no plans to add other programs to that site. The Seattle Boeing program offers a program only to Boeing employees and there appears to be no plans to increase the number of programs offered at that location.

OIT continues to offer a robust set of non-duplicated programs in a limited number of sites around the state. These programs are designed to meet student need/demand in specific academic areas not provided by other institutions. In addition, the dual credit program with both high schools and community colleges develops a pathway for students to enter specialized OIT programs.

OIT does an effective job in managing these students to provide them (particularly at the Wilsonville campus) all the student services available to students in Klamath Falls. These sites receive the appropriate amount of attention from the OIT administration, from the relevant OIT committees, and from the cooperating departments. One issue faced particularly at the Wilsonville campus is attracting adjunct faculty and this may be partially due to the compensation level.

Data provided shows that OIT is meeting its identified benchmarks for all of the objective indicators save one. However, the identified benchmarks and indicators could be more robust. Merely measuring increase in offerings (even by one) does not generate information that will greatly inform future planning.

Core Theme 3, Objective 1, Standard 4B, Improvement

Improvements for Objective 1 are not clearly identified other than to indicate a desire on the part of OIT to continue expansion of these programs. It appears that expansion is limited to three components: courses and programs offered at the Wilsonville campus, increases in dual credit opportunities, and online courses and programs. Programs offered at the Chemeketa and the Boeing Seattle site will not be increased though student numbers are likely to increase. The La Grande site will close in 2017. No new sites are identified.

OIT has identified plans for developing further service to students through the three components identified above. At some point in time, the question of capacity will need to be addressed. The current strategic plan and core objectives only identify increases in numbers, not a final target. The newly adopted Academic Master plan does included target numbers, though it is not clear where dual credit programs fit in the four quadrants and it is not clear if these numbers are short term or long term targets.

The Academic Master plan describes plans designed to further develop statewide programs and access. These include Wilsonville Capital Project Expansion, OHSU Campus for Rural Health Partnership, South Metro-Salem STEM Partnership/ STEM Hub, Klamath Promise and Klamath IDEA, and Advanced Credit and High School Transition Programs. However, it is not clear that these new plans were informed by the assessment of the objectives in Core Theme 3.

Overall, OIT does address this objective of Core Theme 3, but there is room for improvement in the quality of the information generated as potentially applied to current and future planning efforts.

Core Theme 3, Objective 2, Standard 3, Planning. Oregon Tech distributes financial aid at levels similar to those of comparator institutions.

The Self-Study Report describes in detail the manner in which OIT efforts have met the goals outlined by the indicators and benchmarks for Objective 2 and its two outcomes. The outcomes, indicators, measures, and benchmarks are listed below.

Outcome 1: Low-income first-generation college students have access to Oregon Tech.
Outcome 2: Students have access to scholarships.

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

The self-study report's rationale for this core theme and this objective reads as follows: "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."

OIT meets the intent of Standard 3.B. As described above, the detail evident in the articulation of the objectives, indicators, measures, and benchmarks lays out the manner in which the core theme will be implemented and analyzed. As noted above, the benchmarks, while appropriate, seem to be unsustainable over a long period of time. As noted for the first objective, it may not be possible to keep increasing the numbers on a yearly basis.   Can yearly increases be consistently maintained?

Core Theme 3, Objective 2, Standard 4A, Assessment
The Self-Study Report describes in detail the manner in which OIT efforts have met the goals outlined by the indicators and benchmarks for Objective Two. The self-study reports that each of the benchmarks were met.

Core Theme 3, Objective 2, Standard 4B, Improvement
The self-study does not comment on improvement. The information gathered in assessment is likely inadequate to further inform the next stage of the planning process.

Core Theme Four: Public Service

The four core themes (applied degree program, student and graduate success, statewide educational opportunities, and public service) are clearly aligned with the mission. When taken collectively, the core themes encompass the institution's mission. In conversation with the assessment commission, the core theme indicators were described as serving as process benchmarks and intended, at least in part, to assist the institution in tracking whether or not it is following prescribed processes. The office of institutional research does not report participation in determining the core theme indicators or benchmarks.

Core Theme Four, Public Service, emphasizes the institution's commitment to sharing information and technical expertise across the state and with national and international constituencies. It also includes faculty and students sharing discipline-specific expertise with the communities of interest through service activities. The theme has one objective with three indicators. Assessment of this core theme may prove challenging because the indicators rely solely on report of activity or represent indirect measures. Indicators one

and three are assessable and verifiable; indicator two is assessable but relies on faculty to report professional engagement. Though not captured as an indicator, the institution has strong outreach in the community and around the state, in spite of limited fiscal resources. Examples include dual credit delivery, collaborations with other Oregon institutions such as in the Salem and La Grande based dental hygiene programs, hosting SMS STEM in Salem and in Klamath Promise. The Board of Trustees views its heavily discounted delivery of dual credit courses and partnerships as a form of public service, and recognizes the balance between public service with their fiduciary responsibility.

