OREGON INSTITUTE OF TECHNOLOGY

Year 7 Evaluation of Institutional Effectiveness Self-Evaluation

Submitted to Northwest Commission on Colleges and Universities

February 27, 2023

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Institutional Report Certification Form

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☑ There was broad participation/review by the campus community in the preparation of this report.
- ☑ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Oregon Institute of Technology

(Name of Institution)

Dr. Nagi G. Naganathan

(Name of Chief Executive Officer)

Nagi G. Naganathan

(Signature of Chief Executive Officer)

02/21/2023

(Date)

Institutional Overview

The University

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

Since becoming a baccalaureate institution, Oregon Tech has emphasized professional, accredited programs in engineering, computing, technology, management, and allied health. Recognized as Oregon's Polytechnic University, the institution has broadened its activities to include the delivery of graduate programs. Presently, Oregon Tech offers over 70 bachelor's and master's degree programs emphasizing career-focused education and degree programs in engineering, technology, allied health and applied sciences to students from the state, the nation, and the world. Current graduate degree program offerings include MS degrees in Engineering, Allied Health, Applied Behavior Analysis, Civil Engineering, Manufacturing Engineering Technology, Renewable Energy Engineering, and Marriage and Family Therapy, as well as a new Doctorate in Physical Therapy degree[1] (the inaugural class will start in Summer 2023) Graduate certificates in Applied Behavior Analysis, Power Systems Engineering, and Systems Engineering are also offered.

The practical application of theory in real world situations underscores all Oregon Tech programs. Students experience hands-on learning through labs, projects, internships, and research, guided by faculty and staff who retain their professional connections to applicable industries and disciplines. The institution's programs lead to careers in areas such as health professions, renewable energy, environmental science, information technology, engineering, engineering technology, communication, psychology, and management. As a result of the hands-on learning emphasis and educational methods, 96 percent of graduates report employment or enrollment in graduate programs within six months of graduation, with a median starting salary of $60,000.

Oregon Tech has two campuses and three satellite sites in addition to offering online programs. The university's largest campus is in Klamath Falls, Oregon, with a smaller commuter campus in Wilsonville, Oregon. A list of degree programs by campus is provided in Appendix A1. A BS degree program in dental hygiene is offered at the Chemeketa Community College satellite site in Salem, Oregon. In addition, at its Everett, Washington, satellite site BS degrees in Mechanical Engineering and in Mechanical Engineering Technology, and BS and MS degrees in Manufacturing Engineering Technology, are delivered. The Everett degree programs are offered exclusively to Boeing employees. Oregon Tech's remaining satellite site is in Scappoose, Oregon. Although no degree programs are offered at this site, Oregon Tech offers non-degree short courses and training programs for local/regional industry. Oregon Tech also hosts Oregon Manufacturing Innovation Center Research and Development (OMIC) at the Scappoose site.

Oregon Tech is the home of the Oregon Renewable Energy Center (OREC), the Oregon Manufacturing Innovation Center (OMIC), and the Center for Advancing Interdisciplinary Research on the Environment and Health (AIRE). Through these centers, the university provides exceptional education and research

[1] This program is currently under review for accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE) agency. The university has applied for reconsideration of the CAPTE's preliminary accreditation decision, which declined granting the doctoral program the accreditation status needed to admit students.

experiences for students in allied health and the health sciences, as well as renewable energy and manufacturing engineering technology.

The university administration is organized into four divisions: Academic Affairs, Finance and Administration, Student Affairs, and University Advancement. Each division is led by a vice president who provides management and strategic direction for the division. All vice presidents report to the university president who in turn reports to the university Board of Trustees.

Similar to many other higher education institutions in the U.S. and in the state of Oregon, the university has had declines in enrollment because of the pandemic and pivoted to remote teaching. The enrollment decline has been more pronounced in the degree completion programs serving transfer students from community colleges. The documented decline in enrollment of community colleges[2] from which the university draws its transfer students likely contributed to the decline.

Governing Board Structure

Oregon Tech was first accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1962 and became a baccalaureate university in 1966. Before 2015, Oregon Tech was governed by the Oregon State Board of Higher Education, the governing board for the state-run Oregon University System (OUS) comprising seven public universities in Oregon. Senate Bill 270, passed by the Legislative Assembly in 2013, established the University of Oregon, Portland State University and Oregon State University as independent public bodies with their own boards of trustees. The bill also provided the option for the technical and regional universities (TRUs), Oregon Institute of Technology (the technical), and three regional universities - Eastern Oregon University, Southern Oregon University, and Western Oregon University, to seek approval for independent governing boards. Oregon Tech became an independent public body governed by its Board of Trustees beginning July 1, 2015. The university was transitioning from the OUS to the university run by its independent board of trustees at the time of the previous NWCCU accreditation site visit. The Higher Education Coordinating Commission (HECC), continues to serve a coordinating function relative to significant changes to the academic programs of Oregon's community colleges and public universities. The Oregon Tech Board of Trustees is directly responsible for managing the affairs of the university. The Board approves the university's mission, programs, budgets, and strategies, but works with the HECC for final approval of Oregon Tech's mission, academic programs, and the budget. The most recent Oregon Tech Five-Year Strategic Plan was approved by the Board of Trustees in 2020 and will guide the university's trajectory.

[2] See for example https://www.nytimes.com/2022/05/26/us/college-enrollment.html and https://www.forbes.com/sites/michaeltnietzel/2022/05/26/new-report-the-college-enrollment-decline-has-worsened-this-spring/?sh=69da4cb424e0

Basic Institutional Data Form

The Basic Institutional Data Form is provided in Appendix A2.

Preface

Update on Institutional Changes Since Last Report

Major changes have taken place at Oregon Tech since the last accreditation visit in 2016. The university has new leadership in all but one division. The university has expanded facilities and enhanced information technology infrastructure that enables more effective student learning and academic support. In addition, by implementing new assessment processes that incorporate systematic, regular monitoring of data-informed improvements, the university's progress to support and increase student success are measured and documented.

The improvements include positive steps to strengthen support for success of all students, including first-generation students and those from traditionally underserved racial and ethnic backgrounds. To this end, the university has established a new position of Executive Director of Diversity, Inclusion, and Cultural Engagement.

The pivot to remote student learning and work, as required by the government-imposed pandemic mandates, has changed both the workplace and the classroom at Oregon Tech. Even after restrictions ended, a flexible workplace policy in some university divisions offered staff options to continue working remotely. Benefitting from the information technology infrastructure advances that enabled the university's pivot to a near complete remote instruction, internet-centered videoconferencing permitted easy communications among academic support staff thereby facilitating their remote work. Staff remote work is permitted primarily in the areas where there is no or limited direct interaction with students, such as in Business Affairs and network security. All student support services are provided in-person and staff are required to report to work on campus.

A summary of changes the university has seen since its previous accreditation visit is outlined below.

Degree Offerings

Since the last NWCCU accreditation comprehensive report in 2016, Oregon Tech has made the following changes to degree programs and options:

Table 1 - New degrees offered since 2016

Graduate Degrees	Undergraduate Degrees (BS, BAS)	Associate Degrees
• Physical Therapy, DPT[3] • Allied Health, MS • Applied Behavior Analysis, MS • Engineering (with various specialties), MS • Renewable Energy Engineering, MS	• Accounting • Business – with options in Management and Marketing • Cybersecurity • Data Science • Medical Laboratory Science (program previously existed, but as "Clinical Laboratory Science") • Nuclear Medicine and Molecular Imaging Technology (previously was Nuclear Medicine) • Population Health Management • Professional Writing	• Sleep Health with option in Polysomnographic Technology

[3] DPT ≡ Doctor of Physical Therapy; MS ≡ Master of Science; BS ≡ Bachelor of Science; AAS ≡ Associate of Applied Science; AE ≡ Associate of Engineering Technology

Table 2 - New Minors, Certifications, Specializations offered since 2016

Minors	Certificates
• Coaching • Health Informatics • Human Interaction • Innovation and Entrepreneurship • Professional Writing and Technical Communication • Sustainability	• Magnetic Resonance Imaging (MRI) • Picture Archiving and Communication Systems (PACS) • Power Systems Engineering, Graduate certificate • Systems Engineering, Graduate certificate • Applied Behavioral Analysis, Graduate Certificate

Table 3 - Programs and degrees retired Since 2016

Program	Degree Type	Campus
Dental Hygiene	AAS	La Grande
Geomatics	BS	Portland-Metro
Healthcare Management with option in Radiologic science Management		Klamath Falls
Polysomnographic technology	AAS	
Computer engineering technology	AE	
Software engineering technology	AE	
Human Communication	Minor	
Technical Communication (combined with Professional writing for new minor)	Minor	
Picture Archiving and Communication Systems (PACS)	Specialization	
Sleep Health	Certificate	

Expansion of programs to additional campus(es)

1) MS Renewable Energy Engineering – added to degree offerings at the Klamath Falls campus.
2) BS Electrical Engineering with emphasis in Robotics, Automation, and Controls – added to program offerings at the Klamath Falls campus.
3) BS Mechanical Engineering – added to degree offerings at the Portland-Metro campus.
4) BS Business, Management option – added to degree offerings at the Portland-Metro campus.
5) BS Health Care Management, Administration option – added to degree offerings at the Portland-Metro campus.

Establishment of the Oregon Manufacturing Innovation Center Research and Development

The Oregon Manufacturing Innovation Center Research and Development (OMIC) is a collaboration between the university, industry, and government to advance manufacturing technology by providing innovative applied solutions to manufacturing of products, particularly made of metals, while preparing the industry's workforce through on-the-job learning in the manufacturing industry. OMIC develops innovations for advanced applied research such as concept design, prototyping, third-party independent product testing, and development of innovative manufacturing methods in a world-class applied research and development facility. OMIC's mission is to advance metals manufacturing technologies and processes to increase industrial competitive advantage and accelerate academic discovery and innovation, while inspiring and educating the next generation's manufacturing workforce.

Hosted by Oregon Tech, OMIC is located in Scappoose, northwest of Portland. OMIC's original facility is approximately 32,200 square feet; it was built in 2008 and Oregon Tech purchased it in 2016. A new $14.8 million expansion to establish an Additive Manufacturing Innovation Center was completed in January 2023. The new facility will significantly increase OMIC's research and development capability to advance additive manufacturing technology.

Wilsonville campus rebranded to "Portland-Metro" campus

The university's commuter campus in Wilsonville, Oregon, was rebranded as the Portland-Metro (PM) campus. This rebranding is relevant to the university's purpose in the region and intended to more accurately reflect the population of current students at Oregon Tech's PM campus and the prospective students in the region.

Strategic Plan

Oregon Tech's Five-Year Strategic Plan was created in 2020 using an inclusive process that involved participation of alumni, faculty, staff, students, and the community. The university Strategic Plan documents goals, objectives and outcomes, built collectively by university stakeholders, and serves as a 5-year roadmap to guide our trajectory of student, university and community success. It builds upon previous goals and actions taken by the university and moves the institution forward to address the changes in and challenges of higher education in the state, region, and nation.

Improved Physical Facilities

In 2016 Oregon Tech contracted DiMella-Shaffer to develop a Campus Facilities Concept Design Report. This report has been a consistent university reference in planning and guiding recent Klamath Falls campus facilities and infrastructure improvements. Consistent with the design report, strategic student enrollment goals, and planned program needs, Oregon Tech has undertaken major physical facilities improvements. Oregon Tech has either completed or has underway the following projects:

1. Owens Hall Renovation: completed 2019
2. Cornett Hall Renovation Multi-phased: completed in 2020
3. Storm System Replacement Phase 1 through Phase 3: completed 2019
4. New Center for Excellence in Engineering and Technology (CEET) Building: completed in 2021
5. Student Recreation Center Renovation: completed in 2020
6. Track/Stadium Renovation; Track completed in 2021
7. Stadium portion expected completion Spring 2023
8. Boivin Hall Renovation: started in Winter 2022 and expected to be completed by Summer 2023.

In addition to the above projects, Oregon Tech has completed or begun the following facility expansions and improvements:

9. Additive Manufacturing Innovation Center: Oregon Tech began the construction of a new Additive Manufacturing Center facility in its OMIC Scappoose campus in Fall of 2022.
10. Canyon Creek Facility: To expand learning opportunities for students, Oregon Tech rented an additional laboratory and student project space –the Canyon Creek facility–beginning in 2018. The facility is located near the Portland-Metro campus and houses an additional classroom, lab space for academic programs, and a machine shop. While the space is available to all programs on the PM campus, it primarily services the Manufacturing, Mechanical Engineering, and Technology (MMET) Department. A machine shop was built into the facility, providing space for classroom instruction of machining techniques and skills, as well as providing these tools to students for junior/senior capstone projects and extracurricular activities, such as the Baja SAE design competition. In addition to the machine shop, the facility has a large open "Projects" lab, and a spacious, flexible classroom.
11. Additive Manufacturing Education and Research Lab: In 2022, Oregon Tech requested and received funds from the State of Oregon to support development of Additive Manufacturing education and research on both the Klamath Falls and the Portland-Metro campuses. Equipment

sourcing, architectural work for laboratory space renovation, and construction is underway on the facility at the Portland-Metro campus. At Klamath Falls the lab is located in the recently opened CEET building. Completion on both campuses is expected in Spring 2023.

12. Student Commons Renovations – Portland-Metro Campus: In 2019, the student commons area on the Portland-Metro (PM) Campus was renovated to increase the space available to students for a variety of uses: student dining, studying, and socialization. Renovation coincided with a change to vending/food services for students; a self-service market was installed, increasing the option and quality of food and drink items available for student (and campus community) purchase.
13. Veterans Resource Center – Portland-Metro Campus: In 2022, a previously underutilized mailroom was renovated to convert it to a new Student Veterans' Resource Center. The Center was established in a smaller office a few years earlier, but high student engagement with the services offered demonstrated a need for a larger space.
14. Portland-Metro Office Spaces: In 2019, four additional office spaces were constructed on the PM campus to accommodate increased faculty in the EERE and MMET departments. In 2022, additional construction was undertaken to convert an old storage space to a student Counselor's office; this new office not only provides a workspace for the Counselor, but promises a more private, safe space for students seeking counseling services on campus.

Migration to Cloud Services

Oregon Tech made the strategic decision to move critical systems from a traditional on-premises model to a cloud/hosted first strategy. The goal was to reduce the IT budget, expand system availability, improve the speed of innovation, and expand service delivery. Cloud services allow faculty, staff, and students the ability to access the university resources with an internet connection anytime from anywhere. Cloud/hosted services for new applications or systems allow for the rapid deployment of services to the end user. The cloud solution provides a flexible environment for the university to reallocate cloud resources based on need which reduces costs and allows management more mobility in staff assignments. Overall, cloud/hosted services provide the university with a highly accessible, up-to-date, and secure computing environment.

Improved Student Advising

Historically, Oregon Tech academic advising of students was performed by program faculty advisors in each department. Enhancing academic advising has been a major focus in this accreditation cycle. The Office of Academic Advising and Retention focuses on first year students and the university has hired additional advising professionals to improve academic advising in each college. Through centralized student advising in each college, professional advisors improve student success by concentrating on individualized outreach and engaging and guiding students through their academic journey to graduation. Professional advisors help students with advanced registration, course plannings, peer consulting (tutoring), available supplemental instruction, program details and information from students' major advisors. Through the use of a common advising platform, a student's advising records are available to all academic advisors of the student to ensure consistency and accuracy of academic advice given to students.

Open Education Resource Textbook Affordability

The university library began an Open Education Resource Textbook Affordability incentive program in 2018. This effort is intended to provide less expensive and more equitable access to course materials. In the first complete year of the Textbook Affordability program, FY19, the library spent $10,000 to support faculty moving classes to open and no-cost course materials. These classes saved students a total of $221,769. Since the first year, the support for this program has grown, along with the annual savings. As of Fall Term 2022, students have saved over $1.2 million on textbook costs. Additional efforts in

increasing equitable access to materials and information include a laptop checkout program at the Klamath Falls campus and a laboratory equipment checkout program at the Portland-Metro campus. These unique item checkouts proved especially useful in pivoting to a primarily remote service model during the COVID-19 pandemic.

Establishment of an Office of Diversity, Inclusion, and Cultural Engagement (DICE)

Diversity is explicitly articulated in the new mission statement to emphasize the importance of equity, and inclusion and a commitment to diversity as a key institutional value. In a continued effort to support the university's commitment to diversity and to increase awareness and create a more welcoming and inviting work and learning environment, Oregon Tech's Diversity, Equity, and Inclusion (DEI) Committee, was formed in 2018. They established procedures for setting cultural competency (CC) standards and assessing how faculty and staff have met them. At Oregon Tech, the DEI Committee refers to cultural competency as "a set of values and habits of mind that a practicing professional commits to in respectfully interacting with diverse populations, peers and communities alike. Key competencies of this framework are knowing, noticing, intervening, imagining, accepting feedback, systems thinking, and serving. Maintaining cultural humility is also an essential factor in this practice." The DEI efforts led to the creation of the new Office of Diversity, Inclusion, and Cultural Engagement (DICE). Following a national search, the university welcomed the inaugural Executive Director in June 2021. A newly formed DICE Steering Committee, which replaced the DEI Committee, provides trainings to the university community, proposes institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, and staff from diverse backgrounds, and recommends mechanisms for assessing how well the institution meets cultural competency standards.

Unionization of Faculty

Oregon Tech faculty officially unionized as OT-AAUP, agreeing to a negotiated inaugural Collective Bargaining Agreement (CBA) on May 4, 2021. The CBA was ratified on May 16, 2021. The CBA is effective from January 1, 2020, to June 30, 2025. The bargaining negotiation process began in October 2019 and ended after an eight-day strike (April 26 through May 4, 2021). The formation of OT-AAUP resulted in the creation of the Office of Faculty Labor Relations, housed within the Office of the Provost in Academic Affairs.

EXHIBITS

Diversity, Equity, and Inclusion
Policies on Diversity and Inclusion
Planning
Oregon Tech Five-Year Strategic Plan
Open Education Resource
Open Education Resource Textbook Affordability
Faculty Collective Bargaining Agreement
Inaugural Faculty Collective Bargaining Agreement

Response to Recommendations Regarding Mission Fulfillment

2016 Site Visit and Review Recommendations

As a result of the Commission's decision following the peer review and onsite visit of Oregon Tech in 2016, the institution was required to address a list of five recommendations. Two of the five recommendations, Recommendations 1 and 2, were addressed via required *ad hoc* reports. Following the Mid-Cycle Report and Visit in Spring 2019, two of the remaining three recommendations were continued

by the Commission with the corresponding *ad hoc* reports due in Spring 2023. The Commission determined that Oregon Tech was non-compliant with the Standard in the one remaining recommendation and required the institution to submit an *ad hoc* report in August 2020. The Commission accepted this report but recommended continued improvement, and required an *ad hoc* report be submitted with the EIE Self-Evaluation Report. A summary of these activities is provided in the table below:

Table 4 - Reports submitted to NWCCU

Initial Report	*Recommendation*	*Standard (2010 Standards)*	*Ad Hoc Submission*
Spring 2016 Year 7 Report	1 & 2	2.F.8 and 2.C.7	2017, Spring
Spring 2016 Year 7 Report	2	2.C.7	2017, Fall
Spring 2016 Year 7 Report	3, 4, 5	4.B.1, 5.A.1, 4.A.6	2019, Spring (March)
Spring 2019 Mid-Cycle Evaluation, Spring 2019	4 (renumbered as 1) 3, 5 (continued)	4.A.6. 5.A.1, 4.B.1	2020, (August) Due 2023, (February)
Fall 2020 *Ad Hoc* Report	1 (continued)	1.C.5; 1.C.7 (2020 Standards)	Due 2023, (February)

The *ad hoc* reports due in February 2023 are presented in Appendix A4.

Response to Year Six PRFR Report Area of Improvement Requested by the Commission

Year Six PRFR Report - Needed Area for Improvement

Oregon Tech submitted the Year Six (PRFR), Standard Two Report in March of 2022. The peer review yielded the following:

> "Clear, organized report and supporting evidence. Demonstrated compliance in all areas of Standard 2. Multiple areas of noteworthy strength and effectiveness. One area for improvement (2.F.3) ahead of Y7"

Oregon Tech's responses are included in Appendix A5.

Student Success and Institutional Mission and Effectiveness

Standard 1.A. Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Oregon Tech Mission Statement[4]:

> The Oregon Institute of Technology (Oregon Tech), Oregon's public polytechnic university, offers innovative, professionally focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship and applied research. With a commitment to diversity and leadership development, Oregon Tech offers statewide educational opportunities and technical expertise to meet current and emerging needs of Oregonians as well as other national and international constituents.

The university's new mission statement was developed through an inclusive process involving the university's stakeholders. The new mission was intended to explicitly emphasize the institution's commitment to diversity. This emphasis affirms the university's promise to continue its tradition of delivering life-changing educational opportunities to ensure the academic achievement of all populations of students, preparing them for professional success.

[4] The university mission statement was approved by the Oregon Tech Board of Trustees on May 30, 2019, and reviewed by the Oregon Higher Education Coordinating Commission on August 8, 2019. NWCCU was officially informed of the change.

Since its founding, Oregon Tech has set out to be an institution of higher learning with a commitment to educate and develop students' talents for careers by delivering academic excellence through a focus on professional, hands-on education. The revised mission that more concisely reflects the institution's purpose inspired the university's designation by the Oregon state legislature as "Oregon's Polytechnic University". The polytechnic university designation marks a significant historic moment in the university's achievements and reflects the university's commitment to academic excellence and meaningful integration of practice in students' learning experience.

STANDARD 1.A.1 EXHIBITS

University Mission Statement
Oregon Tech's Five-Year Strategic Plan, Vision, and Values
Strategic Planning Steering Committee

Standard 1.B: Improving Institutional Effectiveness

1.B.1. Evaluation and Planning Processes

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Comprehensive Planning

Regular assessment of the university's effectiveness is rooted in the culture of the university. University wide assessment processes are planned and implemented to inform and refine its effectiveness. Oregon Tech is a small university with multiple campuses and sites. To continuously improve student learning, both academic and non-academic units use decentralized planning and certain location-specific performance indicators and data together with regular and systematic assessment planning and data-informed proactive actions and reflections. Evidence based methods to improve student learning and student support services are an integral part of internal processes of the institution. The university's sustainability to offer its academic programs and services and enable success of all students has been an important consideration in developing the university's strategic plan. A critical determinant of all university decisions is the affordability of the cost of education for its students. The value of Oregon Tech education and return on investment for its graduates are significant elements of the university's effectiveness. The postgraduate success of Oregon Tech students provides real evidence of the university's success in achieving its mission and a clear indication that the university's continuous quest for quality education and development of its students is effective. These requirements are essential elements of the university's comprehensive planning.

The fulfillment of institutional goals, including student learning and achievement, is achieved through the university's five-year Strategic Plan, developed with broad university input, and approved by the Board of Trustees in June of 2020. The plan builds upon the institutional mission, vision, and values and is a comprehensive, institution-wide plan defining the university's goals, objectives, planning and assessment processes and actions aimed at achieving the university's mission. There are four pillars within the plan. Each is clearly defined and assigned a set of goals, objectives, and indicators. When taken together, they guide regular, systematic, and ongoing planning for and assessment of attainment of institutional effectiveness. The pillars' goals are achieved through a series of activities and assessment processes, which include ongoing evaluation of academic and non-academic programs and assessment of the institution's commitment to diversity. Established processes for planning, implementation, and evaluation of activities within each pillar inform decision-making and lead to improvement actions. By design, the pillars' objectives shape and guide the strategic plan as they evolve over time.

The goals and objectives of each pillar are defined in the strategic plan. Committees were selected to support each pillar and plan activities to achieve its objectives to realize the university's strategic goals. Assessment of and indicators of achievement for pillar objectives are also determined by the pillar committees.

Each pillar committee is diverse, comprised of members across all aspects of the campus community, with leadership shared by co-leading members. This committee structure provides for continuing campus-wide participation in the implementation of the strategic plan, including decision making and allocation of university resources. In addition, the pillars enable cross institutional assessment of the university's progress in achieving its strategic goals, and university- wide sharing about progress on the strategic plan.

The strategic plan pillars are:

1. **Pillar I: Commitment to Student Success** – Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.
2. **Pillar II: Commitment to Innovation** – Oregon Tech is entrepreneurial and on the leading edge of student engagement, innovative teaching, and collaborative research.
3. **Pillar III: Commitment to Community**[5] – Oregon Tech is an active member of the communities that it serves. Students, faculty, and staff are encouraged to contribute to their physical, professional, scholarly, and social communities via leadership and active participation through their academic and professional expertise.
4. **Pillar IV: Commitment to Institutional Excellence** – Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.