3.B Core Theme Planning (Public Service)

Planning for core theme four, as with the other core themes, falls to the Accreditation Committee. There is no reported comprehensive plan for ongoing review or planning around this core theme.

While indirectly related to the core theme, the provost appointed a revitalization task force for the Oregon Renewable Energy Center. A number of changes, including faculty retirements and a changing energy environment, have necessitated a reconceptualization of the center's focus as applied research that can be shared. There is a timeline in place for digitization of the Geo-Heat collection to ensure the resources and documents more readily available to interested researchers and others. The institution reports a plan to further increase dual credit enrollments.

Core theme four is aligned with the annual faculty evaluation process, listed as one of three areas in the evaluation titled "institutional and professionally-related public service." In conversations with faculty members, public service was clearly understood as a component of the annual faculty review process. Multiple terms are used to get at public service by faculty including professional engagement, service activities related to the discipline, sharing expertise, and public service.

Multiple terms are also used related to indicator 3, students are involved in service learning, including internships, externships, experiential learning, research, senior projects and co-curricular experiences. Indicator 2.2.1, students have participated in internships or experiential learning, appears to capture a subset of activities included in service learning.

4.A Assessment (Public Service)

Indicator 1 (external constituents have access to Oregon Tech's expertise) is measured by use statistics for the Geo-Heat Center research collection, the Shaw Historical Library, and the research generated from the Oregon Renewable Energy Center. The benchmark is "at or above the previous year's activity."

Indicator 2 (faculty participate in professional engagement outside the institution) is measured at both the individual faculty and at the institutional levels. At the individual level, professional engagement is captured through faculty self report on the annual evaluation and in tenure and promotion documents. At the institutional level, data are aggregated and reported as a percentage by each college. During the open faculty session, faculty members provided many examples of professional engagement or public service such as participation in Engineers without Borders, outreach programming in regional high schools, and on-campus activities such as math or coding workshops and camps. Annual evaluations include faculty service on regional boards, chairing conference sessions, and professional presentations in the community and at national conferences.

Indicator 3, students are involved in service learning, is based on select indicators on the NSSE. The benchmark is at or above university comparators. Additionally, in Core Theme 2, indicator 2.1, student participation in internships and experiential learning, is tracked in Banner. During the open session with faculty and staff, numerous service-learning projects were described including sealant clinics for school-aged children through the dental hygiene clinic, health promotion programs in the schools, and project-based senior projects focused on issues impacting the region.

4.B Improvement (Public Service)

Reported improvement efforts in core theme 4 centers on indicator 3, student involvement in service learning. It is noted in the self-evaluation report and through conversations with faculty that **there is no coordinated effort at the institutional level to support service learning and its various components**. Internships and experiential learning are coordinated and tracked by the instructional programs. The General Education Task Force has designed a new required course at the junior level, Essential Studies, which brings together faculty and students around problem-based learning. It is anticipated that course projects will address specific problems in an interdisciplinary manner, creating additional opportunities for faculty and students to engage in public service. Through campus interviews, faculty and staff support and express pride about the institution's outreach and community service activities.

VIII. Mission Fulfillment, Adaptation, and Sustainability

Standard 5.A Mission Fulfillment

As noted in regard to Standard 1, OIT defines mission fulfillment as meeting or exceeding all of the criteria of the Core Themes. By its own graphic representation in the comprehensive self-evaluation, using red, yellow and green indicators for each of the criterion, this has not occurred. The evaluation committee does not necessarily conclude

that the university is not fulfilling its mission, for a number of the criterion measurements were related to the completion of processes or based on small numbers of students.

The evaluation committee could not conclude, however, that the institution regularly reviews its assessment processes to ensure that they appraise authentic achievements and yield meaningful results that lead to improvement (4.A.6) or engage in regular, systematic, participatory, self-reflective and evidence-based assessment of its accomplishments (5.A.1).

The institution's method of assessment involves sampling, on a rotating basis, learning objectives among individual courses deemed to address them, also sampled on a rotating basis. **The evaluation committee did not find evidence of a coherent and integrative approach to assessment within or across levels of assessment, or evidence of institution-wide improvements based on assessment results.**

There is substantial faculty engagement in examining sampled courses, and the faculty annually meet at the beginning of the fall semester to review prior year assessment results and to discuss improvements. There is much less faculty and staff awareness of core theme benchmarks, their development and their fulfillment.

The evaluation committee also found the foci of the assessment to lack authenticity and meaning, particularly the outcomes, indicators, and measures, whereas the core themes seemed generally appropriate for the institution. A number of the outcomes, indicators, and measures are based on processes. Examples include core theme 2, measure 1.1 (annual academic assessment reports detail the assessment efforts of the institution), and measure 1.2, (percentage of programs completing annual assessment report). **Process-based measures do not appraise achievement in meaningful ways.** Such measures regarding the completion of reports do not address meaningful content, i.e., students' achievement of learning outcomes.

In terms of reflective review leading to improvement, at the course and program level, relatively few reports specified improvements based on the results of their assessment; more commonly, further assessment was suggested as the next step. Members of the evaluation committee estimated that less than 50% of programs "closed the loop" by engaging in meaningful conversations about their program assessment data, leading to improvement plans based on these data. Reflective review of assessment across programs was inconsistent. For example, members of the Assessment Commission characterized their review of program reports as "soft," suggesting relatively superficial and infrequent reflection on these reports. There did not seem to be an institutional structure at the university level that was clearly empowered to provide sufficient direction and oversight to facilitate authentic and meaningful assessment, reflection, and integration processes that resulted in improvement.

Standard 5.B Adaptation and Sustainability

The institution is experiencing significant changes as noted previously. These changes have had an impact on the planning, assessment, and resource allocation process. As noted in the self-study Oregon Institute of Technology has a unique opportunity with the Oregon Tech 2020 Strategic Plan Academic Master Plan, to adapt to the new governance structure in support of programs and students.

The institution has committed to an enrollment management plan that aligns with their mission and is committed to utilizing existing resources, to meet these targets. These efforts are within their mission and core themes. OIT has substantially demonstrated mission fulfillment and demonstrates that it is resilient and committed to an aggressive student enrollment strategy. In part, the enrollment strategy will further strengthen the university's financial health, and new program development is now based on an analysis of market demand and program cost and revenue estimates. There is also an ongoing, yet not fully documented process for determining program needs such as space, instrumentation, equipment and faculty and to set program capacity level for both growth and quality. (5.B.2)

Oregon Tech appears well positioned to take advantage of an increasing public demand for programs that both educate and prepare students for careers by the very nature of their program array. The new Academic Plan means to take advantage of this and to provide Statewide Opportunities through extended campus locations and on-line program development and outreach programs to develop pipelines for students into OIT degree programs. The university has demonstrated its ability to read and react to changing market conditions by both opening and closing locations and programs, and there is every reason to believe that the campus is even more attuned to its environment today. (5.B.3)

IX. Commendations and Recommendations

Commendations

The accreditation committee commends the Oregon Tech librarians for their extraordinary support of the faculty, students, and individual courses - both face-to-face and online - and for their contributions to curriculum development, academic departments, and numerous departmental and institutional committees.

The Evaluation Committee commends Oregon Tech for a commitment to physical facilities that are safe, secure, sufficient, attractive and sustainable. (Standard 2.G.1).

The Evaluation Committee commends Oregon Tech for its outreach to communities in support of broader community impact in spite of continuing financial challenges to do so.

Programs like the SMS in Salem and collaboration with Klamath Promise and regional economic development elevate the public purpose of institutions of higher education.

The committee commends Oregon Tech and its Financial Aid staff for the initiative it has launched whereby student and parent loan recipients are given written updates by the institution about their current level of loan debt. This initiative directly supports governmental initiatives aimed at improving financial literacy among consumers of higher education.

The Evaluation Committee commends the Oregon Tech faculty, staff and students for their high degree of positive involvement in the academic processes of the institution such as general education, assessment, teaching support, planning, student support and advising, and governance.

Recommendations

The first two recommendations relate to standards with which we believe Oregon Tech is not in compliance. It was evident that you are already aware of these issues.

I. The Evaluation Committee Recommends that Oregon Tech complete, approve, and execute an agreement between the University and the Foundation that clearly defines the relationship between the organizations. (Standard 2.F.8)

II. The Evaluation Committee Recommends that Oregon Tech develop, enforce and document enforcement of a policy for credit for prior learning assessment that clearly meets the criteria of Standard 2.C.7 and particularly paragraph (b).

The following recommendations relate to standards with which we believe Oregon Tech is substantially in compliance but requires improvement.

III. The Evaluation Committee Recommends that Oregon Tech utilize planning and assessment effectively to guide Core Theme enactment, decision making, resource allocation and capacity, and engage and enable input by constituents. (Standard 4.B.1)

IV. The Evaluation Committee recommends that Oregon Tech regularly review its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement (Standard 4.A.6)

V. The Evaluation Committee recommends that Oregon Tech engage in a regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. (Standard 5.A.1)