Integrated Institutional Planning

The university is organized in four functional divisions. Division leaders are responsible for guiding the development of their unit's vision, goals, and actions to ensure they advance the university's mission and vision. While supporting the university pillars' objectives and initiatives, each functional division is accountable and has distinct responsibilities for its operations, goals, and planning. Each division is charged with systematic and regular planning and assessment of programs and division operations, and the development, and implementation of improvement actions, to meet its goals. Inclusive discussion about development and implementation of plans to improve division effectiveness, allocate financial

[5] A list of university community partnerships and related activities is provided in Appendix A16.

resources, assess the division's success in achieving its goals, and support for the division's budget request in the annual university-wide budget development process, are conducted in the respective divisions. At regular intervals, divisions discuss assessment planning and outcomes, and achievements with the University Accreditation Committee (UAC)[6] to align and coordinate divisions' efforts.

Assessment of all areas of institutional effectiveness and their successes are monitored by the UAC, President's Office, divisional vice presidents, and the four strategic plan pillars' coordinating committees, and faculty. The UAC facilitates alignment of divisional strategic goals and resource allocation to provide all students with appropriate, effective learning experiences to achieve success.

Institutional Assessment Planning

To effectively measure the institution's progress toward achieving its strategic goals, regular and systematic assessment processes are planned and implemented. Data on meaningful and measurable indicators of success are collected, analyzed, discussed, and used to enhance the operation of university's processes.

Student Learning and Achievement

Student learning outcomes are categorized as program student learning outcomes (PSLO) and institutional student learning outcomes (ISLO)[7]. PSLO are a set of learning outcomes that students are expected to have learned by the time they complete the degree requirements. These outcomes are specific to each program and typically determined by program faculty. Many Oregon Tech programs are accredited by programmatic accreditation agencies. To meet the educational standards of accreditation, their PSLO are either the same or inclusive of the learning outcomes of their programmatic accreditation standards. Assessment planning for evaluating PSLO begins with faculty establishing learning outcomes and scheduling their assessment in the evaluation cycle. Indicators of achievement and standards of attainment of PSLO are determined by faculty. Assessment of PSLO and the methods by which students' achievements are established are also decided by program faculty. The assessment schedule of PSLO is decided independently by each program.

ISLO are university wide learning outcomes; the outcomes are concise and broad statements of common learning outcomes expected of and upon which the success of all students is evaluated. To ensure consistency across all academic and support areas, a university wide faculty group from multiple disciplines identifies and recommends ISLO to the provost. The university standing committee, Assessment Executive Committee (AEC)[8], defines the framework within which ISLO are established, assessed, and provides guidance for continuous improvement to academic programs. AEC has several subcommittees that recommend ISLO and evaluate their relevance and currency to ensure Oregon Tech graduates possess the knowledge and skills to successfully enter the workforce. AEC is responsible for systematic evaluation of academic programs' progress in improving student learning and achievement. This committee is a faculty committee with membership from diverse disciplines. The AEC chair is appointed by the provost and provides leadership for assessment of academic programs and promotes a culture of assessment across all academic programs. The AEC's annual review of program assessment reports ensures a process whereby learning and achievement of all students are systematically and consistently planned, evaluated, and improved. Each academic program assessment report describes the

[6] The Accreditation Committee is a standing committee described on page 17 of the linked document.
[7] The Institutional Student Learning Outcomes (ISLO) were referred to as Essential Student Learning Outcomes (ESLO) during the initial years of this review cycle. Effective 2020-21 academic year, the AEC adopted ISLO in its communications and retired the use of ESLO; however, references to ESLO may still exist in some documents.
[8] Assessment Executive Committee and Assessment Committee are used synonymously in this report. Since 2021, the latter reference is used to name the committee.

academic performance of students in the program, assessment processes and continuous improvement planning and actions. The report includes evaluation of achievement of the program's strategic objectives, assessment of resource planning, actions taken to improve the program, effectiveness of the improvement actions taken during the year, and the program's plans for future continuous improvement. Annual program assessment reports are accessible online from the university's Program Assessment website.

The AEC provides feedback to each program on their assessment process, the metrics and standards used for assessment, ways to improve assessment planning and processes, and the critical connection to the university's mission. The AEC also provides faculty professional development related to assessment during the university annual Convocation and separately for each program when requested. An example of the Convocation schedule is provided in the Appendix.

Planning and Assessment of Academic Support

The assessment cycle of academic support units (finance, student services, information technology services, and facilities management) mirrors that for academic units. Each unit's assessment is planned and implemented regularly through their respective division's assessment plan. The purpose of the assessment cycle timing alignment is to promote coordination of assessment of academic and non-academic units and to improve the effectiveness of connected actions taken for units' continuous improvement.

Financial Resources Planning

Allocation of financial resources occurs through the annual "budget build" process, coordinated by the Budget and Planning Office (BPO). The process includes input from university constituents, including the Fiscal Operations Advisory Council (FOAC) comprised of faculty, staff, students, and administrators, and from executive staff. The university benefits from the FOAC recommendations on capacity planning and resource utilization in both near- and long- term decision making. Feedback from the university constituents is carefully considered and incorporated into the budget development process. The process also includes continuously tracking budget against actual operations throughout the budget period by BPO to ensure alignment of the budget forecast with actual expenditures and reporting any adjustments to the oversight committee, FOAC. The university's budget planning, the budget model and budget allocation process is described in Appendix A6.

Infrastructure Planning and Facilities Allocation

Finance and Administration works with a university-wide standing committee, the Facilities Planning Commission (FPC)[9] for large construction projects, new construction, and building utilization. The commission's members are faculty, support staff, administrators, and students, which allows for broad university input. FPC is responsible for recommending needs and priorities for building construction, remodeling and building utilization, which feeds into the master facilities planning process. Space allocations or reallocation within a division is typically decided consistent with the division's strategic plan and priorities. In 2022, Oregon Tech began developing a new facilities master plan, which includes regular meetings with university administration, FPC, and other university stakeholders.

Finance and Administration regularly reviews the needs and plans for campus infrastructure projects. This planning is often assisted by external reviews, such as the Comprehensive Conditions Assessment (CCA) conducted in 2019 by an external engineering company. The CCA identified and prioritized equipment and system issues in a project priority matrix on both the Klamath Falls and Portland-Metro campuses to assist the university's infrastructure planning.

[9] Facilities Planning Commission members are provided in Appendix A15.

Plans for improving information technology facilities and services are managed by the Information Technology Services (ITS). Requests for services and equipment, including classroom technology needs, are forwarded from the academic and non-academic stakeholders for consideration. Information technology needs/requests are prioritized through needs analysis, alignment with the university information technology plans and support services, and compliance with information technology maintenance contracts. Selection of specific software and acquisition of licenses are decided and budgeted by the requesting programs or units. For support services such as academic advising or scheduling, the product or service is selected through an evaluation process involving a committee of faculty and staff administering the service.

Student Support Planning

The Student Affairs division annually creates divisional and departmental goals with clear assessment criteria, to plan and assess its support services. Department leaders are responsible for ensuring cohesion between department-division-university strategic goals and appropriate data-driven assessment. Staff at all levels provide input into department plans, which include student surveys and indirect forms of student feedback (e.g., service use data, program attendance). Staff also review assessment data from previous years, analyze the data, discuss improvement plans, and decide on implementation of action plans. End-of-year (EOY) reports document annual plans, goals, data collected, and next year's goals based on data/emerging needs. Additionally, department leaders are encouraged to utilize data collected through the NSSE, and ACHA-NCHA national surveys as benchmarks and to create longitudinal data sets to understand trends over time. The assessment cycle varies by department, but each department uses student feedback to improve services or create new initiatives.

Diversity, Inclusion and Cultural Engagement

State statute requires all public post-secondary institutions to report biannually to the Oregon Department of Education, on progress in the implementation of cultural competency standards. With the establishment of the office of Diversity, Inclusion and Cultural Engagement (DICE) in 2021, responsibility for reporting has shifted to this office. The newly restructured DICE steering committee includes university community members with a broad range of perspectives, including administrators, faculty, staff, and students, which allows for vital input in determining next steps and reassessing annual priorities. Additionally, the DICE director will develop and implement an institutional diversity plan to achieve diversity, equity, and inclusion goals and objectives set forth in the institution's 2020-2025 Strategic Plan. The executive director collaborates with students, faculty, staff, administrators, and community leaders/organizations on programming to promote and foster an inclusive and welcoming community for all, assuring Oregon Tech programs and activities embrace and engender equitable and inclusive best practices.

A summary of the DICE plans and activities is provided in Appendix A7.

Student Surveys

To plan for and gain insight into how to improve academic programs and student services to support and increase student success, Oregon Tech conducts a multitude of student surveys. Getting students feedback begins with the New Students Orientation, where the effectiveness of the orientation programs and what new students have learned is measured to help improve the program. Other surveys are regularly planned by Academic Affairs and Student Affairs and student government to identify areas of improvement and inform planning.

Summarized below are major planning and assessment processes and their evaluation related to the university's effectiveness.

Table 5 - Institutional Effectiveness Planning and Assessment Processes

Assessment	Process	Cycles	Evaluation and Planning Tools
Mission Fulfillment	Strategic Planning	5 Years	2021-2026 Strategic Plan
Finances/Budget	Program Budgeting	Annual	Budget Build
Infrastructure	Resource Planning and External Consultants	Ongoing	Facilities Master Plan
Academic Program Sustainability	Academic Master Plan	7 Years	University Program Assessment
College Climate	Climate Surveys	As needed	Climate Survey
Unit Effectiveness	Unit Review	3 Years	Academic and Equity Gap Data Dashboards
Student Learning	Assessments of Program Level CLSO and PSLO	Annual	Program Annual Assessment Reports
Student Achievement	Program Review of Student Achievement	Annual	Report of Student Achievement Dashboards Analysis of Disaggregated Student Performance
Student Satisfaction	Student Surveys	2-3 years	NSSE
		Quarterly	Integrated Student Health Center - Working Alliance Inventory, Counseling Center Assessment
		Bi-annual	Housing and Resident Life - Evaluation of Student Surveys Results
Student Involvement and Belonging	Student Evaluation Form Staff Review	Annual	SOAR Evaluation New Student Orientation Feedback
Career Services	HECC Data on Graduate Success	Annual	HECC Data on Employment/Salary
Integrated Student Health Center	Student Surveys	Quarterly	Working Alliance Inventory Counseling Center Assessment of Psychological Symptoms
Housing and Residence Life	Student Surveys	Bi-annual	Housing Environmental Survey
		Quarterly	Move out questionnaire
Tech Opportunities Program	External Review	4 years	Review Report

STANDARD 1.B.1 EXHIBITS

University Strategic Plan
Budget
University Program Assessment Review
Academic Master Plan
Diversity, Inclusion and Cultural Engagement
Facilities Planning Commission
Library Strategic Plan
Assessment Guide for Faculty
Three-year Cycle of Assessment
Committee Organization Chart
Assessment Template for Faculty
IR Dashboards
Executive Committee Report

1.B.2. Institutional Goals, Objectives, and Indicators

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

The university's mission statement articulates the institution's purpose of teaching, research, and engagement, placing success of all students at the center of institutional effectiveness. Oregon Tech's strategic plan, developed in 2020, establishes the foundation for and guides the university's actions to achieve mission fulfillment. With the new strategic plan, Oregon Tech moved away from Core Themes as a measure of institutional effectiveness. Now, the university focuses on purposeful analysis of indicators of student learning and achievement guided by the pillars of the Strategic Plan. The four pillars serve as the foundation for achieving the university's mission. Within each pillar, specific institutional goals, objectives, and measurable outcomes are defined. The committees charged to oversee each pillar are chaired by two or more faculty/staff, and include faculty, staff and students who together plan the pillar's activities, define indicators and criteria for success, and monitor progress toward achievement of pillar objectives. All members of the university community are encouraged to participate in the pillars' planning, goal setting, and assessment of achieving pillar goals.

Table 6 summarizes the pillars, goals, goal initiatives, and findings, and progress in achieving goals.

Table 6 - Strategic Plan Pillars and Goals

Pillar No	Pillar Goals	Goal Initiative	Findings
Pillar I	Graduation & Career Success	Increase the percentage of students who are graduating from Oregon Tech	57.2% of Fall 2016 Freshman Cohort graduated within 6 years, which is a 1.6% increase over the Fall 2015 Cohort, and a 6.2% increase over the Fall 2014 Cohort
			60.0% of Fall 2016 cohort who self-identify as Asian American graduated in Fall 2022 compared to 50% of Fall 2015 Cohort in 2021, and 41.7% of cohort 2014 in 2020.
			50.0% of Fall 2016 cohort who self-identify as African American graduated in Fall 2022 compared to 0% of Fall 2015 Cohort in 2021, and 0% of cohort 2014 in 2020
			40.6% of Fall 2016 cohort who self-identify as Hispanic American graduated in Fall 2022 compared to 46.2% of Fall 2015 Cohort in 2021, and 48.6% of cohort 2014 in 2020.
			100% of Fall 2016, 2015, and 2014 cohort who self-identify as American Indian graduated in 2022, 2021, and 2020, respectively.
			0% of Fall 2016 cohort who self-identify as Hawaiian or Pacific Islander graduated in Fall 2022 compared to 25% of Fall 2015 Cohort in 2021, and 0% of cohort 2014 in 2020
			50.0% of Fall 2016 cohort who self-identify as two or more races graduated in Fall 2022 compared to 57.9% of Fall 2015 Cohort in 2021, and 46.7% of cohort 2014 in 2020

			Graduation by Gender: 56.4% Men and 58.3% Women of Fall 2016 Cohort graduated within 6 years, which is a 1.1% and 2.4, respectively, increase over the Fall 2015 Cohort, and a 10.2% and 1.7%, respectively, increase over the Fall 2014 Cohort
	Recruitment	Increase the number of total students who enroll at Oregon Tech	Fall 2022 yielded 4913 students who enrolled showing a 0.06% increase in enrollment compared to the previous year
		Increase the number of underrepresented minority students who apply to Oregon Tech	34.8% of student population self-identified as underrepresented groups in 2022 compared with 33.0% in Fall 2020, a 1.8% increase.
			104 more students who self-identify as Hispanic enrolled in Fall 2022 than Fall 2020
			13 more students who self-identify as African American enrolled in Fall 2022 than Fall 2020
			5 fewer students who self-identify as American Indian enrolled in Fall2022 than Fall 2020
			90 fewer students who self-identify as Asian American enrolled in Fall2022 than Fall 2020
		Increase the number of underrepresented minority students who are admitted to Oregon Tech	238 more students who self-identify as Hispanic enrolled in Fall 2022 than Fall 2020
			10 more students who self-identify as African American enrolled in Fall 2022 than Fall 2020
			11 fewer students who self-identify as American Indian enrolled in Fall2022 than Fall 2020
			85 fewer students who self-identify as Asian American enrolled in Fall2022 than Fall 2020
		Increase the number of underrepresented minority students who enroll at Oregon Tech	Fall 2022 yielded 33.6% students who self-identify as non-white on their Admission application. This represents a 1% increase in enrollment of this population compared to the previous year, and an increase of 2.9% compared to Fall 2020.
	Retention	Increase the percentage of students who are retained year over year	72.2% of Fall 2022 cohort continued their enrollment at Oregon Tech which is a 4.3% increase from Fall 2020 cohort continuing in fall 2021 and a 3.6% decline since Fall 2019 cohort
		Increase the percentage of underrepresented minority students who are retained year over year	95.2% of students who self-identify as Asian American continued enrollment in Fall 2022 compared to 63.6% who continued in Fall 2021.
			33.3% of student self-who self-identify as African American continued enrollment in Fall 2022 compared to 100% who continued in Fall 2021
			70.0% of student self-who self-identify as Hispanic American continued enrollment in Fall 2022 compared to 68.3% who continued in Fall 2021
			33.3% of student self-who self-identify as American Indian continued enrollment in Fall 2022 compared to 20.0% who continued in Fall 2021

			100% of student self-who self-identify as Hawaiian or Pacific Islander continued enrollment in Fall 2022 compared to 66.7% who continued in Fall 2021
			83.3% of student self-who self-identify two or more races continued enrollment in Fall 2022 compared to 79.3% who continued in Fall 2021
			75.7% Fall 2021 Men Cohort continued enrollment in fall 2022, an 8.1% increase over Fall 2020 cohort and an 1.9% increase over Fall 2019 cohort 68.1% Fall 2021 Women Cohort continued enrollment in fall 2022, a 0.3% decrease from Fall 2020 cohort and a 10.9% decrease from Fall 2019 cohort
Pillar II	Discovery & Creativity Space	Improve student participation in maker spaces	Makerspace was constructed and made available for student use in the new CEET building. Two new makerspaces will be equipped by the end of 2023 with industry-scale additive manufacturing equipment.
	Industry Collaboration	Increase faculty funding for projects with industry partners	Increased Sponsored Programs funding from $5,173,094 in FY 2020 to $10,105,722 in FY 2021.
		Increase student participation in industry projects and internships	Catalyze Klamath [10] Smart Start-Up Workshops hosted by the Small Business Development Center, IP Workshops, and Pitch Coaching. Shark Tech, a no-consequence pitch competition during which students are coached by a panel of local community members. 7 teams participate in competition each year, 20-25 students total.
			Secured internships for students with Boeing Commercial Company through a special collaborative lab dedicated on the Klamath Falls campus. Seven students are participating in the inaugural program beginning in Winter 2023.
			22 students and faculty supervisors participated in research or internships with community partners in 2021-2022. The work involved collaborative efforts providing care for marginalized communities, conducting research initiatives that inform better practices, understanding and insight into ongoing community work with targeted groups. Additionally, research with community and industry partners focuses on critical areas such as clean water and air, transportation to help improve industry processes and produce innovative approaches to the production of materials and products. Student human subject research projects requiring IRB review were increased from 9 in 2019 to 18 in 2022. The number of projects were 25 and 14 in 2020 and 2021, respectively.
Pillar III	Valued Presence	News stories about Oregon Tech - Brand Recognition	Number of public media reports 2021 - 13 stories - 20% uptick in stories annually

[10] Catalyze Klamath is an annual invention/innovation contest hosted by Oregon Tech to support business ideas and/or fledgling entrepreneurial activity that could produce a new idea, product, or service and could become a thriving business in Klamath Falls.

		Student enrollment in entrepreneurship initiatives	Students competed in the InventOR, a state of Oregon Statewide Student Competition. 2021 Competition: Oregon Tech team winner - **Stellarum Publishing** 2022 Competition: Oregon Tech Team Winner - **The BioSpec Enterprise.**
	Culture of Philanthropy	Increase endowed funds in support of university initiatives and scholarships	Increased philanthropy among constituents and increased endowment funding. New philanthropy days (Giving Tuesday and Give a Hoot Day) were introduced with substantial increase in giving Oregon Tech Foundation awarded $1M in scholarships for the first time in 2022.
	University Community	Employee participation in DICE programs	Hired Director of DICE - began offering conversations and other engagement opportunities about diversity
Pillar IV	Branding & Image	Increase media and brand exposure to extend Oregon Tech's name and reputation	Promote Centers of Excellence to emphasize the university's top areas of expertise, and support OT's branding, e.g., Dental Clinic, Big ABA Clinic, OREC, OMIC, PHMRC
	Diversity, Equity & Inclusion	Grow opportunities to promote diversity of faculty, staff, and student populations	DICE position was hired, and DICE Office created. Develop equity scorecard in collaboration with DICE steering committee.
	Facility Master Plan	Develop a new Facility Master Plan to ensure use of campus footprint, identity, space utilization, equipment, and technology needs	Oregon Tech began a new facilities master plan development in 2022. An outside firm was hired to develop short- and long-term plans for space utilization and campus improvements in consultation with the Facilities Planning Commission.

Oregon Tech Regional and National Peer Institutions

To support setting meaningful institutional effectiveness goals and facilitate data-informed decision-making at the institution, Oregon Tech identified peer institutions with similar missions, degree programs, size, geographic construct, and financial resources. The peer institutions were selected by the Office of Institutional Research (OIR) through a rigorous, hybrid method, as described in Appendix A8, and are reviewed every five years. The list was approved by the Board of Trustees in July 2021.

OIR collects and organizes comparative data from peer institutions and reports to the university community. This information provides the benchmark data and insight needed to assess the university's effectiveness in the context of and in comparison, with regional and national peer institutions. The comparative data for indicators of institutional effectiveness including the student success indicators are discussed in Standard 1.D.3 below.

Publicly available data for comparison with peer institutions are from Integrated Postsecondary Education Data System (IPEDS), which provides disaggregated data for some indicators such as enrollment and graduation, but not for others like student retention. The IPEDS data provides the student retention indicator but only for the entire student body. Therefore, for comparative analysis of institutional effectiveness, only the indicators for which data are available from IPEDS are used. The comparative report is published on the OIR website.

Post-Graduation Student Success

Postgraduation success of Oregon Tech graduates is a key measure of the university's effectiveness in fulfillment of its mission. Post-graduation outcomes are regularly tracked. This is done by the university's

Career Services through tracking graduates' employment and earnings, as well as graduates who enroll in graduate education. The university also regularly collects the employment data available from the state of Oregon, which are limited to the graduates who are employed in the state. Although employment rates or graduate school attendance obtained from students' surveys or publicly available data are not an exact measure of students' post graduate success, these data clearly demonstrate the success of Oregon Tech graduates. Graduating students with up-to-date skills and competencies that employers seek provides a reliable and significant method of measuring and documenting the institution's success in mission fulfillment. The data show that Oregon Tech graduates have the highest median salary of graduates from all Oregon public universities. (Appendix A9)

An indirect measure of Orgon Tech students' post-graduation success is the evidence of their ability to improve their financial standing. Oregon Tech monitors the student loan default rates of its graduates as an indicator of professional success. Although this measure does not assess specific student learning achievement, the indicator can be regarded as an indirect measure of student's postgraduate success as the loan default rate can indicate the graduate's ability to fully pay back their student loans. Oregon Tech graduates have one of the lowest student loan default rates in the country. The most recent data on student default rates is provided in Appendix A10.

STANDARD 1.B.2 EXHIBITS

Institutional Direction, Method, Measurement

- University Strategic Plan
- Institutional Research Data
- Institutional Research Quick Facts
- DICE Committee
- Equity Gap Improvement Documentation
- Polytechnic Cultural Competency

1.B.3. Inclusive Planning

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Inclusive and Participatory Institutional Planning

This self-evaluation report documents the university stakeholders' engagement in shaping the institution's Strategic Plan, and defining its mission, vision, and values. The plan was developed using an inclusive steering committee involving faculty, staff, students, alumni, and the community. The strategic plan steering committee formed four subgroups which sought input from the whole university community, alumni, and other stakeholders. The university ensures a commitment to the university's mission, and supports all employees and recognizes, rewards, and supports critical self-assessment. The university embraces a working and learning environment that promotes better performance and encourages and inspires continuous improvement at all aspects and levels of university operations.

In addition to the regular divisional planning and assessment activities, there are over 40 university-wide standing committees through which faculty, staff and students provide input to planning, resource allocation and improvement actions.

Inclusive Unit Level Academic Program Planning and Improvements

Faculty and administrators of each academic program engage in assessment of student learning outcomes and achievements, and in continuous improvement planning and actions. Program assessment and

continuous improvement plans are reported in each program's Annual Assessment Report submitted to the university's assessment committee, which is a university-wide faculty committee with membership from diverse disciplines. The assessment committee chair is a faculty member appointed by the provost.

Inclusive Budget Planning
Oregon Tech's annual budget planning process is inclusive and allows for input by stakeholders, including the Fiscal Operations Advisory Council (FOAC). In addition, as part of the annual budget development process, the university president seeks input from the Tuition Recommendation Committee (TRC), comprised of six students, the FOAC Chair (a faculty member) and two administrators.

Oregon Tech's Board of Trustees regularly reviews financial reports, institutional budgets, Faculty Senate Reports, updates on policies and innovations, along with reports on campus culture. At all levels of planning and allocation of resources, the institution values and encourages broad discussion and input.

STANDARD 1.B.3 EXHIBITS

Institutional Planning
- Strategic Plan Pillars Planning
- Academic Council
- Administrative Council
- Institutional Standing Committees
- COVID-19 Operational Plan

Academic Program Planning
- Academic Master Plan Committee
- Academic Program Assessment
- General Education Advisory Council
- Commission on College Teaching
- Curriculum Planning Commission
- Program Reviews and Improvements

Facilities Planning
- Facilities Planning Commission

Budget Planning
- Financial Operations Advisory Council

Student Services Planning
- Diversity, Inclusion and Cultural Engagement
- Student Involvement and Belonging Assessment Plan
- Student Needs Assessment Survey
- Student Affairs Assessment Planning

1.B.4. Identifying Current and Emerging Trends

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

As a polytechnic university, Oregon Tech regularly monitors internal and external environments to identify trends and emerging workforce needs in industry to better prepare graduates for professional success. Oregon Tech strives to continuously enhance the quality of its hands-on academic programs, academic support services, and student life on campus. Ongoing improvements in academic curriculum and professional preparation of students are of fundamental importance to the university. As one example,

in its Allied Health programs, Oregon Tech continuously works with its partners to develop the highest caliber healthcare professionals. This is accomplished by elevating students' clinical proficiency through internship and externship experiences that place students' practical learning at the leading edge of industry standards and prepares students for evidence-based practice and clinical research. In engineering, engineering technology, and other degree majors, Oregon Tech promotes and encourages experiential learning. Through required senior synthesis projects or optional internships, the institution teaches current and future professionals to integrate learned principles and skills into an optimal practical solution.

Providing leading-edge hands-on experiences requires that Oregon Tech programs are linked with industry practices. Most academic programs benefit from discipline specific, external industry advisory boards (IAB). Members of the advisory boards are typically experienced, practicing professionals in the major or a related field. The academic programs benefit from the IAB expert guidance and feedback related to current and emerging patterns, trends, and expectations in the discipline. This information is valuable when updating program curricula and skill requirements, and refining program success criteria to ensure graduates are well-prepared for professional success. Members of advisory boards often serve as partners in providing internship or externship opportunities for students, assist in the recruitment of instructors, and in research or community collaborations. Oregon Tech also uses career fair events to seek industry input for planning and program improvements. Industry representatives attending these events provide the institution with a means to gather information on industry employment gaps, which are communicated to departmental programs, leading to curricular updates or design of a new major. Oregon Tech now offers a new cybersecurity degree program in response to identified industry need two years ago. Currently, Oregon Tech is collaborating with Oregon Health Science University, to offer the Doctor of Physical Therapy Program.

As an institution, Oregon Tech also benefits from guidance and advice from Oregon Tech's Executive Think Tank (ETT). ETT is made up of 18 volunteer members, recognized industry change-makers, who provide relevant and inventive real-world insights from their respective fields. ETT serves as a high-level leadership consultative council for Oregon Tech's president. Members also provide professional opportunities for students and faculty, which enables the university to better prepare its graduates for the demands of a future in which technical, cultural competence, and strong leadership skills are essential.

Through faculty professional development and advisory board discussions, faculty are made aware of the workforce demands and current market trends and the expectation to equip students with leading-edge disciplinary knowledge and training. As an example, at the university's 2021 Convocation, using position advertisements and data analytics, faculty learned about the knowledge and skills in high demand in certain disciplines across the country. To facilitate connecting students and faculty with emerging trends and industry expectations, the university recently acquired the license[11] to labor market analytics and data allowing faculty and students the ability to access up-to-date, discipline specific in-demand job postings. As part of proposals to offer new degree programs and certificates, faculty are required to conduct a market analysis for the proposed program. This requirement results in faculty learning about promising trends to substantiate relevance to emerging needs and expectations.

Oregon Tech also employs adjunct faculty who bring their professional skills and expertise to enrich the pool of faculty talent and experience. Academic programs recruit adjunct faculty, ensuring alignment of the adjunct faculty expertise with the educational objectives of the program. Appointing adjunct faculty to teach facilitates integration of their professional experience and current industry practices in the student learning experience.

[11] Analyst and Career Coach products from Lightcast.

STANDARD 1.B.4 EXHIBITS

President's Executive Think Tank
Catalyze Klamath Falls Challenge
List of University-Community Partnerships
University-Community Partnership Example
Program Review -Academic Master Plan

Standard 1.C: Student Learning

1.C.1. Appropriate Content and Rigor

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Appropriate Learning Outcomes

Oregon Tech offers academic programs consistent with its mission and role as a Polytechnic University. With a focus on applied learning, the university's academic programs are structured around learning experiences in allied health, engineering, engineering technology, management, and sciences majors. The appropriate content and rigor of programs are substantiated by the proportion of Oregon Tech graduates who are employed in their respective disciplines in industry. The most recent university Career Services data show that Oregon Tech graduates have a 96% job placement rate within six months of graduation. A job placement success and associated salaries of graduates, and success rates of the students in appropriate licensure exams provide ample evidence that the institution prepares students with the professional knowledge and skills, and rigor that are appropriate and relevant to the current needs of their fields of study. In addition, the graduates' success demonstrates their achievement of competencies expected of their degree programs. The return-on-investment ranking of Oregon Tech as the highest among public universities in the state further validates the currency and relevance of academic programs.

Program Learning Outcomes[12] are clearly defined and widely published on the university's website and in the academic catalog. In addition to internal measures of student achievement, most academic programs adhere to specialized external programmatic accreditation standards to meet professional expectations for quality assurance. The accreditation standards require program specific student learning outcomes the attainment of which must be demonstrated by the student receiving the degree. Achieving programmatic accreditation confirms that the programs have met the rigorous educational quality standards, including designators consistent with program content in recognized fields of study and the curriculum content that the accreditation agencies demand. Additionally, many Oregon Tech programs lead to professional licensure, and thus program graduates must receive the rigorous education and skills needed to achieve professional standards and expectations for licensure. A list of Oregon Tech's accredited programs and their review cycles is provided in the Appendix.

Industry advisory boards also review the program learning outcomes. This review is another measure to validate the relevance of the learning outcomes to the fields of study.

All curriculum and new program proposals are required to meet a rigorous review process by an internal process guided by the Curriculum Planning Commission. Each academic program will be reviewed on a rotating seven-year cycle, as outlined in the Academic Master Plan (AMP)[13]. This institutional review includes a self-evaluation report prepared by each academic program and a site review by one or more reviewers external to the institution.

STANDARD 1.C.1 EXHIBITS

Appropriate Content and Rigor: Professional Development

Commission on College Teaching
Curriculum Planning Commission (page 21)
Graduate Council (page 24)
Resource Budget Commission
Academic Policies and Procedures
New Faculty Training

1.C.2. Credit and Credentials Represent Learning

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Oregon Tech awards credits, degrees, and certificates for programs that are consistent with the university's mission. The university's academic degree programs are designed with specific institutional, program, and course learning outcomes that appropriately increase students' knowledge and develop their skills as they progress through the program. Regular and rigorous programmatic accreditation reviews of the current programs provide external validation of student achievement of learning outcomes of appropriate breadth, depth, sequencing, and synthesis of learning. Each new undergraduate degree program proposal is evaluated by Curriculum Planning Commission (CPC) which has the responsibility to ensure proposed undergraduate degree offerings align with the university's mission (Appendix A14). Similarly, the university's Graduate Council (GC) evaluates graduate program proposals and has developed guidelines

[12] The program learning outcomes and program student learning outcomes are used synonymously in this report. Program learning outcomes and program educational objectives are used synonymously in the university catalog, and or programs' webpages depending on the academic program's preference.
[13] Academic Master Plan committee members are included in Appendix A13.

for approval of new programs/certificates. Both the CPC and GC review processes must confirm that programs have a clear articulation of how the program educational objectives meet the standards of program learning outcomes, and ensure breadth, depth, and rigor appropriate to the level of the offered degree. Each program proposal must be approved by the university provost who requires that program content reflects generally accepted program learning objectives or practices in higher education institutions. In addition to internal reviews, each new degree program must be approved by HECC, and subsequently by NWCCU[14].

Program Student Learning Outcomes are determined by each program's faculty. For accredited programs, the outcomes often are specified by the external accreditation agency. The faculty develop curriculum content and sequence of courses, synthesis of learning, activities, assessment methods, and standards of achievement to demonstrate students' learning of the required learning outcomes for their discipline. In addition, all students must achieve Institutional Student Learning Outcomes (ISLO). These are broad learning outcomes focused on general education and common required accomplishments for all degree programs. The appropriate breadth, depth, and sequencing of ISLO are developed by the university-wide Assessment Executive Committee (AEC) through its internal committee structure and are approved by the provost.

The appropriate breadth, depth, sequencing, and synthesis of learning in curriculum is validated through rigorous assessment processes, and academic program review. Achievement of both program and institutional student learning outcomes is reviewed annually by the AEC. The program faculty and programmatic accreditation agencies decide appropriate breadth, depth, sequencing, and synthesis of program learning outcomes. Data on students' achievement of the PSLO and ISLO, plans to improve student learning, assessment processes and measures are reported in annual program assessment reports and reviewed by the AEC annually. Course level student learning outcomes are assessed by the program faculty to confirm student attainment of expected course learning outcomes. Data-informed continuous improvement actions are planned and implemented by the program faculty. In addition, major-specific external accreditation agencies review programs through self-study reports and programmatic accreditation site visits. When applicable, licensure exams pass rates serve as a guide to assure the curriculum meets the program standards for student achievement of learning outcomes.

Faculty use direct and indirect measures to assess educational effectiveness and follow guidelines as listed below.

Table 7 - Assessment Measures for Educational Effectiveness

Direct Measures	Indirect Measures
• Student Grades – Rubric Oriented • Standardized Tests, Exams • Pre- and Post-Test Designs • Competency-Based Demonstrations • Portfolios	• Student Grades – DFW For Example • Surveys and Reflections • Student Course Evaluations • Graduation Rates • Retention Rates

STANDARD 1.C.2 EXHIBITS

Program Annual Assessment Reports -- Planning, Assessment, and Improvements Activities
Institutional Student Outcomes and Assessment of Student Learning
Commission of College Teaching – Curriculum Review and Criteria, Forms and Template
Catalog Academic Programs Outlining Expected Learning Outcomes

[14] The order of approval is as follows: initial Dean and Provost approval to proceed; CPC/GC, Dean, Provost final approval, Statewide Provost Council, HECC, and NWCCU.

Active Learning Center

1.C.3. Publishing and Sharing Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Oregon Tech identifies and publishes online all expected program student learning outcomes on each degree program's website, as well as in the university's academic catalog, which is also available online. Course Learning Outcomes are provided to all enrolled students in course syllabi, which are published in the university's Learning Management System (LMS). Students can access their classes on their mobile device by the university's Canvas Mobile App. In addition to the course learning outcomes, each syllabus documents program and institutional student learning outcomes covered in the course, and the assessment methods and criteria used to determine students' achievement of the various learning outcomes. Achievement of course learning outcomes is assessed by faculty and the results are used to determine the degree to which students have achieved each learning outcome and to decide improvement actions that may be warranted to enhance students' learning and success. These assessment results are shared with program faculty for further discussion and program-wide improvement. The programs' assessment results and improvement plan and actions are reported to the AEC in the annual program assessment reports.

STANDARD 1.C.3 EXHIBITS

University Catalog
Services Available to Students
General Education Advisory Council
Catalog Academic Programs Outlining Expected Learning Outcomes
Syllabus Information

1.C.4. Admission and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission requirements, policies and procedures are published in the university catalog (Undergraduate and Graduate) and on the Admissions webpage (Undergraduate and Graduate), both of which are easily accessible to students and the public online. Each year the Office of Admissions evaluates admission policies and standards to ensure equitable admission requirements. Some degree programs have specific admission requirements that vary from general university requirements. These are publicly available on each department's webpage:

1) Undergraduate
   a. Medical Laboratory Science
   b. Dental Hygiene
   c. Medical Imaging Technology
   d. Respiratory Care
   e. Paramedic Education

2) Graduate
   a. Doctor of Physical Therapy
   b. MS Applied Behavior Analysis
   c. MS Civil Engineering
   d. MS Engineering

e. MS Marriage and Family Therapy
f. MS Renewable Energy Engineering
g. BS/MS Renewable Energy Engineering

The university catalog also provides degree maps, course descriptions, and general graduation requirements for all programs and degree levels. Academic advisors use the DegreeWorks advising and degree audit system to monitor students' academic progress. The online tool assists students in obtaining degree requirements, navigating course sequences, and assessing progress toward degree completion.

The Office of the Registrar is responsible for evaluating applications for graduation of degree candidates and certifying that the student has met all requirements prior to the awarding of a degree. This certification step ensures graduation requirements are consistently met as defined in the university catalog.

STANDARD 1.C.4 EXHIBITS

University Catalog
First-Year Admission Criteria
Apply Now for Admission to Oregon Tech

1.C.5 Assessment of Learning Quality

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

The quality of student learning is measured through the regular assessment of student learning outcomes at the course and program levels. The central role of faculty in curriculum development and assessing and improving student learning experience is rooted in university culture and its academic organization. Program faculty determine the program curriculum and degree requirements, program student learning outcomes, the content of each course, and the course student learning outcomes. Faculty instructors routinely collect and analyze assessment data in relation to the course learning outcomes and make any needed adjustments to the course. Faculty use the Course Learning Outcomes (CLO) worksheet to document student achievement of each student learning outcome (PSLO or ISLO) across the course learning outcomes that specifically map to the program and the institutional learning outcomes. The CLO worksheet also documents the methods by which students were evaluated, indicators of and criteria for achievement of learning outcomes. The CLO assessment is engaged each quarter program or institutional learning outcomes are assessed in the course and results are reported to the faculty and department chair.

Since Spring quarter 2020, the Office of Institutional Research (OIR) assessment dashboards have been available to faculty. The dashboards augment the student performance evaluation in courses by reporting student retention and graduation rates in a program or the institution as a whole. In addition, the dashboards present disaggregated data on student achievement in a course, informing the course instructor and the chair of any achievement equity gaps and thereby assisting in the development of a strategy to close them. The dashboards report disaggregated data from course-level DFWI rates as well as graduation rates, persistence, retention. Student achievement data presented in the OIR dashboards use students' course grades. Since successful completion of courses provides a reliable assessment tool, it is thus integral in the evaluation of student learning and achievement. The insight gained from the analysis of disaggregated data informs improvement actions to enhance student learning. An example of one of these dashboards, the graduation dashboard, is provided in Appendix A18.

Faculty also use the CLO worksheet to help identify equity gaps. The worksheet connects the DFWI rates in the course in comparison with the institutional average. The CLO worksheet asks faculty to reflect on student performance in their own courses and propose solutions to eliminate observed gaps[15].

Using the CLO worksheet and student achievement dashboards, faculty and department chairs look for student success across all races, by socioeconomic and first-generation status, to identify possible achievement gaps, and identify improvements in closing equity gaps. The CLO worksheet documents the evidence of student success attaining program or institutional learning outcome in the course. The worksheet also documents planned faculty strategies to improve the observed equity issues in the course. Faculty use various instruction strategies such as: TILT instructional design improvements, high impact practices, project based collaborative experiences, student surveys, etc. to improve student success the next time the courses are taught. Equitable student success for all learners is confirmed by remeasuring success indicators in the next assessment cycle. Workshops and professional development opportunities are provided by DICE to all faculty to discuss equity issues and to improve knowledge and expertise in creating equitable student learning experiences. Additionally, the DICE Canvas Resources tool provides faculty with information on documents and events related to diversity and inclusion.

Both the CLO worksheet and the student achievement data dashboards are accessible online to all faculty through the faculty resources link on the university's intranet TECHweb. The CLO worksheets also provide documented evidence of the impact of instructional or curricular changes on students' achievement of learning outcomes and help inform decisions within the program and across disciplines to increase students' success.

Oregon Tech has a well-defined, formal process of regular systematic assessment of quality of learning in all its academic programs. Assessment is deeply embedded into Oregon Tech's culture and discussion around assessment data is a regular occurrence. Decisions are data informed, and resources are allocated based on analysis of assessment data. Program annual assessment reports outline program competencies, the connection between ISLO, PSLO, and courses, assessment cycle and methods, the data/results, data-driven action plans, and faculty reflection, and evidence of improved student learning. Assessment dashboards and the CLO worksheets, together with the ongoing program assessment processes and related faculty discussions, enable faculty to methodically conduct assessment of students' learning and to systematically implement improvements. Each program reports the evaluation and improvements to the assessment processes in their annual assessment reports. The AEC committee provides feedback and advice on assessment methods, rubrics, and results[16]. This assessment approach ensures the faculty's central role in assessment of student learning and confirms alignment of program learning objectives with the educational purposes and expectations stated in the university's mission.

In addition to course and program learning outcomes assessment, Oregon Tech engages in regular assessment of the institutional student learning outcomes (ISLO). These outcomes are recommended by the AEC and approved by the provost. The AEC is also responsible for reviewing and improvement of ISLO in addition to their assessment plan. The committee recommends the indicators, criteria, and processes for assessment and oversees the assessment process to ensure consistent evaluation and implementation of education quality standards across the university. ISLO are assessed in various courses across the program or general education courses using a review cycle and schedule established by the AEC. Students' achievement of ISLO, reported in the program annual assessment reports, is reviewed by AEC and its faculty subcommittees. The AEC provides feedback and advice to programs to improve the

[15] The CLO worksheet provides a link to the NWCCU equity gap library resources to help faculty learn how other institutions identify and work to eliminate these gaps.
[16] The AEC in collaboration with the CPC provides assessment training to faculty during the annual Convocation.

ISLO assessment process. The AEC in collaboration with the CPC provides assessment training to faculty at yearly Convocation. More detail on ISLO assessment is provided in standard 1.C.6.

Presented below is a summary of the number of student learning outcomes assessed and the corresponding student success rate in achieving those learning outcomes by the quarter in which the assessment is performed.

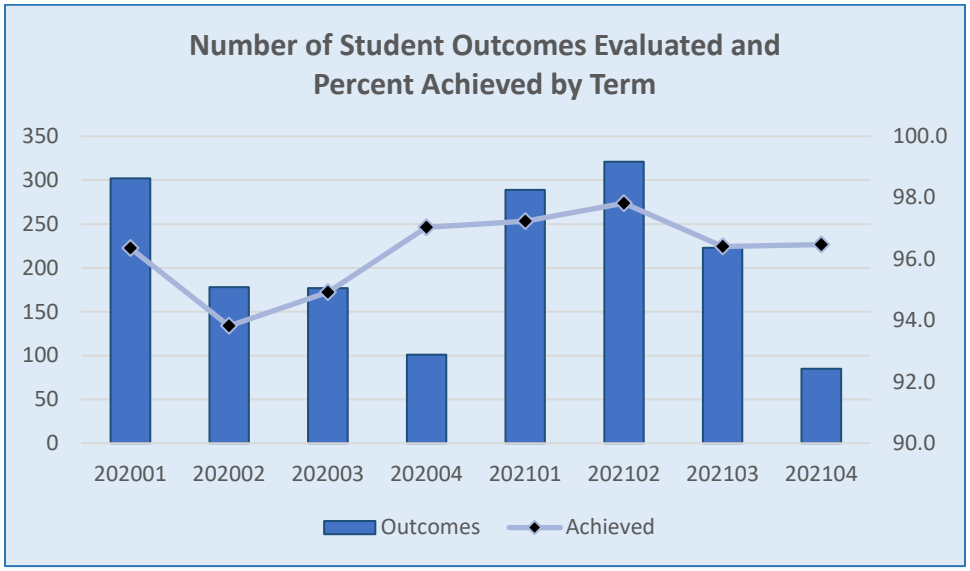


Figure 1 - Student Learning Outcomes Assessed and Achieved 2020-2021

STANDARD 1.C.5 EXHIBITS

University Catalog
Financial Resources
Disability Service Resources for Faculty and Staff

Faculty and Outcomes Assessment

Assessment of Student Learning Outcomes Reports
Academic Program Assessment Template
Assessment Executive Committee
Institutional Learning Outcomes
Institutional Learning Outcomes Assessment Process
Three Year Assessment Plan

1.C.6. Identifiable and Assessable General Education Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Oregon Tech institutional student learning outcomes (ISLO) are established and regularly assessed across all associate and bachelor level programs through an ongoing continuous improvement program. Under the AEC's guidance, ISLO have evolved over this accreditation period to reflect the changing expectations of employers in the workforce, and input from advisory boards. The AEC is responsible for development, implementation, and review of ISLO, and their assessment plan. The committee recommends the indicators, criteria, and processes for assessment, and oversees the assessment process to ensure consistent

education quality standards across the university. The AEC has several subcommittees that evaluate ISLO and their relevance and currency in preparing graduates with the skills to successfully enter the workforce. This structured evaluation enables the institution to determine (1) meaningful institutional learning outcomes for university graduates from the perspectives of diverse faculty and programs, and (2) effectiveness of learning outcomes to drive data-informed improvements at the program and university levels. In addition to providing feedback to academic programs, the AEC and its subcommittees provide faculty training related to the assessment process during Convocation and by request.

The revised ISLO were approved by the AEC in 2020. These are:

1. Communication
2. Quantitative Literacy and Reasoning
3. Inquiry & Analysis, including Problem Solving & Information Literacy, Critical Analysis & Logical Thinking
4. Teamwork
5. Ethical Reasoning
6. Diverse Perspectives, including Cultural Sensitivity & Global Awareness

Teamwork is a distinct learning outcome that is not explicitly referenced in Standard 1.C.6. However, this student learning outcome is deemed an important outcome in degree programs offered by the institution and thus is included in ISLO. Assessment of ISLOs are regularly conducted and reported in each academic program's annual assessment reports. Examples from the reports submitted in AY2021-22 are presented below.

Table 8 – ISLO Assessment Examples from AY2021-2022

Civil Engineering
a. **Action Driver.** AY 2020-21 Annual Report – Student poor performance was observed on PSLO aligned with outcome ISLO Ethical reasoning. "The students performed very poorly at considering the impact of engineering solutions in global, economic, environmental, and social contexts with only 8% scoring 3 or higher, and only a single person scoring a 4." It was reassessed in 2020 in a different course CE308. It was found that about half of students addressed the ethical impacts. Faculty examined other data sources (student exit survey and employer survey) for evidence of progress on ethical reasoning within their work with favorable results. Assessment in 2021 in CE405 generated specific student outcomes results of being proficient at recognition of ethical issues, but again lacked the ability to communicate the global impacts. b. **Action Taken.** Update the written assignment and rubrics to reflect the expectations during 22-23 academic year. Assessing the outcome in Anth452 as a comparator of progress within the program. Faculty collaboration during department retreat in 2022. c. **Success Indicator**. Student performance data collected and analyzed to reflect improvements will be included in 2022-23 report.
Computer Systems Engineering Technology
a. **Action Driver.** Student performance on ISLO Inquiry and Analysis and Quantitative Literacy aligned with coursework CST407 did not meet program standards. The faculty identified that research and analysis were performed adequately in the course, but that software development provided key opportunities for improvement. b. **Action Taken.** The department determined more opportunities within program courses were needed to have open-ended, data-driven projects. The actions implemented in classes during 2021-22 academic year. c. **Success Indicator.** The plan is to reassess using the same assignment in the same class in 2023-24 academic year.
Population Health Management

a. **Action Driver.** AY 2020-21 Annual Report – Planning year for first time assessing Global and Diverse Perspectives.
b. **Action Taken.** Alignment of SOC 335 Health Inequality and Cultural Competency coursework across instructors and across modalities.
c. **Success indicator**. Student performance should be similar on these outcomes across different courses and online vs in person.

Assessment of Institutional Learning Outcomes

In 2020, the AEC adopted a three-year cycle for planning, assessment and implementing improvement actions of ISLO. As shown below, the three-year review cycle consists of a year each of planning, assessment, and action. The cycle allows for evaluation of the impact of improvement actions in the next cycle and document the results in one accreditation period. The General Education Advisory Council (GEAC) makes recommendation to the provost concerning general education in the undergraduate programs at Oregon Tech. The GEAC website provides information on the process for arriving at and reviewing general education requirements. A GEAC member serves on an AEC subcommittee, providing a direct method to coordinate GEAC and ISLO requirements.

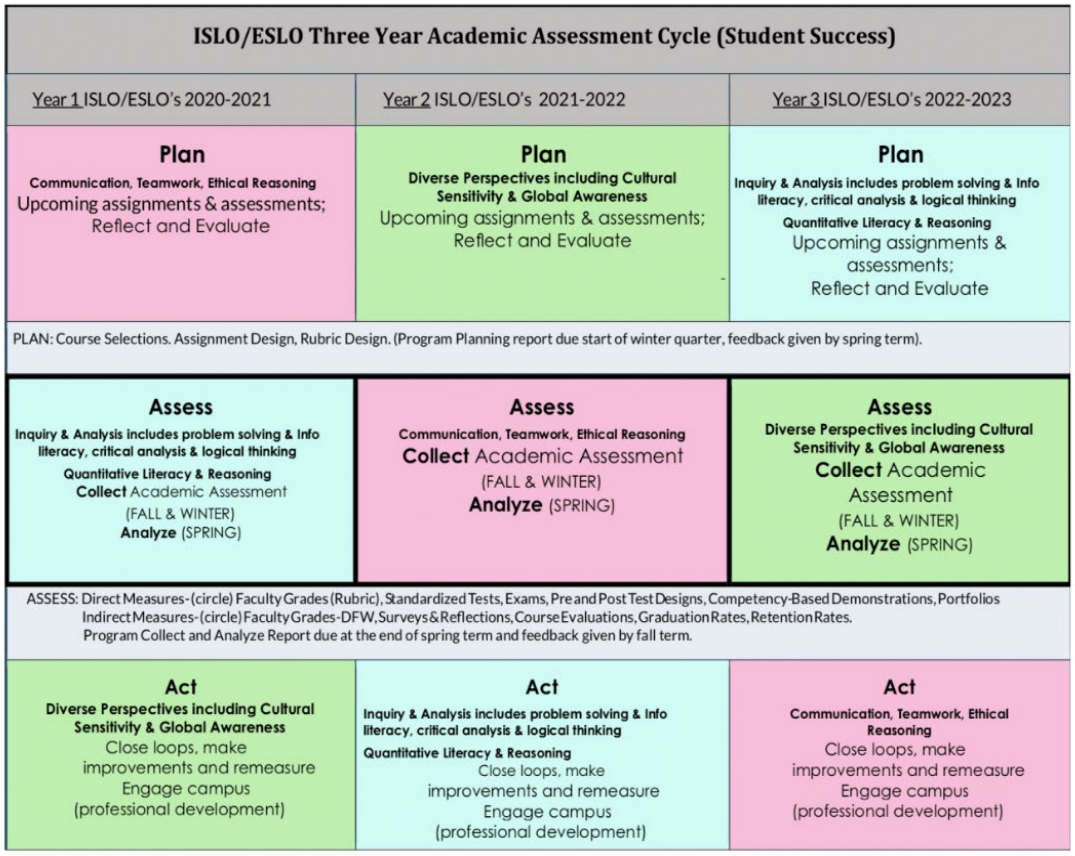


Figure 2 - Three Year Academic Assessment Cycle for ISLO

Standard 1.C.6 Exhibits

Institutional Student Learning Outcomes
General Education Advisory Council

1.C.7. Improving Student Learning Outcomes

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Using Assessment to Improve Student Learning

The university is strongly committed to using assessment data to improve student learning. The university's three-year assessment cycle is designed to regularly collect and analyze assessment data focused on effectiveness of each university unit to inform the unit on setting goals, outcomes and implementing enhancements to continuously improve. Assessment planning, data collection and analysis, and results of each year's assessment activities are documented in the academic program annual assessment reports. The assessment process enables the academic and student support services units to identify well-defined outcomes that are specific, measurable, and achievable within the duration of the cycle, given the needs, strengths, and resources of the unit. The cycle defines a framework (plan-assess-act) within which a plan for achieving the unit's goals is developed, progress on achieving the unit's goals is evaluated using the assessment data, and data-informed actions to improve the unit's performance are systematically planned and implemented. The three-year cycle also allows flexibility to change plans within the cycle, if necessary, based on the analysis of assessment data. The objective of this process is to use data-informed decisions to achieve continuous improvement of a task or a process to measurably improve and support student learning. The efficacy and significance of performance indicators, assessment methods and improvement actions implemented are carefully evaluated in the following three-year cycle all within the seven-year institutional accreditation cycle. This iterative process provides an opportunity to gain insight from data collected and analyzed related to ongoing unit practices. This informs programs and helps create and implement optimal strategies for planning and making improvements in quality and value of programs and services to support student learning. As presented in the graphical representation of the assessment process cycle in Appendix A19, results of the assessment efforts are used systematically to inform academic and academic support planning and practices at each stage to continuously improve student learning. Academic planning and practices primarily use assessment data from students' academic achievement whereas those of student learning support are informed from unit effectiveness assessment and student survey data. Decentralized assessment of each division's effectiveness and the integration and coordination of the university functional units through shared committee responsibilities creates opportunities for sharing assessment results and effective planning. The University Accreditation Committee role enables cohesive planning and execution of data-informed improvement actions while preserving the benefits of innovation in a division's operations, essential for the efficient management of university's complex operations. Examples of improvements made to academic programs as a result of assessment findings, and changes made in the student supports areas to increase student success are provided in Appendix A20.

Student Affairs Improvements

- Student feedback indicated that students were unaware of peer consulting and ACES services because the name was not specific enough. Department names changed (peer consulting to peer tutoring, ACES to disability services).
- Student Health analyzes student utilization of services data and compares it to campus demographics in a new initiative to identify if there are any equity gaps and determine where to further promote health services to any subpopulations of students.

The following are examples of improving student learning or student experience:

- Veteran students reported significant difficulty getting courses certified each term. Student Affairs' Veteran Student Services simplified how to find and complete the form. Positive feedback received from students on this change.
- Career Services used evaluation data received from employers to identify a need for a larger venue for the Career Fair. The change to a larger venue allowed an increase in the number of employers able to participate. Student feedback resulted in staff creating a map for employer locations within the Career Fair.
- Data from student evaluations of orientation activities are regularly analyzed for planning and the next year's orientation program is updated to reflect the data.
- Campus resident halls' network bandwidth was increased as a result of data from Housing and Residence Life Student Survey responses.
- Health and Safety Plan for clubs involved in activities with safety issues/risks (blacksmithing, drones, target shooting, etc.) is created cooperatively by Resilience, Emergency Management and Safety (REMS) department and new student groups.

Additional examples below indicate resource allocation to align with changes in priorities:

- Student evaluation data from student orientation pointed to a need to expand or improve activities. The data resulted in an increased orientation funding from Student Affairs budget.
- Feedback from students and faculty resulted in allocation of funds to purchase AIMS (Disability Services software) to improve the accommodations process for both the student and their faculty.
- Based on student surveys, funds were allocated within Housing & Residence Life to increase custodial services (additional staff position).

NSSE Student Surveys

Oregon Tech administered the National Survey of Student Engagement[17] (NSSE) biannually. In the spring 2022, the survey was conducted to seek feedback from first year and senior students. The number of students that responded was 158 (26%) first year and 254 (24%) seniors, which is in line with the national response average (25%) for institutions of similar size. Analysis of the NSSE data is used for the campus environment theme and ways to enhance the supportive environment and quality of interaction. The spring 2022 NSSE survey results and actions taken to improve the student learning are summarized in Appendix A21.

Student Involvement and Belonging Surveys

Student Involvement and Belonging (SIB) implements several assessment tools to gather data toward achieving its goals. SIB-created student feedback surveys and informal feedback loops are planned to evaluate student support. Culturally Engaging Campus Environments (CECE) Survey is planned to assess belonging (campus climate perceptions).

Quality of Interaction and Supportive Environment

The Student Affairs division's survey Campus Environment, with its two engagement indicators of Quality of Interaction and Supportive Environment and their factors regularly collects data to identify where departments can change or create new outreach activities or messages to students, especially first year students. The High Impact Practices (HIP) report is also analyzed for additional information that Student Affairs can utilize by individual departments to improve academic support services to help enhance student learning.

[17] The NSSE data compares Oregon Tech with a customized group of institutions selected by the Board of Trustees as well as a group of institutions identified as "aspiring institutions" and other "Oregon Institutions."

Career Advising and Support from Office of Career Services

The Office of Career Services provides university wide career advising and professional mentorship to all students. This office focuses on helping students with the reflection on their own interests, personality, values, and skills that are important to choosing a major or occupation. Career Services uses employers' input obtained during career fair events to ascertain the in-demand skills to improve its career service. The office helps with on- and off-campus part-time jobs, including work-study in addition to organizing and managing career fairs. Professional career opportunities are managed through Handshake, career fairs and on-campus recruiting. Internship and career-related volunteer opportunities are managed in partnership with Campus Life and connections with alumni (in partnership with Alumni Affairs). All these support services are intended to enrich student learning experience and help with their preparation for careers.

Expansion of Instructional Support Services

Senior-Level Tutoring. In response to student surveys, student tutoring support service was expanded by acquiring TutorMe, an online tutoring service that offers extended hours (particularly weekend and late-night hours) and expertise for upper-division courses (implemented Spring 2021). Student use and satisfaction of TutorMe are evaluated annually. Historically, Peer Consultants provided limited assistance for upper-division courses primarily because of the limited number of students competent to provide the support for higher level subjects.

Writing Support. Similarly, in response to requests from students for writing assistance, the Student Success Center engaged Heartful Editor beginning Winter 2021. Students submit written work online and receive developmental, coaching feedback within 36 hours. Heartful Editor student use and satisfaction is evaluated annually.

Supplemental Instruction. Data from student advising indicated a need for new instructional support for student groups. While Peer Consulting supports individual students, supplemental instruction (SI) provides support for an entire class, or a group of students in the class. The SI staff connects with faculty about courses with a high DFWI rate to consider the service. This service relies on a faculty member working with a SI leader (student) to develop "supplemental" lesson plans delivered outside of scheduled class time. The SI leaders attend the scheduled class/lectures and communicate regularly with faculty to maintain cohesion between the course and SI. This service is managed by OAAR.

STANDARD 1.C.7 EXHIBITS

- Student Success Center – Tutoring Services
- Tech Opportunities Program
- Canvas Mobile App
- Excellence In Teaching and Learning
- Syllabus Information and Course Outline
- Program Learning Outcomes Assessment
- Program Assessment Reports

1.C.8 Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Oregon Tech follows established policies and guidelines to facilitate efficient transfer of students to the university. The credit transfer requirements and procedures to evaluate transfer credits are published in

the university catalog and are publicly available on both the catalog and the Registrar's Office webpages. Oregon Tech's transfer policies are described in official policies, OIT-13-011 – Transfer of Credits and OIT-13-013 – Credit for Prior Learning, which are also published online.

Transfer Credit

Oregon Tech may consider coursework completed at an accredited college or university for transfer credit. The university has no transfer credit hour limitations; however, for a bachelor's degree, students must complete 45 credits and for the associate degree, students must complete 30 credits, at the institution. Transfer work can be used to satisfy a degree program's major or minor requirements. The evaluation delineates the transfer credit on a course-by-course basis and specifies direct course equivalencies, courses which may be used towards general-education requirements, elective credits and courses which do not receive credit. After the transfer coursework is approved by the Office of the Registrar, the degree program's department chair determines if the coursework satisfies a program's major or minor requirement. Some transfer work, which may not be directly equivalent to Oregon Tech courses, may be appropriately substituted to meet institutional requirements. Students may seek course substitution approval by completing the Course Substitution form (located in TECHweb) and obtaining the signature of the advisor, department chair and Registrar.

The university's Office of Educational Partnerships and Outreach (EPO) has developed articulation agreements with community colleges in the regions to facilitate credit transfer by matching coursework between Oregon Tech and the community college. The credit transfer equivalency is determined by the program chair in collaboration with the EPO office.

Transfer credit evaluation is further detailed by:

- **The Office of the Registrar**, on their webpage. This page includes links to the Transfer Credit Evaluation Process and Articulation Agreements.
- **University Catalog,** Academic Policies and Regulations, Procedures and Regulations, Advanced Standing, Section A – Transfer Credit.

The transfer of credits for introductory and lower-level courses from other Oregon public higher education institutions is expected to undergo a significant change soon. Oregon Senate Bill 233, passed in 2021, requires HECC to establish a common course numbering (CCN) system for all introductory and lower-level courses offered at Oregon public higher education institutions. The legislation requires all Oregon public higher education institutions to adopt this CCN system and accept transfers of academic credit earned at other public institutions no later than September 1, 2024[18]. Once completed, the system enables student credit transfer directly among Oregon public institutions, eliminating a need for articulation agreements on approved common courses.

Credit for Prior Learning

In 2017, the Oregon Higher Learning Coordinating Commission (HLCC) formally adopted the statewide Credit for Prior Learning (CPL) Standards. All Oregon postsecondary institutions are directed to adopt CPL standards and to use them to implement assessment processes for awarding CPL. The university's CPL process is published in the online catalog.

Through recent funding from the HECC, Oregon Tech is taking steps to enhance the process of awarding CPL to prospective students, increase the availability of CPL and improve transparency of its assessment process. These activities include faculty and staff training, and development of tools and processes that

[18] Oregon Tech faculty have been members of CCN planning. The first group of ten CCN courses have recently been approved by HECC and the university catalog is being updated to align with these changes.

make the CPL evaluation transparent and consistent across all academic programs. The goal of this initiative is to establish consistent and efficient assessment practices to reduce barriers to the award of CPL and increase opportunities for prospective students to learn about how their prior experiences may qualify for university credit.

The current university's CPL procedures describe accepting the following types of credit:

1) Transfer Credit
2) Military Credit
3) College Level Examination Programs (CLEP)
4) Advanced Placement (AP)
5) International Baccalaureate (IB)
6) Credit for Prior Experiential Learning, which includes credit for national registry or licensure exams, credit by examination, and credit by portfolio.

Limitations for credits earned via certain transfer-of-credit methods exist. For example, the maximum percentage of credits used toward the degree from CLEP, AP, and CPL is 25%.

STANDARD 1.C.8 EXHIBITS

DegreeWorks
Credit for Prior Learning

1.C.9. Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Oregon Tech offers high quality graduate programs in the areas of Applied Behavior Analysis, Allied Health, Civil Engineering, Engineering, Manufacturing Engineering Technology, Marriage and Family Therapy, Renewable Energy Engineering, aligned with its polytechnic mission and commitment to meeting the needs of regional and statewide industry.

Graduate students are required to demonstrate mastery of the subject matter, critical thinking skills, scholarly research skills, effective writing and communication skills, and contribute toward advancing their fields of study. Depending on the degree, graduate students may be required to perform service to their communities, demonstrate effective teamwork, receive training in ethics, and cultural diversity. Most programs culminate with a project or thesis, demonstrating advanced levels of learning mastery through the creation of knowledge and synthesis.

Oregon Tech's graduate programs have content commensurate with advanced level degrees and are aligned with the expectations of their respective disciplines and professions. Graduate courses, curricular changes, and degree programs are formally reviewed by the Graduate Council (GC) and its appropriate sub-committees for approval. The GC includes faculty representatives from each graduate program and is an active standing committee overseeing the quality of the graduate programs as well as ensuring policies and procedures are appropriately administered. Many graduate programs have separate programmatic accreditation and are periodically reviewed by the accreditation agency confirming that the requirements

of the program are appropriate for the graduate degree levels offered. All new graduate program offerings require the approval of HECC.

Standard 1.C.9. Exhibits

Graduate Council (page 24)

Standard 1.D: Student Achievement

1.D.1. Recruitment, Admissions, and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Recruitment and Admissions

The Office of Admissions is responsible for recruitment and admission of prospective students who meet the requirements of Oregon Tech programs in which they plan to enroll. Information about admission processes, academic programs, cost of education, financial aid, and other related support services is provided on the Office of Admissions website. The online university catalog contains comprehensive information about university admissions, including degree programs and options, program educational objectives, program maps, course plans, course descriptions, and all university services. Oregon Tech offers dual credit courses to high school students. Recruitment and admission of dual credit students are conducted through the EPO.

The university's analysis of enrollment data revealed that the admitted student populations do not reflect the state of Oregon's 2020 Census data. The university is committed to increasing the enrollment of students from diverse populations consistent with the university's mission. The Office of Admissions has made a purposeful effort to reach out and recruit a more diverse student body. See Table 10 for additional information on the efforts to recruit underrepresented populations. As shown below, Admissions has increased the pool of diverse student candidates.

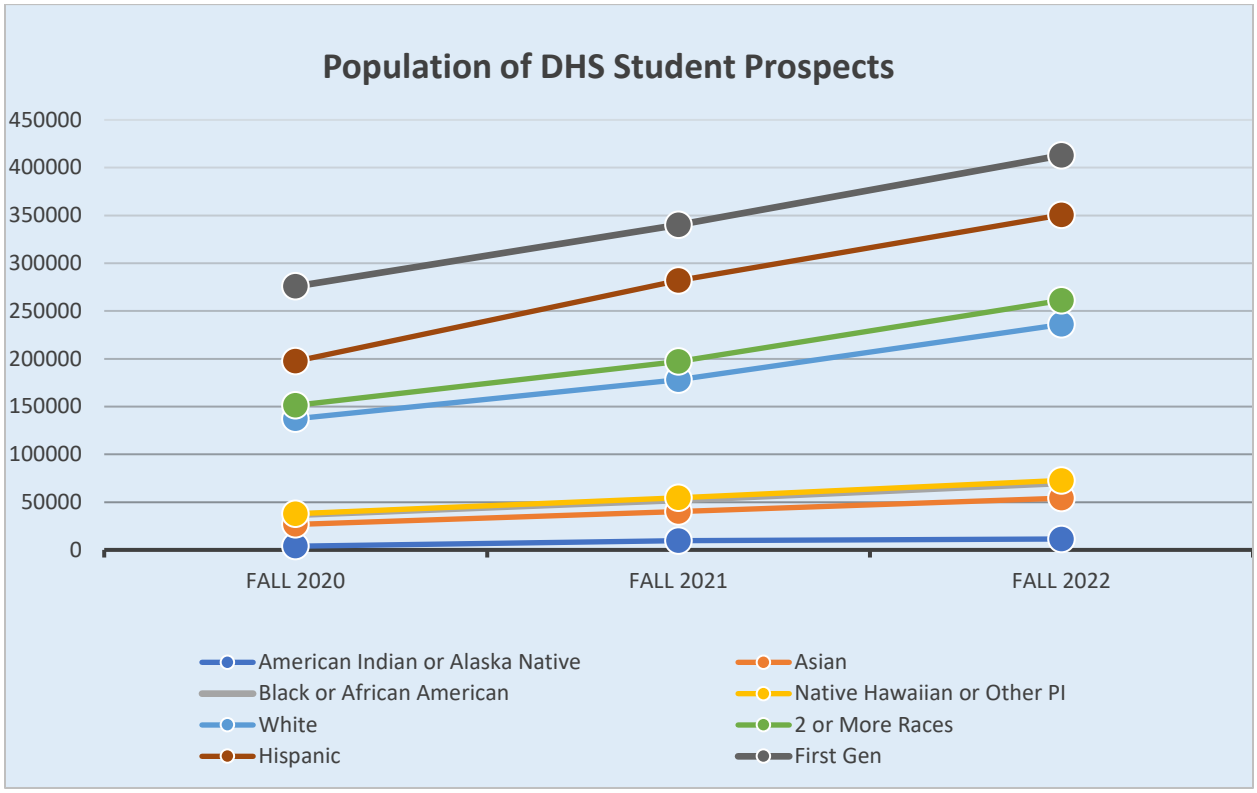


Figure 3 - Racial diversity of prospective direct from high school (DHS) student populations

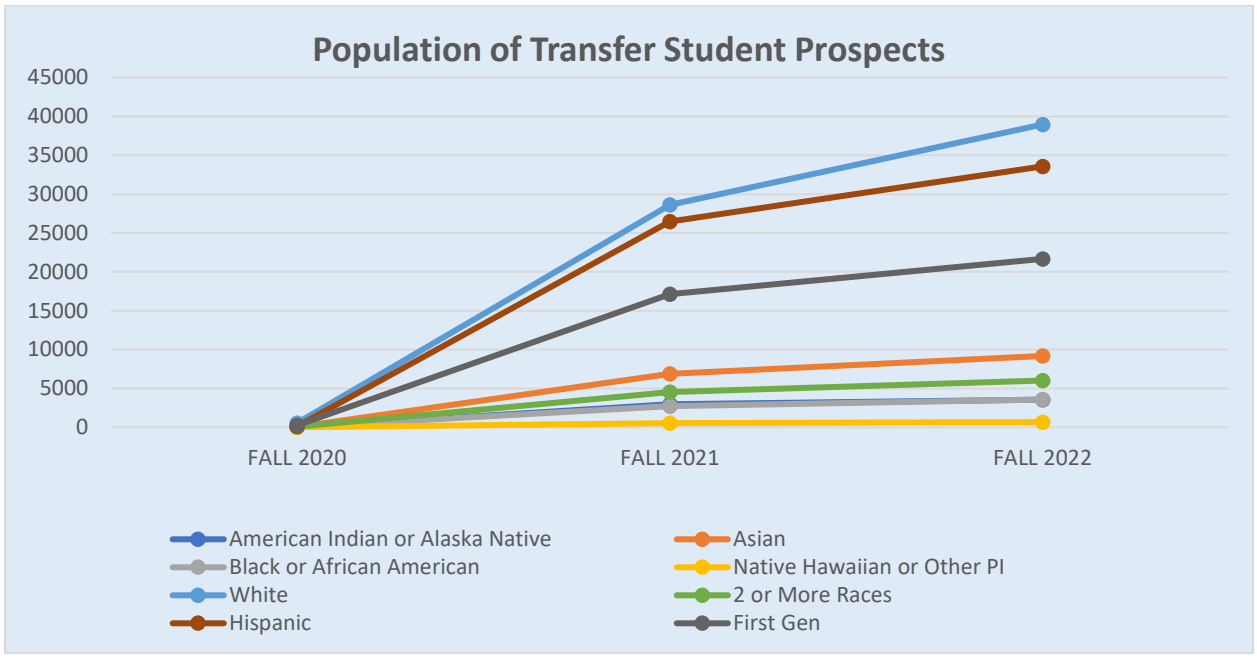


Figure 4 - Racial diversity of prospective transfer student prospects

As stated, sustainable growth in diversity of the campus community is a university goal. Considering the reality of the high cost of education, Oregon Tech has made significant efforts to increase financial aid available to students. The university faces increased competition for students in primary markets in the Portland metropolitan area and Southwestern Oregon. With a projected flat or declining high school graduate population in Oregon, the Office of Admissions is intensely working on developing new external

partnerships and expanding collaboration with academic programs to create new pathways for DHS students and adult learners, to ensure broad and equitable access to all prospective students interested in pursuing a university education.

The Office of Admissions works closely with academic programs to integrate program specific information and activities in its recruitment of prospective students. In addition, university marketing emphasizes the high quality of Oregon Tech programs and the success of graduates to invite prospective student interest.

Oregon Tech graduates have realized the best return on investment among public universities in the state of Oregon as reported by the Georgetown ROI Ranking. Moreover, the university graduates earn a median starting salary of $60,000 per year, the highest among Oregon public universities. The alignment of in-demand professional degree programs, high quality education, and meaningful return on investment are compelling factors for prospective students and their families in choosing a university.

Orientation of New Students to University Life

Oregon Tech provides new students and their families an opportunity to attend an experience that aids in the university transition process. This orientation program informs students of the support available to them; opportunities to explore co-curricular and career prospects; help build relations with peers, as well as be well informed on how students and families can be integrated into life at Oregon Tech. The program referred to as the SOAR (**S**upport, **O**pportunity, **A**cademic success, **R**esiliency) program coordinates several activities, and information and training for new students. Included in the orientation is information about student professional organizations and clubs that students can join based on their interest. The university regularly measures the effectiveness of its new student orientation information and activities via surveys conducted at the conclusion of the event. An example of the orientation survey results is provided in Appendix A22. Separate student orientation events are planned and held at both the residential campus in Klamath Falls and the urban, Portland-Metro campus in Wilsonville, due to the distinct nature of and resources available on each campus. However, student advising is common, and planned and organized at both locations during student orientation events.

In addition to sessions/events, students are invited to engage in an optional Orientation module through Canvas. The Canvas Orientation module is available to all students throughout the year and includes tutorials on how to use Canvas and TECHweb, as well as information about student services. More information about orientation including the Week of Welcome is available on the university's New Student Orientation website.

New Student Advising

The university academic advising system comprises a well-defined process to provide accurate and timely information about course planning, enrollment, access to academic resources, student policies, and career advice to each student to support student development and academic success. To orchestrate an effective registration and onboarding process for new students, several university departments collaborate to offer New Wings (Admissions, Retention & Academic Advising, Student Involvement & Belonging, Registrar). New Wings is a one-day event that culminates with students registering for fall courses. New students are guided on how to select courses and navigate the university registration processes. Students also are presented with information about their program, specialization, and academic journey at Oregon Tech.

New students are informed of the advising support at the university. The new students are assigned an academic advisor in their discipline. In addition to the faculty advisor within their major department, new students are assigned a secondary advisor from the Office of Academic Advising and Retention (OAAR) before the beginning of their first term. OAAR was established in 2021 as part of the institutional efforts

to enhance student advising support. OAAR staff guide students in academic areas and refer them as appropriate to nonacademic support. OAAR's website is publicly accessible and contains advising programs and staffing information. A more detailed description of the new student advising support is provided Appendix A23.

To ensure that new students register in their required program courses in the right sequence and academic term to timely graduate, students are required to meet with their academic advisor each registration cycle to get approval to enroll for courses in the subsequent term.

STANDARD 1.D.1 EXHIBITS

Recruitment and Admissions

- Student Admissions Requirements
- Academic Catalog- Admissions and Financial Aid
- Academic Catalog – Advanced Standing
- Placement Testing
- Admissions Requirements and Procedures
- Strategic Partnerships

Student Advising

- Advising and Registration
- Office of Academic Advising and Retention (OAAR)
- Veteran Students Information
- DegreeWorks

1.D.2. Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Oregon Tech has established a set of meaningful indicators of student achievement that it consistently tracks. These indicators of student achievement are regularly collected and categorized by the Office of Institutional Research (OIR) and widely shared with faculty and administrators to be discussed and used for decision making and resource allocation. In winter 2020, OIR developed a comprehensive set of data dashboards to assemble and report student achievement indicators in a readily accessible and convenient form. The data reported in the dashboards are validated by OIR and represent the official student performance data that the university communicates to both internal and external audiences. As such, the dashboard data are used to help the university accurately assess students' success and support data-informed decisions across the university. A summary of identified equity gaps and the programmatic improvement strategies is presented in the Appendix.

Disaggregated Indicators of Student Achievement

Institutional indicators of student achievement are gender, first generation status, socioeconomic status, and racial and ethnic categories. Information on these categories of students is available from peer comparators. OIR publishes all the indicators of student achievement in comparison with the university regional and national peer institutions on its website.

Oregon Tech is committed to improving equity beginning at a course and program level and throughout all its student support services. Using the dashboards' disaggregated data enables faculty and administrators to monitor and document such student success data as course completion, retention, graduation, persistence, and DFWI rates. All academic programs are expected to review, analyze, reflect upon, and take action to address the student achievement indicators data related to their programs, and particularly develop strategies to close perceived equity gaps. The institution provides professional development on diversity related subjects, including student achievement, student success and equity gaps for all faculty and staff (Appendix 25). An example of data dashboards and one showing the disaggregated student enrollment data tracking enrollment of a student cohort over four terms of study are presented in Appendix A26.

Comparison with Postsecondary Data Partnership (PDP) Benchmark

Oregon Tech uses comparisons with the dataset available from the Postsecondary Data Partnership (PDP) as an additional means to guide institution's continuous improvement. The data available from IPEDS, which are used by OIR for the comparative analysis with Board-approved peers, are limited. The PDP database is more expansive and allows more detailed comparison. Membership in PDP provides tools and detailed data for comparison of performance indicators not readily available from Oregon Tech's peer institutions' IPEDS reports. Oregon Tech uses PDP data for course completion rates, retention/persistence and enrollment and peer institution data for disaggregated data on graduation rate, enrollment, retention (by gender only), as well as student-to-faculty ratio, and percentage of faculty by category. The university started its PDP membership as part of the pilot institutions that NWCCU supported a year earlier. Following the first-year membership, Oregon Tech continued independently as a PDP member in 2021. Not all the peer institutions are PDP members; therefore, the PDP benchmarking is used for indicators for which IPEDS data are not available and as an aid to guide the university to identify areas of improvement. The goal is to meet or exceed the PDP Benchmark. A few examples of the institution's student achievement indicators in comparison with the PDP benchmark are presented below.

a. Student Course Completion Rate

Oregon Tech consistently outperforms the PDP benchmark for student course completion rates. The comparative data from 2017-2018 academic year is shown in Fig. 5.

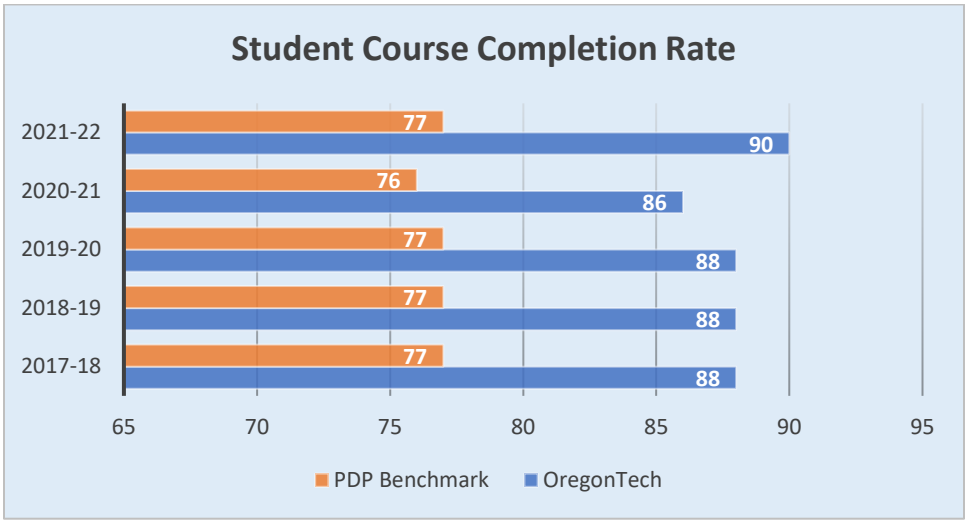


Figure 5 - Student course completion rates for Oregon Tech compared to the PDP benchmark

b. Retained, Persisted and Not Enrolled Students

Another indicator of student achievement is the number of students who continue to pursue their degree to completion. The benchmark data for this indicator is available in the PDP database. A comparison of Oregon Tech data with that of the PDP benchmark is as follows.

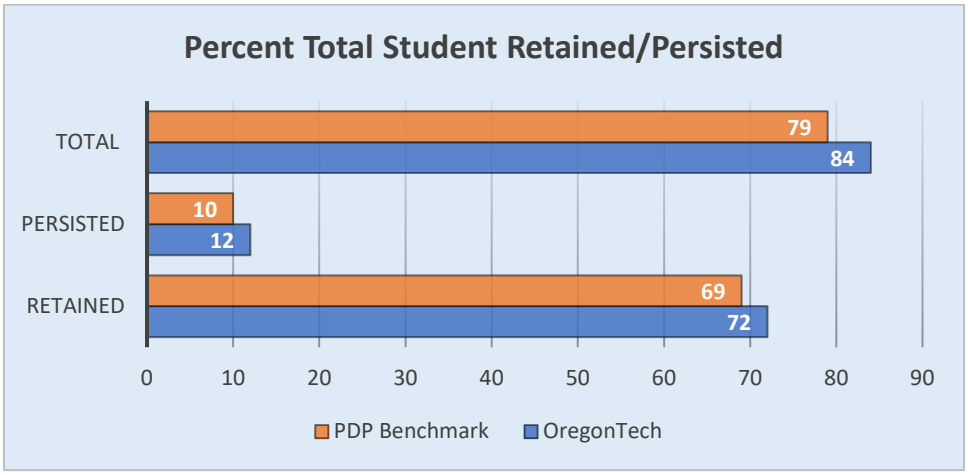


Figure 6 - Student persistence and retention percentages for Oregon Tech compared to the PDP benchmark

Compared with the PDP Benchmark, the number of Oregon Tech students retained/persisted over the period of analysis (2017-18 to 2020-21) shows 3% more students retained and 2% more students persisted. The corresponding Year-over-Year data, shown below, confirm the percent of total Oregon Tech students retained/persisted (a population of 779 students) consistently is larger than the benchmark data (a population of 1,131,884 students) every year (2017-18 to 2020-21). It is observed that the data show a steep decline in enrollment of the retained/persisted students in 2020-21 academic year, displaying the impact of the pandemic on the universities' enrollments.

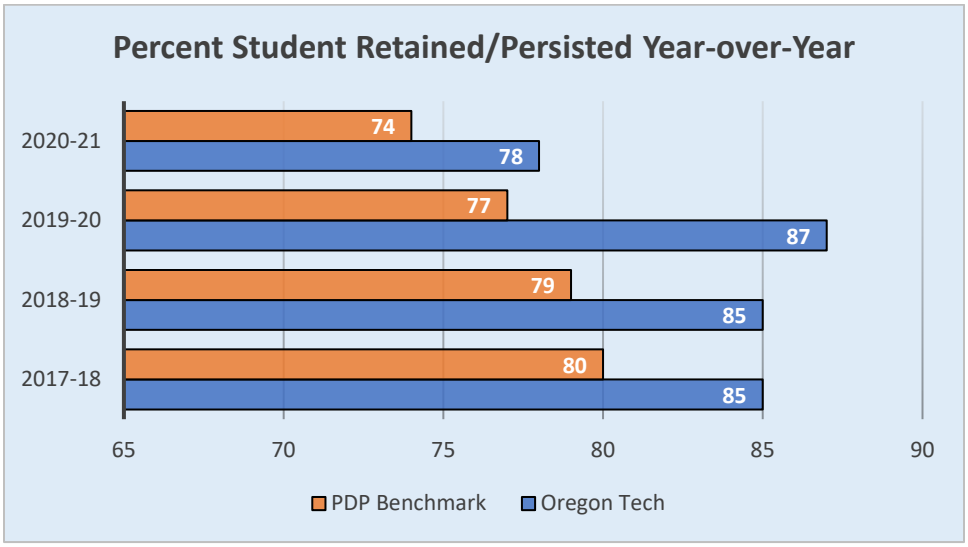


Figure 7 - Student persistence and retention rates, year-over-year, for Oregon Tech compared to the PDP benchmark

To further investigate the comparison of the Oregon Tech student retention and persistence data with the PDP benchmark data, the year-over-year student retention data are presented for the university and the PDP benchmark separately to help interpret possible trends.

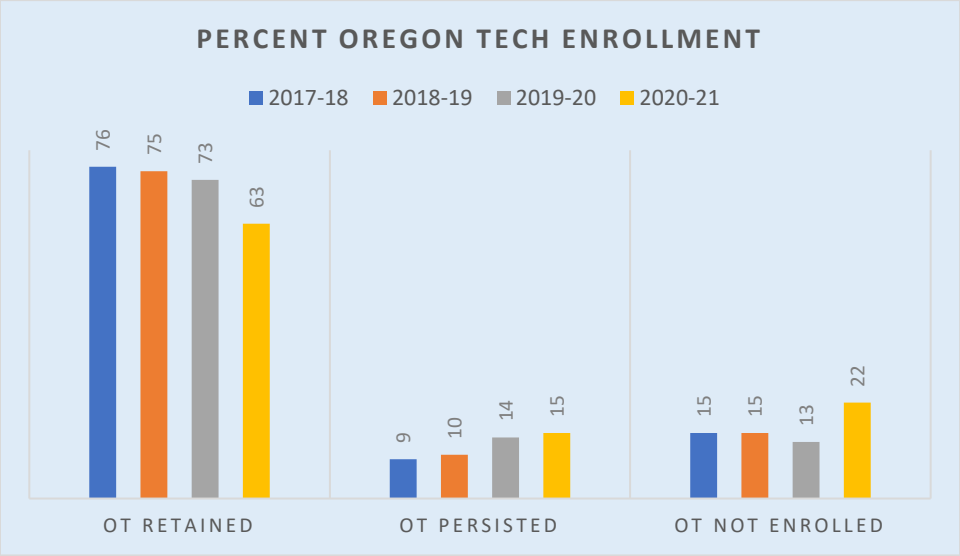


Figure 8 – Enrollment Retention and Persistence at Oregon Tech

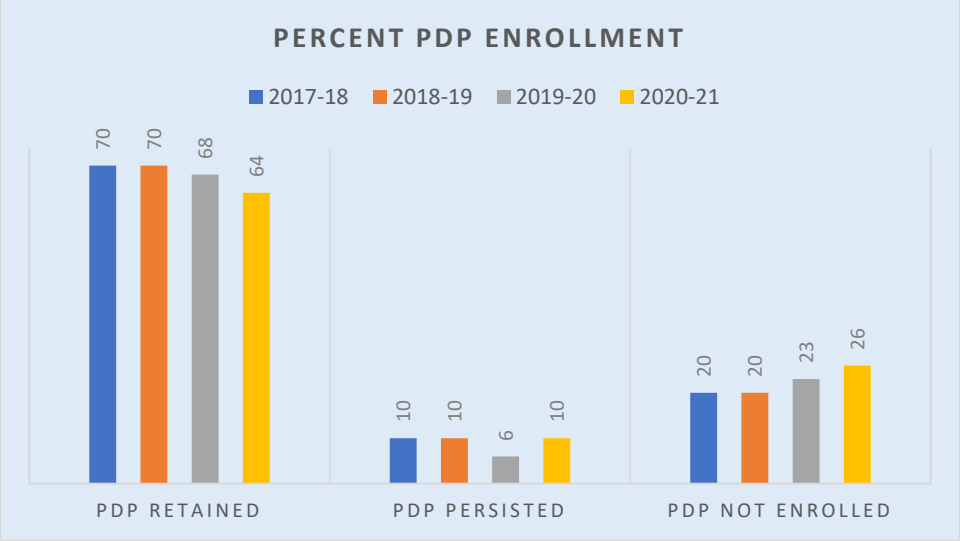


Figure 9 – Enrollment Retention and Persistence at PDP Benchmark Institutions

The above charts show that although Oregon Tech retention has declined over the reported period (2017-18 to 2019-20), a similar trend is observed in the PDP benchmark data. The decline in retention rate is much larger in the 2020-21 academic year compared with the previous years. That year is, of course, when the pandemic was officially recognized by health authorities and profoundly affected students' lives. The data show that Oregon Tech retained/persisted more students than the PDP benchmark data (78% vs. 74%) in the 2020-21 academic year. This suggests that although Oregon Tech retention was slightly lower than the PDP benchmark (by 1%), a larger percentage of Oregon Tech students transferred to other universities at the start of the pandemic compared with the PDP benchmark data. The above PDP comparator data lacks the necessary details to help elucidate a possible reason for this trend. Nevertheless, a separate analysis of students transferring from Oregon Tech to other institutions showed that a larger percentage of these students transferred to community colleges rather than to four-year universities. Although not conclusive, this finding could suggest the students' financial insecurity accelerated by the pandemic as a plausible reason for significantly larger student transfer out than the previous years. Alternatively, it might

also reflect a desire for students to remain close to home (the spread of community colleges where transfer out students enrolled reflected the geographic locations).

Clearly Defined and Widely Shared
Student achievement indicators are clearly defined and widely shared via OIR dashboards on TECHweb and OIR website. These indicators are reviewed and discussed at the program, college and university levels and used to inform decisions and actions for continuous improvement and resource allocation. The comparative indicators are selected by OIR based on the availability of peer data. Attainment of student achievement indicators is included in programs' annual assessment reports.

Broadly Used for Improvement
Disaggregated student achievement data are used to inform next steps for improvement in courses, programs and student support. At the institutional level, the Senior Leadership uses the student achievement indicators to inform changes to the strategic plan and budget allocations. At the program level, disaggregated course completion indicators are used to identify equity gaps and develop strategies to close them at the program and course level through collective faculty plans and actions and improving student support services.

Reflection: Evidence-Informed Strategies
Oregon Tech uses student achievement information, demographic characteristics of students and potential students, and disaggregated data as a strategic guide to develop awareness of where the institution needs to focus its efforts to improve. The comparative data prepared by OIR and through PDP affiliation have helped faculty and staff to focus on student achievement indicators benchmark to develop a more complete understanding of the university's student achievements and gain a better insight in the institution's effectiveness to support student learning. Improving student achievement does mean Oregon Tech must continue to focus on using disaggregated indicator data to fine tune its improvement plans, strategies, and actions to increase achievement of all students, position the university more successfully among its peer institutions, and direct focus on improving equity across the university. Through the use of data-informed indicators of student achievement and a continuous improvement process, faculty, staff, and leaders at the institution and program level have tools to develop specific strategies to improve achievement of all students. Reflection on student achievement data supports development and enhancement of measures and processes that are successful in improving institutional effectiveness. Efforts to assess equity gaps and develop strategies and actions to improve academic programs and student support to close equity gaps are systematically performed every quarter in all programs.

1.D.3. Disaggregated Student Achievement Data

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The Office of Institutional Research (OIR) publishes and makes publicly available disaggregated student achievement data on its website. The data are regularly presented in comparison with Oregon Tech's peer institutions. Inherent in the dashboard design requirements were a sustainable model that enables ongoing monitoring of meaningful indicators of achievement of all students. The OIR dashboards report the disaggregated data to assist with identifying student achievement gaps and developing plans and implementing actions to close the observed equity gaps. Examples of disaggregated indicators of student achievement used in the comparative analysis with the peer institutions are presented here. A more complete data set is available from the OIR website.

Comparison of Student Achievement with Peer Institutions

The comparative analysis of student achievement with peer institutions assists the university in improving its equity measures and setting reasonable student performance goals to effectively promote success of all students. Among the peer institutions, diversity of the student population varies considerably as does the academic achievement of the population of students.

Example: Six-Year Graduation Rates

In order to increase the institution's effectiveness and successfully serve Oregon Tech's diverse student body, the institution needs to increase the achievement of its underrepresented student population. The university has identified performance goals based on the next higher performing peer institution in each population category among the peers. The table below shows six-year graduation rates for Oregon Tech students, disaggregated by race[19]. As an example, the comparative data for one population, Hispanic students, in alphabetical order of peer institutions, are 28.6, 15.0, 40.9, 0.0, 28.6, 42.2, 29.7, 14.3 32.2, and 52.9 percent. The six-year graduation rate of Hispanic students at Oregon Tech is 46.2%. Therefore, as indicated in the table, the institution's goal for six-year graduation rate is 52.9%. This target is in line with the university's Academic Master Plan goals. All academic programs with a lower graduation rate are expected to develop plans and implementation schedule to continuously improve and report their progress toward achieving the university goal in the next accreditation cycle.

Table 9 - Oregon Tech Current and Target Goals for Six-Year Graduation Rates

Race/Ethnic Background	Oregon Tech Current Indicator (%)	University Performance Targets (%)	Institution Selected to Set Indicator Target
American Indian	100.0	**Highest***	Oregon Tech
Asian	50.0	**55.0**	Univ. of South Carolina-Upstate
African American	0.0	**9.1**	Shawnee State University
Hispanic	46.2	**52.9**	Univ. of South Carolina-Upstate
Hawaiian Pacific Islander	25.0	**100**	Fairmount State University Nicholls State University Shawnee State University
White	57.6	**59.8**	Montana Tech. University
Two or More	57.9	**Highest**	Oregon Tech
Unknown	75.0	**Highest**	Oregon Tech

* This indicates the highest ranking among peer institutions and the goal Oregon Tech continues to maintain.

Example: Six-Year Graduation Rates by Gender

Data in the below table show Oregon Tech six-year graduation rates for men and women are comparable to peers. In fact, Oregon Tech has the highest percentage of men and the second highest percentage of women students graduating within six years. This suggests that academic resources and academic support services have been equitable. The university will focus on increasing the graduate rate for both genders, and has set its performance standard at 57.3%, which is the next higher overall ranking of peers.

Table 10 - Peer Institutions Comparative Six-Year Graduation Rates by Gender

University	Men	Women	Overall
Bemidji State University	42.3%	52.2%	**47.6%**
Fairmont State University	44.8%	45.9%	**45.4%**
Midwestern State University	39.8%	52.4%	**46.6%**
Missouri Western State University	35.3%	37.2%	**36.5%**
Montana Technological University	53.8%	67.6%	**57.3%**

[19] The corresponding data for peer institutions are not included in the table as such data are published on the OIR webpage.

Nicholls State University	43.1%	54.5%	**50.3%**
Oregon Institute of Technology	55.3%	55.9%	**55.6%**
Rogers State University	22.6%	26.6%	**25.1%**
Shawnee State University	31.2%	42.1%	**37.0%**
Southwestern Oklahoma State University	32.3%	44.0%	**38.7%**
University of South Carolina-Upstate	37.3%	52.7%	**47.4%**
Overall	**38.9**	**46.7**	**43.3%**

Example: Retention Data for Part-time and Full-time Students

The IPEDS data reports the retention of all students, not by full- or part-time status. Therefore, the data in the table below represent retention rates across the entire student population. The comparator data show that Oregon Tech retention rates are 67.9% and 44.7% for full-time and part-time students respectively. These rates demonstrate Oregon Tech retention is higher than seven of the ten peer institutions for both student groups. Using the same goal setting method, Oregon Tech student retention goals for full-time and part-time students are set at 69.7% and 45.5%, respectively. This goal is to be accomplished in the next assessment cycle (three years) using coordinated activities of the Office of Academic Advising and Retention (OAAR), academic programs, and Student Affairs as set forth in the university's Academic Master Plan.

Table 11 - Comparative Full-Time and Part-Time Student Retention Fall 2020 Cohort Returning Fall 2021

University	Full-time Students	Part-time Students
Bemidji State University	67.3%	50.0%
Fairmont State University	60.7%	7.1%
Midwestern State University	62.7%	34.5%
Missouri Western State University	60.2%	30.6%
Montana Technological University	75.6%	40.0%
Nicholls State University	69.7%	45.5%
Oregon Institute of Technology	67.9%	44.7%
Rogers State University	54.9%	33.3%
Shawnee State University	70.8%	0.0%
Southwestern Oklahoma State University	64.5%	54.2%
University of South Carolina-Upstate	61.0%	-

Example: Student Population Data by Gender

Oregon Tech data on student enrollment by gender compares favorably with peer institutions. The data show a nearly equal distribution of student population by gender (47.9% men, 52.1% women). Although most of the peer institutions have a larger percentage of women students than Oregon Tech, the differences can be attributed to an institution's majors, which traditionally attract more women. This may be inferred from Montana Technological University which primarily offers engineering and technology programs, which have higher percentage of male students. The institution's data support the conclusion that the university's recruitment, retention, and students support services equally serve both student types. The university's goal is to provide equal access to academic programs and student support services to ensure opportunities for success of both men and women students. Oregon Tech aims to increase women in engineering majors. Focused recruitment by the Office of Admissions is the primary university effort in accomplishing this aim. The proportion of women in engineering and technology areas has been increasing nationally. Realizing this trend at Oregon Tech in the next review cycle is, therefore, an achievable goal.

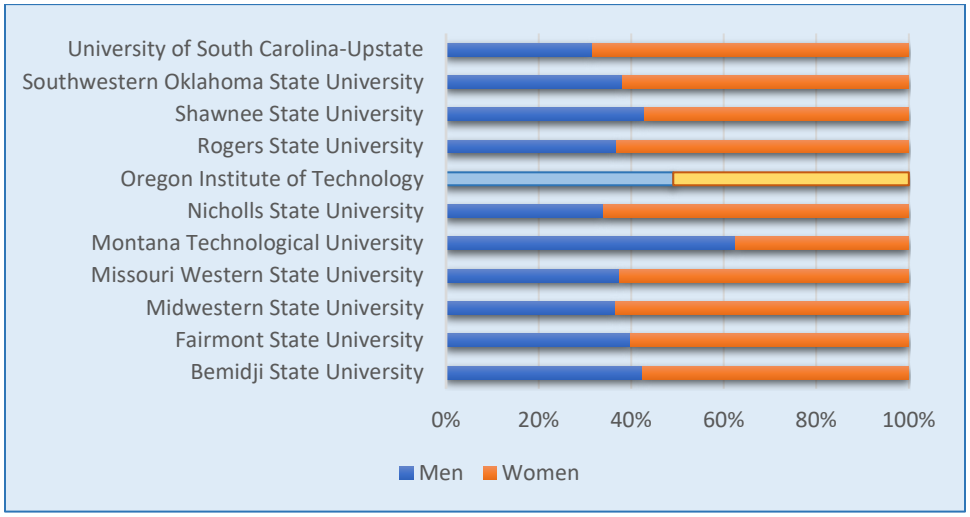


Figure 10 - Student populations by gender, for Oregon Tech compared to Peer Institutions

Example: Student Population Data by Ethnicity

The comparison of disaggregated student data by race shows Oregon Tech has been successful in recruiting Hispanic and Asian American students. However, comparative data related to other ethnic populations are not as favorable. To improve the university's recruitment efforts, Oregon Tech has engaged the services of a company to augment the university's recruitment efforts and use innovative data analytic tools, recruitment strategies, and data sources to reach a larger population of prospective students. In addition, the Admissions Office uses real market data on job opportunities and in-demand skills to attract students to Oregon Tech programs and strengthen the university's diversity in recruitment. Student population percentages of peer institutions are not used in this category to set Oregon Tech goals. The reason is that a significant proportion of students at an institution are from its region and the demographics of the peer institutions are not similar to those of Oregon Tech. Therefore, the university aims to increase enrollment of underrepresented populations aligned with the most recent state of Oregon demographics[20].

Expanded Recruitment of Underrepresented Students

The Office of Admissions has developed and implemented an aggressive plan to recruit more underrepresented students. In addition to increasing the number of underrepresented prospects in the university's admission pool of applicants, the Office of Admission has dedicated more direct and targeted efforts to increase the number of applicants from priority populations. Examples of these efforts are:

Table 12 - Examples of targeted recruitment efforts for underrepresented students

Spanish- Language Recruitment	Recruitment events for Special Populations
1. Made available a web-bot since at 2021 with language options for English, Spanish, and Mandarin. 2. For Fall 2022 recruitment cycle, Admissions sent personalized financial aid videos to students with options for both English and Spanish. 3. Prepared a translation of admission brochures and recruitment materials into Spanish. 4. Admissions launched a text-bot in January 2023 with language options for English, Spanish, and	1. Expand college fair attendance to include: 2. Native American Klamath Tribe Youth Summit 3. Black College Expo virtual college fair 4. Migrant Educations Program: Post-Graduation Programs Virtual Event 5. High Schools all over the state, particularly those with a high percentage of priority populations including: a. David Douglas HS b. Jefferson HS c. Roosevelt HS d. International School of Beaverton

[20] State of Oregon Race and Ethnicity Prevalence (census.gov): White 71.7%, Hispanic 13.9%, two or more 6.1%, others 8.3%.

other languages. Admissions can conduct live chats with students who speak Spanish. The bot automatically translates the university's responses from English to Spanish for the student. 5. The January 2023 Oregon Tech info-session PowerPoint provided with Spanish translation.	e. Hawaii high schools 6. A group invited from Chemewa Indian School to visit the PM campus in January 2023. 7. EAB Online marketing for adult learners 8. Expanding prospect procurement to connect with more students where they are. Added Niche, Parchment Recruit, and Intersect Connect in 2022.

The Office of Admissions has undertaken initiatives to reduce barriers for applicants from the priority populations. Many initiatives that remove barriers, such as test optional, have the greatest positive effect on such populations, who generally do not have as many resources to navigate the admissions, financial aid, and enrollment processes. Examples are:

- Text bot -- Provides 24/7 admissions support for applicants.
- Direct Admissions -- Proactive admissions that break down "confidence barriers"- students who are qualified but unsure about college/not confident in their abilities will benefit from proactive outreach.

Expanded Support for Underrepresented Student Success

The university focuses on supporting students' success through increasing student engagement with the university community. The Student Involvement and Belonging (SIB) department has a focus on holistic student engagement: involvement, support, belonging, and success and leads activities to support underrepresented students' success. Student organizations and clubs are one avenue to build support for students. There are over 60 student clubs at the university in four different categories. One such category is an identity and culturally based club. A student club provides an opportunity for students who share common interests to form a community and meet, study, and take part in professional development opportunities such as conferences and student competitions. SIB actively promotes building a connection to the university. Data from student dashboards is used to inform priorities for needed student support. A summary of leadership, diversity, and cultural and heritage events are provided here.

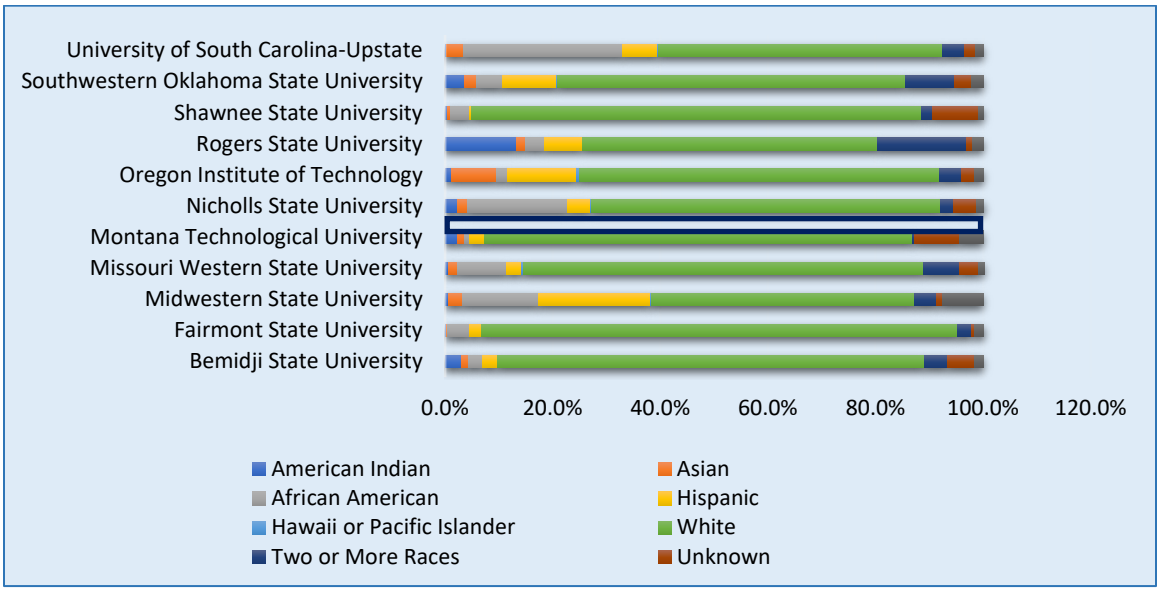


Figure 11 - Student population ethnicity data of Oregon Tech compared to peer institutions

Student Graduation Data

The comparison of Oregon Tech student graduation rates with those of peer institutions presents mixed results. Oregon Tech percentage of graduates with Hispanic background show the highest rate at 48.6%. (a low of 18.2%)[21]. The graduation rate of Asian American students is approximately in the middle of the peer institutions' graduation rates at 42.1%, (a low of 28.6% and high of 81.8%). The African American student graduation rate ranks in the lowest group among the peers at 20% (12.3% and high of 100%). Improving graduation of all students is a university goal as articulated in the university's Academic Master Plan and the Strategic Plan. Disaggregated student achievement data are used to monitor university's progress in closing equity gaps and improve graduation rate. The graduation rate goals are listed in the Six-Year Graduation Rate Example.

Oregon Tech has widespread discussion and engagement campus wide with all stakeholders to improve equity for all students. The multi-year progress-tracking and comparison with peer institutions helps improve Oregon Tech's progress and performance goal setting. Oregon Tech participates in the NWCCU Fellowship on Mission Fulfillment and Data Equity.

The OIR website reports comparative student performance data with those from Oregon Tech peer institutions. The comparative data available from IPEDS for the current year is summarized below. The cohort population for2021 graduates is included to show the distribution of the starting cohort.

[21] The highest percentage rate in the record for Oregon Tech graduates is for Native Americans at 100%, however, the number of students is that group is too few to draw a definite conclusion.

Table 13 - Fall 2021 Enrollment by Gender

University	% Men	% Women
Bemidji State University	42.0%	58.0%
Fairmont State University	40.0%	60.0%
Midwestern State University	35.4%	64.6%
Missouri Western State University	37.3%	62.7%
Montana Technological University	61.3%	38.7%
Nicholls State University	34.6%	65.4%
Oregon Institute of Technology	47.9%	52.1%
Rogers State University	38.0%	62.0%
Shawnee State University	42.2%	57.8%
Southwestern Oklahoma State University	37.8%	62.2%
University of South Carolina-Upstate	31.1%	68.9%
Total	**39.0%**	**61.0%**

Table 14 - Fall 2021 Enrollment by Race

University	American Indian	Asian	African American	Hispanic	Hawaii or Pacific Islander	White	Two or More Races	Unknown	Inter-national	Total
Bemidji State University	3.3%	1.5%	2.5%	2.8%	0.0%	78.6%	4.8%	4.6%	1.8%	**100.0%**
Fairmont State University	0.2%	0.4%	4.0%	1.7%	0.1%	88.9%	2.7%	0.4%	1.6%	**100.0%**
Midwestern State University	0.5%	3.2%	14.7%	22.3%	0.2%	47.4%	3.9%	0.9%	6.8%	**100.0%**
Missouri Western State University	0.6%	2.1%	10.4%	2.0%	0.3%	72.7%	7.5%	3.2%	1.2%	**100.0%**
Montana Technological University	3.2%	1.2%	0.8%	3.3%	0.0%	79.8%	0.7%	7.5%	3.4%	**100.0%**
Nicholls State University	2.4%	1.7%	17.0%	4.7%	0.1%	66.1%	2.2%	4.4%	1.5%	**100.0%**
Oregon Institute of Technology	1.2%	8.3%	2.0%	13.1%	0.4%	67.8%	3.5%	2.5%	1.2%	**100.0%**
Rogers State University	14.4%	1.9%	3.0%	7.7%	0.1%	53.6%	15.6%	1.6%	2.1%	**100.0%**
Shawnee State University	0.6%	0.7%	3.8%	0.2%	0.0%	70.0%	1.2%	20.7%	2.9%	**100.0%**
Southwestern Oklahoma State University	3.7%	1.8%	4.6%	11.3%	0.2%	64.5%	9.2%	2.9%	1.9%	**100.0%**
University of South Carolina-Upstate	0.2%	2.9%	29.7%	7.1%	0.1%	52.1%	4.4%	2.3%	1.2%	**100.0%**
Total	**2.4%**	**2.6%**	**10.1%**	**7.9%**	**0.2%**	**65.6%**	**5.0%**	**4.0%**	**2.3%**	**100.0%**

Table 15 - Fall 2015 Starting Cohort Student Population by Race

University	American Indian	Asian	African American	Hispanic	Hawaii or Pacific Islander	White	Two or More Races	Unknown	Inter-national	Total
Bemidji State University	1.1	0.4	1.4	1.9	0.0	87.9	3.7	1.5	2.1	**100.0**
Fairmont State University	0.2	0.5	6.4	2.5	0.1	85.0	3.3	0.9	1.0	**100.0**
Midwestern State University	1.0	2.4	13.5	24.8	0.0	51.2	3.7	0.2	3.2	**100.0**
Missouri Western State University	0.1	1.2	10.2	0.4	0.0	78.4	5.5	2.9	1.2	**100.0**
Montana Technological University	1.4	0.0	0.3	2.4	0.0	83.6	0.0	4.9	7.3	**100.0**
Nicholls State University	1.6	1.2	19.2	3.8	0.1	68.7	3.5	0.4	1.6	**100.0**
Oregon Institute of Technology	0.6	4.3	0.9	12.0	1.2	71.3	5.9	1.2	2.5	**100.0**
Rogers State University	9.7	0.8	3.8	5.6	0.0	52.7	24.9	0.5	2.0	**100.0**
Shawnee State University	1.8	0.6	7.8	0.8	0.1	82.1	3.2	3.2	0.5	**100.0**
Southwestern Oklahoma State University	5.1	2.1	3.5	10.2	0.0	63.5	9.1	2.0	4.5	**100.0**
University of South Carolina-Upstate	0.5	2.4	34.3	6.1	0.0	49.2	4.5	1.0	2.0	**100.0**
Overall	**2.1**	**1.4**	**10.9**	**6.3**	**0.1**	**69.4**	**6.1**	**1.5**	**2.2**	**100.0**

Table 16 - Fall 2015 Starting Cohort Six-Year Graduation Rate

University	American Indian	Asian	African American	Hispanic	Hawaii or Pacific Islander	White	Two or More Races	Unknown	Inter-national	Total
Bemidji State University	37.5%	33.3%	30.0%	28.6%	-	49.1%	29.6%	45.5%	53.3%	**47.6%**
Fairmont State University	50.0%	75.0%	38.5%	15.0%	100.0%	46.7%	40.7%	42.9%	50.0%	**45.4%**
Midwestern State University	50.0%	60.0%	33.3%	40.9%	-	53.3%	30.0%	0.0%	50.0%	**46.6%**
Missouri Western State University	100.0%	70.0%	25.6%	0.0%	-	36.8%	43.2%	34.8%	50.0%	**36.5%**
Montana Technological University	75.0%	-	100.0%	28.6%	-	59.8%	-	42.9%	42.9%	**57.3%**
Nicholls State University	31.6%	78.6%	37.8%	42.2%	100.0%	55.3%	31.0%	40.0%	42.1%	**50.3%**
Oregon Institute of Technology	100.0%	50.0%	0.0%	46.2%	25.0%	57.6%	57.9%	75.0%	62.5%	**55.6%**
Rogers State University	21.9%	20.0%	20.0%	29.7%	-	27.7%	22.0%	0.0%	15.4%	**25.1%**
Shawnee State University	26.7%	40.0%	9.1%	14.3%	100.0%	39.9%	25.9%	48.1%	50.0%	**37.0%**
Southwestern Oklahoma State University	22.9%	45.0%	21.2%	32.3%	-	41.1%	32.9%	26.3%	64.3%	**38.7%**
University of South Carolina-Upstate	25.0%	55.0%	47.4%	52.9%	-	47.4%	35.1%	62.5%	47.1%	**47.4%**
Overall	**28.6%**	**55.7%**	**35.9%**	**38.1%**	**57.1%**	**46.1%**	**30.9%**	**40.7%**	**49.7%**	**43.3%**

Comparison of Freshmen Student Recruitment by Background

Oregon Tech tracks recruitment of populations of students to help measure its progress in achieving the university's mission, which emphasizes a focus on diversity. Figure 10 presents the percentage of different populations of students in the last four academic years.

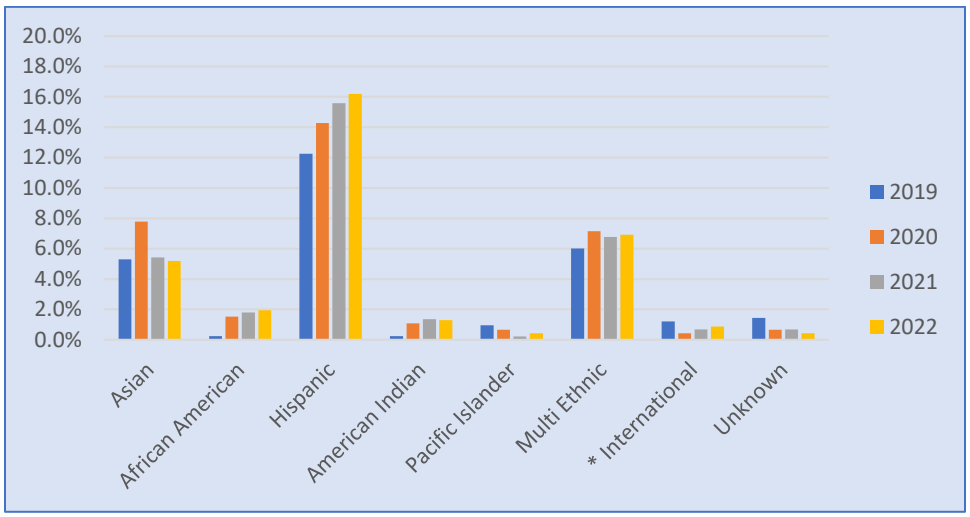


Figure 12 - Percent population of freshmen students by background

The actual number of freshmen students is shown in Fig. 11. While freshmen enrollment of African American and Hispanic students shows a steady increase, Asian students enrollment remained unchanged, except for a drop from Fall 2020 to Fall 2021[22].

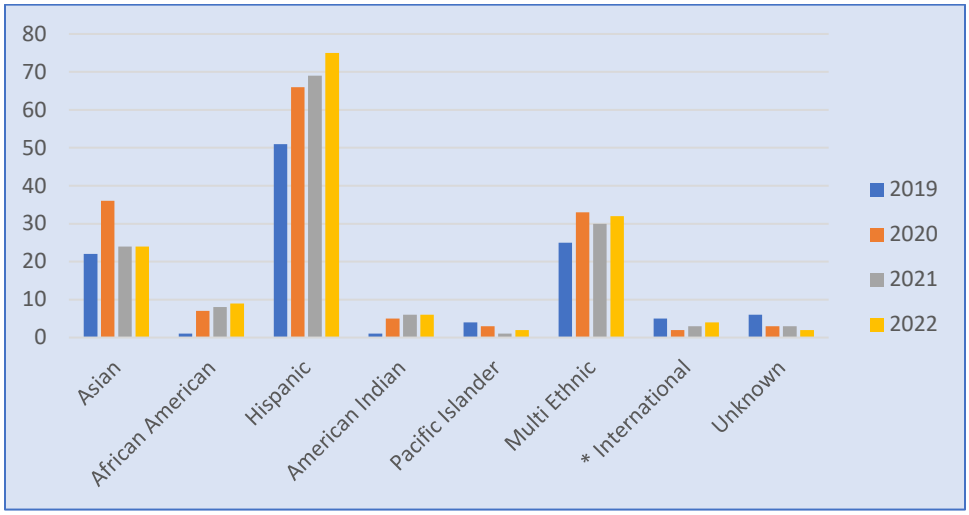


Figure 13 - Population of freshmen students by background

The above two figures exclude the freshman white students because the variations in the number or percentage of other populations will be relatively small and difficult to see from the chart.

[22] Although the chart showing percentages of student populations show a slight decline in 2022, the actual number of Asian American attending Oregon Tech in 2021 and 2022 remained the same.

1.D.4. Processes for Student Achievement Data

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The institution assessment processes for collecting and analyzing indicators of student achievement are systematic, regular, and transparent. Analysis methods for assessment of student achievement, interpretation of the assessment results, and actions planned and taken to improve achievement of learning student outcomes are performed by faculty, documented in course learning outcome worksheets, and summarized in the academic programs' annual assessment reports. All annual program assessment reports are publicly available on the university's Program Assessment website. Achievement of program learning outcomes is determined in academic programs whereas achievement of institutional learning outcomes is evaluated university wide. Specifically, assessment of student achievement of program learning outcomes occurs with assessment of student learning outcomes in courses. Program faculty decide the course and program learning outcomes, the mapping of course-to-program learning outcomes, and the schedule of assessment. Faculty also define the standards of achievement of learning outcomes in their courses and the methods of evaluating students' achievement. The mapping of program learning outcomes from courses, methods of assessment, and standards of student achievement of learning outcomes are published in courses' syllabi. Institutional student learning outcomes on the other hand are defined by the AEC, a university wide committee. The schedule and process of evaluation of the institutional learning outcomes are determined by the AEC. It is the responsibility of instructors teaching courses in which these outcomes are assessed to perform evaluation of students' achievement of outcomes, document and report the results, on an assigned schedule.

The university has maintained comprehensive student data including demographics, first-generation status, Pell grant status, gender, discipline, grades earned in courses, course completion, retention, and graduation. Since 2020, OIR dashboards report the disaggregated student achievement data at course, program, college, or the institution level to faculty and administrators to identify student achievement gaps and make data-informed decisions to close them. The granular data with multiple views of data for any term or academic year allow analysis of student performance by background and socioeconomic status by the course to institution level and by time progression to investigate historical data for trends in student achievement. This provides a powerful tool to generate data-informed evidence to allocate specific resources to improve academic and academic support programs or services focused on success of all students.

Data received from academic programs' annual assessment reports are used by the university's academic and non-academic divisions to inform decisions related to student support programs and financial and technology resources to meet the academic, academic support, and safety of all students. An example of such improvements is the recent offering of supplemental instruction in addition to tutoring service and the move of these services to OAAR to increase student success.

Collaborative Institutional Support to Increase Student Success

Student success is ultimately the institution's goal; however, focusing on academic measures alone to inform decisions to close equity gaps is insufficient to achieve this goal. Academic assessment methods typically range from data collected in formal academic testing and examination to informal assessment of learners in projects, presentations, internship and or externship experiences in an academic context. Student success at its core, however, is an outcome that demands a multifaceted approach. This is because academic causes do not necessarily explain or determine all factors contributing to or obstacles hampering a student's academic success in every context.

Students may face challenges in a variety of areas in addition to academic concerns. The underlying challenges, whether financial, social, culture, or language and communication, can influence the students' learning and interfere with their ability to achieve academic success. To help recognize non-academic factors contributing to student success, the institution collects feedback and assesses different data from non-academic sources such as student surveys. The student survey data together with student achievement data from dashboards are used to interpret and communicate assessment data with the university community to collaboratively design and implement a supportive educational environment for all students to succeed.

EXAMPLE: Institutional Indicator Six-Year Graduate Rate With and Without Financial Aid

The Six-Year Graduation rates for Oregon Tech students with and without financial aid are presented in the below graph. As shown, the six-year graduation rates for recipients of a federal Pell Grant are generally lower than the other two groups. This may be attributed to Pell Grant students taking longer to graduate. The comparison of graduate rates for recipients of Stafford loan and those with no aid is inconclusive. The recipients of subsidized Stafford loans who did not receive a Pell Grant achieved a higher graduation rate than students who did not receive either a Pell Grant or a subsidized Stafford loan for 2013 and 2015 cohorts. However, Stafford loan recipients starting in 2011, 2012 and 2014 had a lower graduation rate than the cohorts with no aid. Students with a subsidized Stafford loan show a greater success rate compared to the Pell Grant recipients in the last three years. While there are no academic support services dedicated to specifically support these student population, the university is monitoring trends in the data to identify appropriate student support services to increase the success rate of the Pell Grant students. Using the software tool Inspire, OAAR tracks first year students, identifies those at risk and proactively connects and works with them to assist with academic issues or refer them to other offices as appropriate.

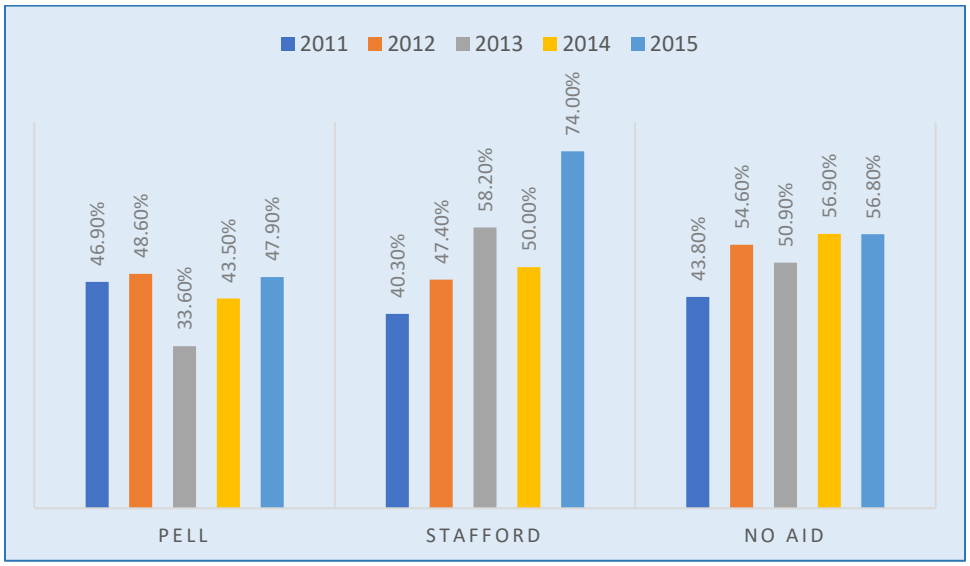


Figure 14 - Six-Year Graduation Rate by Socioeconomic Status

Identification and Mitigation of Perceived Gaps in Achievement and Equity

Data in the university student data dashboards reports achievement of all students along with their background attributes. Analysis of the data allows identification of perceived equity gaps at the program, department, and institution level.

The university's DICE committee is tasked with developing strategies and recommendations for enhancing diversity, equity, and inclusion across the entire university community. Consistent with the university's strategic diversity goal, the DICE director was appointed to develop initiatives to promote equity university wide including faculty and staff training. The data dashboards were developed to present student achievement data and document perceived equity gaps where they exist. The analysis of the data is to establish specific and persuasive evidence for allocating necessary resources to mitigate perceived gaps in student achievement. Examples of academic programs' actions to close observed equity gaps based on analysis of the disaggregated student achievement data are summarized in the table found in Appendix A11.

DFWI[23] rate is a student achievement indicator that is tracked by the university. This rate is recorded in every course learning outcome (CLO) worksheet. The CLO worksheets document student achievement of the course learning outcomes, faculty's evaluation of perceived equity gaps and how the data are used to close gaps in student achievement. High DFWI rate courses, defined as those that have a higher rate than the existing university average, are documented on this worksheet. Faculty are expected to maintain the program's academic standards and the high DFWI rate designation is intended to emphasize opportunities for improvement, in terms of instruction, curriculum revision, or allocating resources to provide, for example, supplemental instruction with a goal of increasing student success. Tracking DFWI rates allows a comparative and transparent analysis of student achievement data in a course, program, or the institution providing an opportunity to develop strategies and allocate resources to achieve equity. A snippet of how DFWI data is tracked by faculty and faculty actions or plans to improve the DFWI rates is included here.

Table 17 - Examples of DFWI Data Tracking and Actions Taken

Applied Mathematics
a. **Action Driver.** AY 2020-21 Annual Report - DFWI rate of 26.3% observed in upper-level courses. Indicated a potential for equity gap. Faculty were aware of statewide initiatives around equitable education access for different socio-economic groups. MTH311 significantly impacted the DFWI rate. b. **Action Taken.** Beginning in 2022 the department offers free calculators, supplemental instruction, tutoring, and campus computer access to students in 100 and 200 level mathematics courses. MTH 311 course content is revised with more applied course content. c. **Success indicator**. A similar DFWI rate was found for students of all socio-economic backgrounds in AY2021-22 annual assessment report. MTH311 DFWI rate was similar to the rest of the program.
Communications
a. **Action Driver.** AY 2020-21 Annual Report - International students DFWI rate was 18.4% compared with the department average of 6.3%, indicating a potential equity gap. b. **Action Taken.** Search began in 2022 to hire a new faculty member to develop Speech Center. It offered outside of class tutoring in speech and communication to ESL students. Also, during the academic year, faculty worked with the Advising and Retention Office to assess barriers to accessing supplemental instruction opportunities for these students. c. **Success indicator**. The plan includes conducting equity assessment of specific COM classes in AY2022-23 with focus on international students to ensure DFWI rate reduces in the international student populations or identify specific courses that are barriers to success for these students.
Environmental Science
a. **Action Driver.** AY 2020-21 Annual Report – The assessment data showed the first-year retention was 60% compared with a program target of 75%. The low DFWI rates within ES courses indicate that our retention issues are not associated with program specific curriculum.

[23] DFWI stands for grades, D, F, W (withdraw) and I (incomplete).

b. **Action Taken.** A multi-prong approach was decided. (1) Increase enrollment in the program so that the retention rates are not dramatically influenced by the loss of a few individuals: Meet with admissions/marketing to discuss how to better advertise the BES degree. Meet with university advisors to highlight BES as an excellent alternative choice. Update the ENV website; visit local schools, (2) develop a retention plan with measurable outcomes, (3) Add a project to ENV 108 to foster greater understanding of the field and strengthening relationship among students. Bring the field experience back to his course.
c. **Success indicator**. Monitor enrollment/retention numbers in 2023-24 academic year to check progress on accomplishing the goal. Monitor student performance and satisfaction with ENV108.

STANDARD 1.D.4 EXHIBITS

Disaggregated and Clearly Defined Institutional Indicators

Peer Institutional Data Comparisons
Diversity, Inclusion and Cultural Engagement
Safe Campus Survey
Polytechnic Cultural Competency
Diversity and Inclusion Resources
Statement on Diversity, Affirmative Action and Equal Opportunity
Student Disaggregated Data for Program Improvement

Conclusion

Oregon Tech's mission articulates a focus on student learning and success. As a polytechnic university, the institutions' goals are to educate and develop students to become competent, successful professionals, innovators, and leaders. To prepare students for a competitive workforce market, Oregon Tech academic programs provide a learning experience that nurtures such qualities as creativity and innovation, and encourages competition and teamwork, in addition to requisite disciplinary knowledge and career skills. Oregon Tech provides hands-on education and projects-based learning to demonstrate to students the integration of conceptual knowledge and its application to solve real-world challenges.

To accomplish its goals, Oregon Tech relies on faculty with a balance of disciplinary expertise and practical experience to create a productive learning environment and inspire students to achieve their full potential. In addition, the university develops and provides academic support services that are designed to ensure equitable learning experiences that promote and deliver success for all students. Faculty and staff professional development is emphasized in all university divisions to support more student engagement and facilitate the learning of all students.

Although the university shifted to remote teaching during the pandemic because of the mandatory restrictions to in-person classes, it capitalized on that experience to enhance its remote teaching methods and classroom technology to deliver more enriching and effective remote classes. In addition, using a hybrid modality or online classes, the university has been able to better meet the needs of students and offer more course options, especially for those attending Oregon Tech's Portland-Metro campus, who do not reside near the university. By incorporating methods that encourage student engagement and active participation, the university provides a learning experience similar to in-person learning.

Oregon Tech utilizes regular and systematic assessment to continuously improve its institutional effectiveness. Student success is regularly evaluated using established, ongoing assessment processes across all academic and academic support divisions. During this accreditation cycle, a full dashboard of student achievement data was added to the university's existing assessment resources. The dashboards are readily available to faculty and enable access to a comprehensive dataset that the university maintains on student success. Using this tool, faculty and administrators have conducted thorough analyses of student achievement, such as analysis of achievement by race, gender, first generation, and socioeconomic status for a specific term, an academic year or study of historical achievement trends. The tool provides the ability to gain better insight into how students are doing in a course, a program, or the institution to make data-informed decisions to better support student success.

The university assessment processes are designed to measure and improve progress toward accomplishing the vision and mission of the university. This aim is accomplished by systematically incorporating the assessment results at multiple levels and taking actions to refine and shape academic and academic support programs. The improvement actions are designed to continuously increase the success of all students.

The university's new Strategic Plan is forward looking, defining the goals and the foundational principles for achieving the university's mission. The plan categorizes four areas of focus, or pillars, as the foundation upon which the university builds its success to mission fulfillment. Although data documenting achievement of the goals of the Strategic Plan are limited to the time since its adoption (2021), the university's commitment to student success has been ongoing at all division levels. Through continuously evolving assessment processes and performance measures,

and actions to increase the divisions' success at achieving their objectives, improvements have been continuing. Multiple sources of information and processes have been used to determine a comprehensive understanding of each unit's performance and needs. Annual assessment reports detailing accomplishments of the divisions' units are regularly prepared and reviewed. Improvement plans are developed, and actions implemented to enhance the units' effectiveness and the results of action are systematically reviewed by the unit to assess their impact.

Because each division is unique in its roles and responsibilities, assessment measures and methods, and analysis and interpretation of the results and plans for and implementation of improvements are all performed by the division's members. Division leaders are responsible for conducting assessment of their units' effectiveness and ensuring that their operations are directed at supporting the students' success and fulfilling the university's mission. Integration and coordination of the university functional units is effectively accomplished through shared committee responsibilities of members from different divisions. This model preserves the benefits of operational innovation in a division while permitting cohesive planning and implementation of joint plans in distinct units. As a result of data-informed decisions to improve programs, the goals, performance indicators, and assessment processes of both academic and non-academic programs have continuously evolved over time. Examples of student success stories for programs are in Appendix A28.

The self-evaluation report documents evidence-based effectiveness of the institution as a university wide collaborative work, centered on the organizational shared vision and values, and purpose. The Board, the senior administration, the academic deans, the leaders of departments (academic units, human resources, finance, facilities, risk management, athletics, etc.) faculty and staff are all proud of the Oregon Tech history as an institution that started to serve the World War II veterans. As the university celebrates its 75th anniversary this year, its commitment to students remains unchanged. Through efforts of engaged faculty and staff, and in partnership with industry, the university is determined to continuously improve through a commitment to learning and innovation, and effective implementation of ideas built on objective insights and knowledge gained from measurable outcomes. The university is committed to discovery, innovation, and creativity to enhance a stimulating, nurturing and supportive learning environment for all students to learn and grow, integrate knowledge, skills, and innovation to become successful leaders and experts in their profession. The institution's commitment to serve every student, built on acquiring and applying new knowledge from reliable assessment data on carefully selected indicators, assures the university's journey to successfully fulfill its mission.

Appendix


Oregon TECH
OREGON INSTITUTE OF TECHNOLOGY
69
2:25 PM
Oregon TECH
Oregon Institute of Technology
Power of First
Oregon Tech, Klamath Falls, OR
5,112 likes
Oregon Tech Join us to CELEBRATE 1st generation students!
#CelebrateFirstGen #OregonTech
#PowerOfFirst #NationalFirstGenCelebration

A1. Degree Programs at Oregon Tech

Table 18 - Degree programs offered at all Oregon Tech campuses in 2022-2023 academic year

Degree	Program	Klamath Falls	Portland-Metro	Online	Seattle	Salem
DPT	Physical Therapy, DPT	X				
MS	Allied Health			X		
MS	Applied Behavior Analysis	X	X	X		
MS	Engineering with Specialty in Electrical Engineering		X	X		
MS	Engineering with Specialty in Embedded Engineering		X	X		
MS	Engineering with Specialty in Optical Engineering		X	X		
MS	Engineering with Specialty in Power Engineering		X	X		
MS	Engineering with Specialty in Robotics, Autonomous Systems and Control Engineering		X	X		
MS	Engineering with Specialty in Systems Engineering		X	X		
MS	Civil Engineering	X				
MS	Manufacturing Engineering Technology				X	
MS	Marriage and Family Therapy	X				
MS	Renewable Energy Engineering	X	X			
MS/BS Combo	Electrical Engineering, BS/Renewable Energy Engineering, MS	X	X			
MS/BS Combo	Electrical Engineering, BS/MSE	X				
MS/BS Combo	Renewable Energy Engineering, BS/MS	X	X			
MS/BS Combo	Renewable Energy Engineering, BS/MSE	X				
BAS	Technology and Management	X	X	X		
BS	Accounting	X				
BS	Applied Mathematics	X				
BS	Applied Psychology	X	X	X		
BS	Biology					
BS	Biology-Health Sciences	X				
BS	Business, with option in Management	X	X	X		
BS	Business, with option in Marketing	X				
BS	Civil Engineering	X				

BS	Clinical Laboratory Science (joint degree with OHSU)					
BS	Communication Studies	X				
BS	Computer Engineering Technology	X				
BS	Cybersecurity	X	X			
BS	Data Science	X				
BS	Dental Hygiene	X		X		X
BS	Diagnostic Medical Sonography	X		X		
BS	Echocardiography	X		X		
BS	Electrical Engineering, with emphasis in Electrical Power	X	X			
BS	Electrical Engineering, with emphasis in Microelectronics	X	X			
BS	Electrical Engineering, with emphasis in Optical Engineering		X			
BS	Electrical Engineering, with emphasis in Renewable Energy	X	X			
BS	Electrical Engineering, with emphasis in Robotics, Automation, and Control	X	X			
BS	Electrical Engineering, with dual major in Robotics, Automation, and Control					
BS	Electrical Engineering, with dual major in Optical Engineering					
BS	Electrical Engineering, with dual major in Systems Engineering & Technical Management					
BS	Electronics Engineering Technology		X			
BS	Embedded Systems Engineering Technology	X	X			
BS	Emergency Medical Services (joint degree with OHSU)		X			
BS	Environmental Sciences	X				
BS	Geomatics, with options in Geographic Information Systems	X				
BS	Geomatics, with options in Surveying	X				
BS	Health Care Management with options in Administration	X	X	X		
BS	Health Care Management with options in Clinical	X		X		
BS	Health Care Management with options in Radiologic Science Management			X		
BS	Health Informatics	X	X	X		
BS	Information Technology	X	X	X		
BS	Management, with options in:					
BS	Management, with options in: Accounting					
BS	Management, with options in: Entrepreneurship/Small Business					

BS	Management, with options in: Management					
BS	Management, with options in: Marketing					
BS	Manufacturing Engineering Technology	X	X		X	
BS	Mechanical Engineering	X	X		X	
BS	Mechanical Engineering Technology	X	X		X	
BS	Medical Laboratory Science Department (joint degree with OHSU)		X			
BS	Nuclear Medicine Technology					
BS	Nuclear Medicine and Molecular Imaging Technology	X				
BS	Nursing (through OHSU School of Nursing)	X				
BS	Operations Management	X	X	X		
BS	Population Health Management	X				
BS	Professional Writing	X				
BS	Radiologic Science	X		X		
BS	Renewable Energy Engineering	X	X			
BS	Respiratory Care	X		X		
BS	Software Engineering Technology	X	X			
BS	Vascular Technology	X		X		
AAS	Sleep Health with option in Clinical Sleep Health			X		
AAS	Sleep Health with option in Polysomnographic Technology			X		
AAS	Dental Hygiene					
AAS	Emergency Medical Technology–Paramedic (joint degree with OHSU)		X			
AAS	Polysomnographic Technology					
AE	Computer Engineering Technology					
AE	Software Engineering Technology					
Minors	Arts, Literature, and Philosophy (ALPS)	X				
Minors	Applied Mathematics	X	X			
Minors	Applied Physics	X				
Minors	Applied Statistics	X				
Minors	Biology	X				
Minors	Business	X	X	X		

Minors	Chemistry	X				
Minors	Coaching	X				
Minors	Geographic Information Systems	X				
Minors	Health Informatics	X	X	X		
Minors	Human Communication					
Minors	Human Interaction	X				
Minors	Information Technology	X	X	X		
Minors	Innovation & Entrepreneurship	X				
Minors	International Business	X				
Minors	Medical Sociology	X				
Minors	Professional Writing and Technical Communication	X				
Minors	Psychology	X	X	X		
Minors	Surveying	X	X			
Minors	Sustainability	X				
Minors	Technical Communication					
Specializations	Accounting	X				
Specializations	Entrepreneurship/Small Business	X				
Specializations	Management	X				
Specializations	Marketing	X				
Specializations	Picture Archiving and Communication Systems (PACS)					
Certificates	Accounting (post baccalaureate)	X				
Certificates	Applied Behavior Analysis (Graduate)	X	X	X		
Certificates	Dispute Resolution	X				
Certificates	Magnetic Resonance Imaging (MRI)	X		X		
Certificates	Picture Archiving and Communication Systems (PACS)	X		X		
Certificates	Polysomnographic Technology			X		
Certificates	Sleep Health					
Certificates	Clinical Sleep Health			X		
Certificates	Power Systems Engineering (Graduate)	X	X	X		
Certificates	Systems Engineering (Graduate)	X	X	X		

A2. Basic Institutional Data Form

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

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

Institutional Information

Name of Institution: Oregon Institute of Technology

Mailing Address: 3201 Campus Drive
Address 2:
City: Klamath Falls
State/Province: OR
Zip/Postal Code: 97601
Main Phone Number: 541.885.1000
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Nagi
Last Name: Naganathan
Position (President, etc.): President
Phone: 541-885-1100
Fax:
Email: nagi.naganathan@oit.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Abdy
Last Name: Afjeh
Position (President, etc.): Vice Provost
Phone: 503-821-1279
Fax:
Email: abdy.afjeh@oit.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: John
Last Name: Harman
Position (President, etc.): VP Finance & Administration
Phone: 541-885-1106
Fax:
Email: john.harman@oit.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- [x] Comprehensive
- [ ] Specialized
- [ ] Health-Centered
- [ ] Religious-Based
- [ ] Native/Tribal
- [ ] Other (specify): _____

Degree Levels *(Choose all that apply)*

- [x] Associate
- [x] Baccalaureate
- [x] Master
- [x] Doctorate
- [ ] If part of a multi-institution system, name of system: _____

Calendar Plan *(Choose one that applies)*

- [ ] Semester
- [x] Quarter
- [ ] 4-1-4
- [ ] Trimester
- [ ] Other (specify): _____

Institutional Control *(Choose all that apply)*

- [ ] City
- [ ] County
- [x] State
- [ ] Federal
- [ ] Tribal

- (●) Public OR ( ) Private/Independent
- (●) Non-Profit OR ( ) For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2022 (most recent year) FTE Student Enrollments

Classification	Current Year: 2022	One Year Prior: 2021	Two Years Prior: 2020
Undergraduate	2850.6	2915.3	3148.7
Graduate	56.1	74.5	65.7
Professional			
Unclassified			
Total all levels	2906.7	2989.8	3214.5

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

Official Fall: 2022 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2022	One Year Prior: 2021	Two Years Prior: 2020
Undergraduate	2121	2212	2391
Graduate	43	53	36
Professional			
Unclassified			
Total all levels	2164	2265	2427

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 151 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	48	1			1	18		29
Associate Professor	50	0				12		30
Assistant Professor	33	4		1		15		17
Instructor	20	5			4	8		8
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

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

Rank	Mean Salary	Mean Years of Service
Professor	101,672	19
Associate Professor	76,736	9
Assistant Professor	66,741	5
Instructor	61,290	2
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None.			

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	**Physical Address**	**Degree/Certificate Name/Level**	**Program Name**	**Student Enrollment** (Unduplicated Headcount)	**On-Site Staff** (Yes or No)	**Co-Sponsoring Organization** (if applicable)
Distance Education programs	included on separate page	at end of Basic Inst. Form				

Oregon Tech
Basic Institutional Data Form
Institutional Finances - Financial Information

REQUEST: Statements of Cash Flow for the Most Recent Completed Fiscal Year and the Two Prior Completed Fiscal Years

STATEMENTS OF CASH FLOW

For the Year Ended June 30,	2022	2021	2020
		(In thousands)	
CASH FLOWS FROM OPERATING ACTIVITIES			
Tuition and Fees	$ 27,639	$ 30,495	$ 29,676
Grants and Contracts	4,294	5,331	4,917
Educational Department Sales and Services	719	804	642
Auxiliary Enterprises Operations	13,138	12,829	11,752
Payments to Employees for Compensation and Benefits	(57,007)	(53,412)	(54,427)
Payments to Suppliers	(20,835)	(21,674)	(21,984)
Student Financial Aid	(7,604)	(6,638)	(5,509)
Other Operating Receipts (Disbursements)	199	1,075	(293)
Fiduciary Activities - Direct Student Loan Receipts	18,285	19,496	20,526
Fiduciary Activities - Direct Student Loan Disbursements	(18,285)	(19,496)	(20,526)
Net Cash Used by Operating Activities	**(39,457)**	**(31,190)**	**(35,226)**
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
Government Appropriations	38,703	33,356	32,245
Financial Aid Grants	6,829	7,331	7,061
Higher Education Emergency Relief Funding Receipts	4,672	1,969	346
Other Gifts and Private Contracts	3,651	3,325	4,321
Other Net Noncapital Financing Payments	(182)	(298)	(341)
Net Cash Provided by Noncapital Financing Activities	**53,673**	**45,683**	**43,632**
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Debt Service Appropriations	134	134	134
Capital Grants and Gifts	28,904	7,952	12,194
State Contracts for Capital Debt	1,101	714	3,317
Other Contracts for Capital Debt	-	187	1,800
Sales of Capital Assets	-	-	115
Purchases of Capital Assets	(31,273)	(24,346)	(21,752)
Interest Payments on Capital Debt	(1,238)	(1,452)	(1,879)
Principal Payments on Capital Debt	(2,189)	(3,042)	(2,063)
Net Cash Used by Capital and Related Financing Activities	**(4,561)**	**(19,853)**	**(8,134)**
CASH FLOWS FROM INVESTING ACTIVITIES			
Net Purchases of Investments	(6,211)	(2,465)	4,564
Income on Investments and Cash Balances	640	802	1,365
Net Cash Used by Investing Activities	**(5,571)**	**(1,663)**	**5,929**
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	**4,084**	**(7,023)**	**6,201**
CASH AND CASH EQUIVALENTS			
Beginning Balance	10,546	17,569	11,368
Ending Balance	**$ 14,630**	**$ 10,546**	**$ 17,569**
RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES			
Operating Loss	$ (47,162)	$ (46,851)	$ (45,532)
Adjustments to Reconcile Operating Loss to Net Cash Provided (Used) by Operating Activities:			
Depreciation Expense	9,864	7,706	6,758
Changes in Assets and Liabilities:			
Accounts Receivable	(635)	601	473
Notes Receivable	237	501	252
Leases	(79)	-	38
Other Assets	(701)	(260)	19
Accounts Payable and Accrued Liabilities	872	1,809	(55)
Long-Term Liabilities	(263)	(13)	83
Deposits	91	1	30
Unearned Revenue	(846)	1,231	(49)
Net Pension Liability and Related Deferrals	(724)	4,064	2,779
Net OPEB Asset (Liability) and Related Deferrals	(111)	21	(22)
NET CASH USED BY OPERATING ACTIVITIES	**$ (39,457)**	**$ (31,190)**	**$ (35,226)**
NONCASH INVESTING, NONCAPITAL FINANCING, AND CAPITAL AND RELATED FINANCING TRANSACTIONS			
Contributed Capital Assets	$ -	$ 6	$ 9
Increase (Decrease) in Fair Value of Investments Recognized as a Component of Investment Activity	(1,485)	182	399
Loss on Sale of Investments Recognized as a Component of Investment Activity	(371)	(69)	76

Oregon Tech
Basic Institutional Data Form
Institutional Finances - Financial Information

REQUEST: Balance Sheet Information for the Most Recent Completed Fiscal Year and the Two Prior Completed Fiscal Years

STATEMENTS OF NET POSITION

As of June 30,	2022	2021	2020
		(In thousands)	
ASSETS			
Current Assets			
Cash and Cash Equivalents	$ 10,997	$ 7,484	$ 16,509
Collateral from Securities Lending	218	183	351
Accounts Receivable, Net	23,386	24,290	10,423
Notes Receivable, Net	246	1,395	1,967
Lease Receivable	853	-	-
Other Assets	4,798	2,048	924
Total Current Assets	**40,498**	**35,400**	**30,174**
Noncurrent Assets			
Cash and Cash Equivalents	3,633	3,062	1,060
Investments	23,488	19,133	16,555
Notes Receivable, Net	1,041	1,230	1,873
Lease Receivable	1,004	-	-
Net OPEB Asset	378	50	296
Capital Assets, Net	170,262	147,060	129,873
Total Noncurrent Assets	**199,806**	**170,535**	**149,657**
Total Assets	**$ 240,304**	**$ 205,935**	**$ 179,831**
DEFERRED OUTFLOWS OF RESOURCES	**$ 9,316**	**$ 10,574**	**$ 7,830**
LIABILITIES			
Current Liabilities			
Accounts Payable and Accrued Liabilities	$ 11,478	$ 11,608	$ 9,512
Deposits	275	142	144
Obligations Under Securities Lending	218	183	351
Current Portion of Long-Term Liabilities	4,217	2,100	4,136
Unearned Revenue	4,026	4,872	3,641
Total Current Liabilities	**20,214**	**18,905**	**17,784**
Noncurrent Liabilities			
Long-Term Liabilities	39,545	41,776	40,826
Net Pension Liability	14,420	27,426	20,224
Net OPEB Liability	982	1,329	1,412
Total Noncurrent Liabilities	**54,947**	**70,531**	**62,462**
Total Liabilities	**$ 75,161**	**$ 89,436**	**$ 80,246**
DEFERRED INFLOWS OF RESOURCES	$ 14,784	$ 1,418	$ 1,954
NET POSITION			
Net Investment in Capital Assets	$ 130,609	$ 107,692	$ 89,749
Restricted For:			
Expendable:			
Expendable for Gifts, Grants and Contracts	5,602	1,620	1,366
Expendable for Student Loans	1,088	1,100	1,322
Expendable for Capital Projects	8,041	2,634	3,365
Expendable for Debt Service	4	20	29
Expendable for OPEB Asset	378	50	296
Unrestricted	13,953	12,539	9,334
Total Net Position	**$ 159,675**	**$ 125,655**	**$ 105,461**

Oregon Tech
Basic Institutional Data Form
Institutional Finances - Financial Information

REQUEST: Operating Budget for the Most Recent Completed Fiscal Year and the Two Prior Completed Fiscal Years

Operating Budget

For the Year Ended June 30,	2022	2021	2020
		(In thousands)	
REVENUE			
State Appropriations	$ 32,215	$ 29,836	$ 29,259
Tuition and Fees, net of allowances	35,872	36,824	34,899
Auxiliary Enterprises Revenues	13,374	14,168	10,877
Other	3,027	3,336	3,191
Total Revenue	$ 84,488	$ 84,164	$ 78,226
EXPENSES			
Labor	$ 57,013	$ 54,853	$ 55,846
Supplies and General Expense	26,215	26,996	24,138
Total Expenses	$ 83,228	$ 81,849	$ 79,984
TRANSFERS	$ 1,147	$ 1,196	$ 333
Total Expenses and Transfers	$ 84,375	$ 83,045	$ 80,317
Net Operating Budget	$ 113	$ 1,119	$ (2,091)

Note: Grant and capital fund types are not reflected in the Operating Budget

Oregon Tech
Basic Institutional Data Form
Institutional Finances - Financial Information

REQUEST: Capital Budget for the Most Recent Completed Fiscal Year and the Two Prior Completed Fiscal Years

Capital Budget

For the Year Ended June 30,	2022	2021	2020
		(In thousands)	
CAPITAL BUDGET	$ 23,000	$ 24,000	$ 21,000

Oregon Tech
Basic Institutional Data Form
Institutional Finances - Financial Information

REQUEST: Projections of Non-Tuition Revenue for the Most Recent Completed Fiscal Year and the Two Prior Completed Fiscal Years

Non-Tuition Revenue

For the Year Ended June 30,	**2022**	**2021**	**2020**
		(In thousands)	
OPERATING REVENUES, EXCLUDING STUDENT TUITION AND FEES			
Federal Grants and Contracts	$ 773	$ 1,171	$ 801
State and Local Grants and Contracts	4,622	3,083	2,275
Nongovernmental Grants and Contracts	246	289	351
Educational Department Sales and Services	719	812	680
Auxiliary Enterprises Revenues	13,083	12,876	11,573
Other Operating Revenues	476	421	397
Total Operating Revenues, Excluding Student Tuition and Fees	**19,919**	**18,652**	**16,077**
NONOPERATING REVENUES			
Government Appropriations	38,703	33,356.00	32,245.00
Grants	6,829	7,331.00	7,061.00
Gifts	3,508	3,479.00	3,877.00
Higher Education Emergency Relief Funding Grants	10,554	1,968	393.00
Total Nonoperating Revenues	**59,594**	**46,134**	**43,576**
OTHER REVENUES			
Capital and Debt Service Appropriations	134	134	134
Capital Grants and Gifts	23,675	23137	16731
Total Other Revenues	**23,809**	**23,271**	**16,865**
TOTAL REVENUES, EXCLUDING STUDENT TUITION AND FEES	**$ 103,322**	**$ 88,057**	**$ 76,518**

Distance Education

Basic Institutional Data Form

Degree Name	Level
Applied Behavioral Analysis	Master
Allied Health	Master
Engineering (multiple disciplines)	Master
Dental Hygiene	Bachelor Completion
Diagnostic Medical Sonography	Bachelor Completion
Echocardiography	Bachelor Completion
Health Care Management	Bachelor Completion
Respiratory Care	Bachelor Completion
Vascular Technology	Bachelor Completion
Applied Psychology	Bachelor
Business Management	Bachelor
Health Care Management	Bachelor
Health Informatics	Bachelor
Information Technology	Bachelor
Operations Management	Bachelor
Technology & Management	Bachelor
Clinical Sleep Health	Associate
Polysomnographic Technology	Associate
Clinical Sleep Health	Certificate
Picture Archiving & Communication Systems (PACS)	Certificate
Polysomnographic Technology	Certificate
Business	Minor
Health Informatics	Minor
Information Technology	Minor
Psychology	Minor

A3. Strategic Planning Steering Committee Members

Co-Chairs

Dr. Nagi Naganathan, President
Dr. Tom Keyser, Dean, College of Engineering, Technology & Management

Members

Dr. Steve Addison, Associate Professor, Manufacturing and Mechanical Engineering and Technology
Aja Bettencourt-McCarthy, Instruction Librarian
Jessyca Chosy, Student, Klamath Falls campus
Anna Clark, Financial Analyst
Dr. Mandi Clark, Director, Housing/Residence Life
John Davis, J.D., Oregon Tech Foundation Board Member
Kathleen Hill, J.D., Oregon Tech Board of Trustees Member
Suzanne Hopper, Professor, Dental Hygiene
Erik Johnson, Director, Admissions
Jennifer Kass, Director, Career Services
Jack Kegg, Coach, Track & Field and Cross Country
Bobbi Kowash, Assistant Professor, Medical Imaging Technology
Dr. Amber Lancaster, Assistant Professor, Communication Studies
Justin Laughlin, Student and ASOIT member, Portland-Metro campus
Dr. Roger Lindgren, Professor, Civil Engineering
Joel McPherson, Director, Marketing, Communication and Public Affairs
Alan Polaski, J.D., Oregon Tech Foundation Vice-President
Tony Richey, Chief Technology Officer
Dr. Joyce Hollander-Rodriguez, MD, Sky Lakes Medical Center
Lindy Stewart, Assistant Professor, Management
Ken Vandehey, President, Alumni Advisory Board
Dr. Chitra Venugopal, Assistant Professor, Electrical Engineering and Renewable Energy Engineering
Wakaya Wells, Assistant Director, Multicultural Affairs

Inclusive Steering Committee

Faculty	8
Student	2
Staff	8
BOT	1
Alumni Association	1
Foundation Board	2
Community Member	1
Co-chaired by President & Dean	

Ex-Officio Members

Sandra Fox, Board Secretary and Senior Advisor to the President
Dr. Joanna Mott, Provost and Vice President of Academic Affairs
Di Saunders, Associate Vice President, Communications and Public Affairs
Farooq Sultan, Director of Institutional Research

Consultant

Virginia 'Ginny' Lang

A4. Ad Hoc Report Addressing NWCCU Recommendations from 2019 and 2020

Oregon TECH

Oregon Institute of Technology

2023 Ad Hoc Self-Evaluation Report

Submitted to

Northwest Commission on Colleges and Universities

February 27, 2023

TABLE OF CONTENTS

Introduction

This Ad Hoc report is prepared in response to the findings of the Northwest Commission on Colleges and Universities (NWCCU), following the accreditation visit of the Oregon Institute of Technology (Oregon Tech) in 2016. Of the five Recommendations from the 2016 visit, three were reviewed in the Spring 2019 Mid-Cycle Evaluation and Visit. Two were continued as needing improvement. The third was found to be noncompliant with the standard, as described in the NWCCU Commission's letter dated July 10, 2019. Oregon Tech submitted a required Ad Hoc Report in August 2020 to respond to the noncompliant finding. Following the review of the Oregon Tech 2020 Ad Hoc Report, in a letter dated February 12, 2021, the NWCCU Commission accepted the Report and issued the following recommendations.

Recommendations Substantially in Compliance but in Need of Improvement:

Recommendation 1: Fall 2020 Ad Hoc Report - *Engage in an effective system of assessment and use the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes (2020 Standard(s) 1.C.5; 1.C.7)*.

This recommendation was revised to become Recommendation 1 of the Fall 2020 Ad Hoc Report.

Future Evaluations:

Recommendation 3: Spring 2016, continued Spring 2019 Mission Fulfillment and Sustainability

Recommendation 5: Spring 2016, continued Spring 2019 Mission Fulfillment and Sustainability

Recommendation 1: Fall 2020 *Ad Hoc* Report

Accordingly, the scope of this report concerns Recommendations 3 and 5 from the 2016 comprehensive visit, which were continued following the Mid-Cycle peer review (Commission letter dated July 10, 2019), and Recommendation 1, which was renumbered in the Commission's letter dated February 12, 2021. These Recommendations are:

(I) Recommendation 3: Spring 2016 and Continued Spring 2019 Mid-Cycle Review: Mission Fulfillment and Sustainability - Continued as Needs Improvement (2010 Standard 4.B.1) (NWCCU Crosswalk relation to 2020 Standards 1.B.1, 1.C.7, 1.D.3.)

(II) Recommendation 5: Spring 2016 and Continued Spring 2019 Mid-Cycle Review: Mission Fulfillment and Sustainability - Continued as Needs Improvement (No equivalent standards in 2020 Standards).

(III) Recommendation 1: Fall 2020 Ad Hoc Report (Engage in an effective system of assessment and use the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes (2010 Standard 5.A.1). (2020 Standards 1.C.5, 1.C.7).

Recommendations 3 and 5 (2016 Recommendations continued in 2019) were based on the previous 2010 NWCCU standards. These Recommendations are addressed in this ad hoc report using the NWCCU's crosswalk table information and the relevant 2020 Standards. For the remaining Recommendation, an Ad Hoc Report was submitted in August 2020 (Standard 4.A.6) and the Commission's letter has specifically identified the 2020 Standards to follow. In this Ad Hoc report, responses are presented in the order listed above.

Ad Hoc Report – Response to Recommendations

I. Recommendation 3: Spring 2016, Continued Spring 2019

The evaluation committee recommends that the Institute 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).

Oregon Tech's five-year strategic plan, developed collectively by university stakeholders in 2020, guides the university planning and assessment in assuring its effectiveness and ability to fulfill its mission. With the new strategic plan, the institution no longer utilizes core themes[1] to measure institutional effectiveness. This report addresses how the university strategic plan enables the institution to fulfill its mission and comply with the NWCCU 2020 Standards. (*1.B.1, 1.C.7, 1.D.3*).

Standard 1.B.1 *The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

Oregon Tech is dedicated to building a culture that recognizes, rewards, and supports critical self-assessment. The university embraces a working and learning environment designed to encourage and inspire continuous improvement at all aspects and levels of its operations. Oregon Tech regular self-assessment and continuous improvement processes exist along various tracks, both formally and informally. Such assessment of institutional effectiveness in providing and improving student learning experience can be observed at all levels of leadership, academic programs, support services and within the regular practices of and standard reports of the university Board of Trustees.

As a small institution, but one with multiple campuses, the university utilizes both centralized and decentralized evaluation processes to inform and refine its effectiveness and connect with new and existing students to help improve their learning experience. These efforts are built upon previous goals and actions taken by the university and incorporate institutional data in planning, allocating resources and action decisions.

In 2020, the university adopted a five-year Strategic Plan. It sets forth an institutional mission, as well as a vision and set of values. These newly adopted positions, that include a commitment to diversity, are embedded into the institution's existing programs, support services, and communication practices.

[1] Oregon Tech Board of Trustees Resolution 15-5 establishing the University's Core Themes was formally rescinded by the Board action.

The university's three-year assessment cycle was developed in Fall 2019 following the NWCCU's recommendations that followed Oregon Tech's Mid-Cycle accreditation visit (Spring 2019) and was implemented in Winter term 2020. For academic programs, each program creates a map that identifies in what courses the program's student learning outcomes (PSLO) are assessed. The schedule of evaluations of identified courses is also specified. The institutional student learning outcomes (ISLO) are determined by AEC. The ISLO evaluation, including planning, assessment, and improvement actions schedule is also decided by AEC for all programs university wide. The committee reviews programs' annual assessment reports and provides feedback on ISLO assessment to academic programs every year.

A course learning outcomes (CLOs) worksheet was developed to report student achievement across the course learning outcomes that support program and institutional learning outcomes. This worksheet is designed to help faculty connect to the DFWI rates in their courses and helps them look at their disaggregated data across all student populations. Not only are equity gap issues identified but this worksheet provides a link to the NWCCU equity gap resource library which provides examples of how other institutions identify and work to eliminate these gaps. The worksheet also asks faculty to reflect on their own courses and try solutions to close the perceived gaps. This CLOs worksheet is completed every quarter for each class that (1) supports a program learning outcome or an institutional learning outcome and (2) is scheduled for assessment. The CLO worksheets' data are available to programs department chairs and deans for planning and resource allocation decisions.

Academic and non-academic divisions are required to regularly evaluate their activities, identify areas of improvement, implement actions to improve, and complete all the processes within the three-year cycle. The duration of the cycle allows for evaluation of the effectiveness of the actions taken during the cycle and an opportunity to improve actions and assessment processes that were not successful, all within the NWCCU's seven-year accreditation cycle. For the non-academic divisions, this assessment cycle is planned to align with the Year 6 PRFR Report.

A schematic of the three-year evaluation cycle for the university wide assessment of institutional learning outcomes is presented in Appendix AD1-A. The assessment schedule of student learning outcomes varies by program; however, evaluation of all learning outcomes are completed in the assessment cycle of three years. Likewise, the schedule of assessment and activities assessed varies by the academic support units, but they are all completed in three years.

Appendix AD1-B contains examples of the data dashboards available to faculty and academic administrators that are used in the assessment of student achievements.

Appendix AD1-C contains a summary of academic programs' expected assessment activities and reports, the assessment cycle duration and process, and the individuals participating in the assessment of student learning outcomes and achievement.

Financial resource and instructional technology budget allocation occurs annually through the university's systematic budget build process. The university's resource allocation model is continuously assessed for consistency and effectiveness by the Finance and Administration division. The budget build model takes into consideration budget request proposals from all university divisions transmitted through the division vice presidents. The budget requests are developed based on assessment of divisions' performance indicators. The indicators are designed to measure the division's effectiveness in supporting the university's mission. Each division

budget request is developed through an internal process, focusing on their specific role. For example, in the Academic Affairs division, a budget request from each academic department is communicated to the college dean who, in turn, develops the college request based on the department requests, their budget justification, and the college strategic priorities. Certain elements of the budget such as faculty and classified staff compensation are predetermined by their respective collective bargaining agreements. Requests for new faculty or staff will be evaluated and decided by division leaders based on data-informed justifications such as to enable offering new services to support students' success, cost optimization, or continued long-term growth aligned with the university's strategic plan.

The Financial Operations Advisory Committee (FOAC) is a university committee comprising faculty, staff and administrators that provides input to the Vice President for Finance and Administration on budget allocation matters. FOAC membership comprises of faculty, staff, administrators, and students. Technology resources needed including classroom technology are forwarded from the various stakeholders within the university to the office of Associate Vice President and Chief Information Officer. This office conducts the needs analysis, plans for the university technology needs and support services and builds its budget request. This unit, referred to as the information technology services (ITS), is housed within the Finance and Administration division; therefore, its budget request will be part of the Vice President for Finance and Administration request.

Oregon Tech resource allocation model relies on individual divisions to justify their resource needs based on the analysis of assessment data on the effectiveness of the division in achieving the university mission. For Academic Affairs, this information comes from assessment of student achievement indicators. For academic support divisions, student surveys and other division internal measures are used. Typically, a financial resources request contains funds for personnel, equipment, and technology. A unit's budget priorities are determined by the unit supervisor, for example, a college dean or director. Ongoing discussions on budget request justification are expected within a division until a final budget is prepared. Some units of the Division of Student Affairs are funded through auxiliary funds and do not follow the regular budget build approval.

Space allocation is not part of the budgeting process at the university. Space utilization is regularly assessed, and new space use can be requested at any time based on documented needs. The university's Facilities Planning Commission (FPC) develops recommendations for new or reallocation of space. This commission is chaired by Vice President for Finance and Administration and comprised of university division leaders, unit administrators, faculty, staff, and students. However, because of the limitations of available physical space, the division leaders typically decide space allocations or reallocation within the existing space in the division consistent with their division's strategic plan and priorities, and the university mission. Long-term space needs are planned and determined collaboratively by the senior administration and FPC, usually at the recommendation of an external consultant, and incorporated in the university's facilities master plan recommendations.

Standard 1.C.7 *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning.*

The assessment process enables the academic and student support services units to identify well-defined outcomes that are specific, measurable, and achievable within the duration of the assessment cycle, given the needs, strengths, and resources of the unit. The assessment cycle

defines a framework (plan-assess-act) within which a plan for achieving the unit's goals is developed, progress on achieving the unit's goals is evaluated using the assessment data, and data-informed actions to improve the unit's performance are systematically planned and implemented. The objective of this assessment process is to take data-informed decisions to achieve continuous improvement of a task or a process to measurably improve and support student learning. This is an iterative process; it provides insight into ongoing unit practices, and helps units create and implement strategies for making improvements, which support student learning. More details are provided in the EIE report and the Standard 1.D.3. below.

Standard 1.D.3 *The institution's disaggregated indicators of student achievement should be widely available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used to continuous improvement to inform planning, decision making, and allocation of resources.*

Oregon Tech has established ongoing systematic processes and assessment tools to evaluate progress in achieving its goals and effectiveness of the data-informed decisions in improving the student learning experience and student support services. The institution has made great strides in its assessment processes, and using data to inform planning, actions, and resource allocation.

The disaggregated indicators of student achievement and their alignment with the institution's indicators are described in the Evaluation of Institutional Effectiveness (EIE) self-evaluation report. Likewise, the national and regional peer institutions are identified, and comparative student achievement data presented in the EIE report. In this section, a summary of the related information is presented for clarity.

In Winter 2020, Oregon Tech developed academic data dashboards for evaluating the institution's student achievement. These dashboards are available to all faculty and academic administrators. The dashboards. Instructions on the use and features of the dashboards, including documentation and instructional videos, are provided to all faculty via the university intranet (TECHweb). The dashboards allow access to student success measures for a course, a program, a college, or the entire university. The data are available for a term or multiple terms in a year. The indicators include graduation, retention, persistence, and DFWI (D, F, Withdraw, Incomplete grade) rates in courses. The dashboards provide disaggregated data by student race, ethnicity, gender, socioeconomic status, and first-generation student, enabling regular assessment and analysis of equity gaps and the program's progress toward closing perceived equity gaps.

The university's Office of Institutional Research (OIR) collects and organizes comparative data from peer institutions. The data are used to benchmark the university's effectiveness and student achievement. The comparative data tables are published on the OIR website and are publicly available. Oregon Tech identified peer institutions in order to use external peer data for strategic guidance, comparative student performance analysis, and support for key initiatives. The selection criteria are included in Appendix AD1-D.

The university joined the Postsecondary Data Partnership (PDP) in 2020 to access benchmarking data to assess the institutional effectiveness in areas where data for a direct comparison with the peer institutions are not readily available. Membership enables the university to have access to PDP's data of member institutions and PDP tools to conduct additional comparisons of the university's performance indicators not available from the IPEDS data.

The first step in the institutional effectiveness assessment and improvement processes is in the academic program. The program faculty define the course and program student learning outcomes, identify what courses are used to evaluate student achievement of the program learning outcomes and the schedule and the frequency of assessment in the review cycle.

The institutional learning outcomes are established by the university wide Assessment Executive Committee (AEC). This committee is comprised of faculty and evaluates all university program assessment reports and provides feedback on assessment methods, criteria, and standards of evaluation to ensure consistency across the university. Indicators of institutional effectiveness measuring its success in promoting and supporting student achievement of institutional learning outcomes are defined by AEC. The committee also monitors the institution's progress toward successfully attaining its goals in comparison with the university's peers.

Assessment of academic support services and their integration with academic programs is central to the evaluation of the university's effectiveness. Student academic support includes student services provided by the Divisions of Student Affairs, such as counselling, student health services, student clubs and organizations, as well as campus safety. Financial services, facilities and information technology support services including classroom technology are part of the Division of Finance and Administration. The assessment of effectiveness on non-academic divisions are conducted by each division independently. The alignment of the student academic support services is coordinated through the University Accreditation Committee (UAC) whose members are division vice presidents, faculty, and the OIR director. The UAC regularly reviews and discusses divisions' data to inform divisions' planning to enhance student services to support students' learning experience, to implement improvements, and to engage in allocating resources to support student learning. The success of the university's assessment processes, their improvement, and feedback to university units on effectiveness of their assessment processes are an integral part of the UAC discussions.

II. Recommendation 5: Spring 2016, Continued Spring 2019

The evaluation committee recommends that Oregon Institute of Technology engage in a regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments (Standard 5.A.1).

There is no complete overlap of 2010 Standard 5.A.1 to any 2020 Standards. One may consider 2020 Standard 1.B.1 as an indirect fit, however, to do so one must equate institutional accomplishments with institutional effectiveness. Hence, there is no equivalent in the 2020 Standards. As a result, this *ad hoc* report is written to the older Standard 5.A.1. Because the old standards are no longer in effect, the report will make an attempt to build a tentative bridge to the newer Standard 1.B, but it is understood that this connection would only be able to address a portion of Standard 5.A.1. Oregon Tech's reporting team believes that with this approach to Oregon Tech's response to the 2010 Standard 5.A.1 Recommendation, the university is well-positioned to be successful in compliance with the newer 2020 Standard 1.B. in its entirety, thereby guiding the NWCCU evaluators to the future. Furthermore, since the Recommendation was continued following the Oregon Tech's the 2019 Mid-Cycle Accreditation Review, this *Ad Hoc* Report's focus is on the university's actions and results following the Commission's decision dated July 2019.

Originally conceived as a vocational school in 1947, Oregon Tech's earliest mission was to establish a university to educate and train veterans after World War II. Since then, Oregon Tech has grown over the years to offer undergraduate and graduate education in many disciplines such as natural sciences,

engineering, technology, management, and allied health professions. Throughout its progress, Oregon Tech has maintained its focus on preparing graduates to become career ready, successful professionals.

Regular, systematic assessment of university's effectiveness in achieving its mission has been a priority and is integrated in operational practices at Oregon Tech. The assessment cycle implemented in 2020 involves participation of key personnel from each university division, and includes data-informed decisions to improve effectiveness, and reflection on the effectiveness for continuous improvement. Regular assessment provides academic and non-academic divisions with useful feedback regarding how well they are meeting their objectives and responding to the needs of other divisions. In addition, the alignment of assessment cycles allows all divisions to identify early those areas where problems overlap, and enable coordination of actions to improve with the greatest prospects for success.

Oregon Tech strives to be thoughtful and methodical, data-informed in planning, setting goals and implementation, when feasible. Whenever possible, Oregon Tech embraces improvements through proactive steps—taking time to engage in due diligence, measure key performance indicators, conduct benchmarking, solicit feedback, effectively communicate to inform, obtain buy-in from impacted constituents, assure transparency and dialogue via committee participation. However, Oregon Tech must be ready and capable of demonstrating institutional effectiveness in both proactive and reactive ways. Updated regulations, laws, and compliance expectations do not always come with sufficient time prior to their effective dates. Natural and man-made disasters may require immediate responses (such as the extreme wildfires in Oregon in 2020 and the COVID-19 pandemic). Such events require Oregon Tech as an institution of higher education and an employer to also decide on and implement change competently in a reactive measure. As an institution, Oregon Tech must be agile and adaptable to best serve its students, protect its community, and remain compliant with regulatory requirements that can change without much notice.

Assessment Process of University Accomplishments

Oregon Tech's OIR plays a critical role in collecting data for assessing and reporting institutional effectiveness—particularly in ways directly related to educational quality and student success. OIR is responsible for collecting and reporting institutional information and responding to data requests from state, federal and external agencies, as well as internal constituents. Oregon Tech promotes and models transparency by publicly posting a variety of standard OIR and assessment reports, including annual reports on student achievement such as retention rates, graduation rates, and degrees awarded. These reports include historical data in addition to data for the reporting year. A summary is presented below.

Student Success

Student success is the primary mission of the university. The data representing student success during this evaluation cycle are shown in the below tables. From these data, the university's continuous efforts to improve its recruitment have resulted in increasing enrollment of new Direct from High School (DHS) cohorts by approximately 30.8%. The steady increase in enrollment of new freshman students can directly be attributed to the university's request for allocation of additional resources for new student recruitment which the university Board of Trustees approved.

- **Enrollment**
  New DHS students have increased since 2016 by +30.8%.
- **Retention**
  Student retention increased through 2017-2018 academic year from 75.3 to 79.8% from 1st to 2nd year but dropped to 67.9% in 2020-2021 academic year.
- **Graduation**
  6-year graduation rate increased from 46.9% to 55.6%

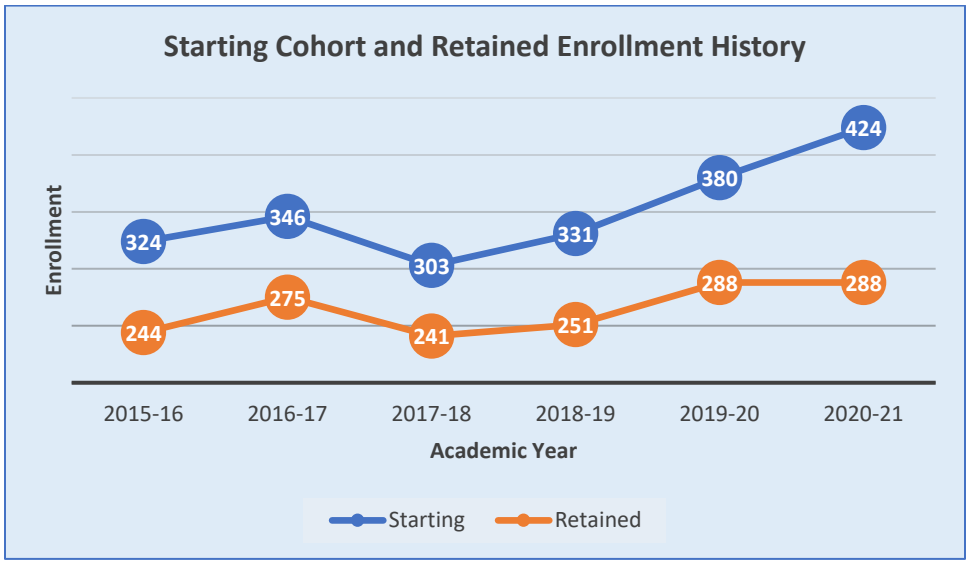
The student retention rates show improvement through 2017-2018, however, a 3.7% decline in the following year. The student retention remained unchanged in 2019-20 but fell again 7.9% in 2020-2021, as presented in the accompanying figure. The retention rates during the first two years show a positive trend suggesting that the university's plan for improving retention was successful. The decline in the remaining years and the coincident onset of the COVID pandemic necessitates additional data to identify whether this is a transitory decline.

The six-year graduation rate showed an increase of 8.7% from 46.9% to 55.6%. The enrollment of new students also shows definite gains during the current review period.

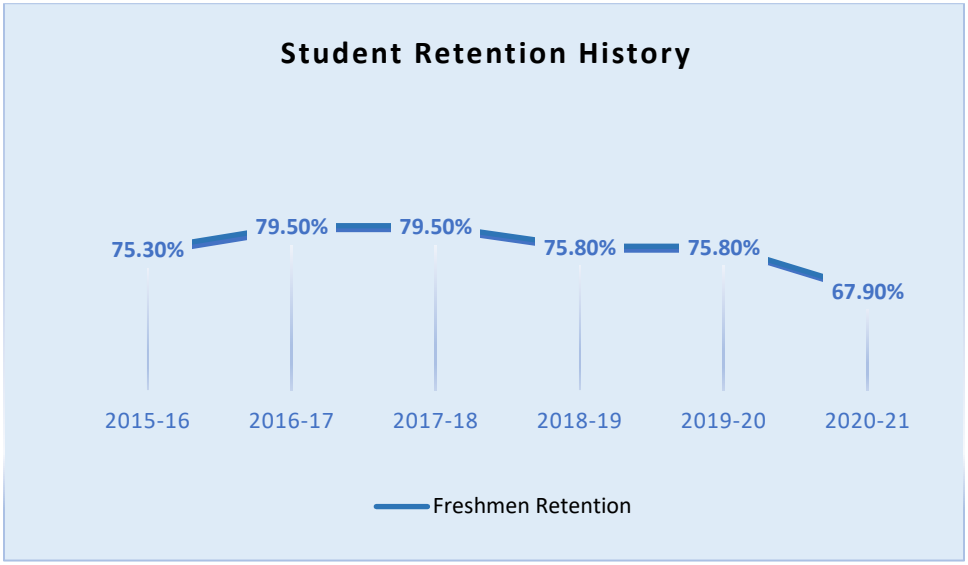
Enrollment and Retention

Unusual circumstances beyond Oregon Tech's planning affected the environment in which students had to study during this accreditation cycle. Coronavirus disease (COVID-19) dominated the entire 2020 year. The pandemic evolved through the years, creating unexpected and exceptional challenges that brought drastic changes in the modality of education delivery. Specifically, the government social distancing mandates related to COVID-19 resulted in a swift change in instruction mode, from an in-person to a remote delivery at the end of the winter 2020 term. Economic uncertainty and health concerns contributed to challenges students faced to pursue their higher education. This adverse impact occurred across the country and was not limited to Oregon Tech and its students.[2]

Data presented in tabular and graphical forms demonstrate the success of Oregon Tech recruitment efforts in increasing enrollment of new cohorts. However, the pandemic challenges decidedly impacted the overall enrollment and retention rates. Surveys of students showed students' desire for in-person classes and educational opportunities that included interactions with their peers. However, government-mandated physical distancing imposed in 2020 together with the space limitations of existing university classrooms and buildings made it impossible to provide in-person classes for all classes. Still, the university offered some in-person classes beginning in fall 2020, initially for freshman and sophomore classes, and gradually for most classes at all levels over time, as the pandemic progressed and mandates permitted.



[2] For context, The Great Interruption, published in INSIDE HIGHER ED, February 2022, "According to the National Student Clearinghouse Research Center, undergraduate enrollment year over year fell by 3.6 percent in fall 2020 and by 3.1 percent in fall 2021. Total undergraduate enrollment declined 6.6 percent from fall 2019 to fall 2021, representing a loss of just over a million students." New York Times also published a similar report. "Overall, total undergraduate enrollment has dropped by nearly 1.4 million — or 9.4 percent — during the pandemic."



Student Retention Data

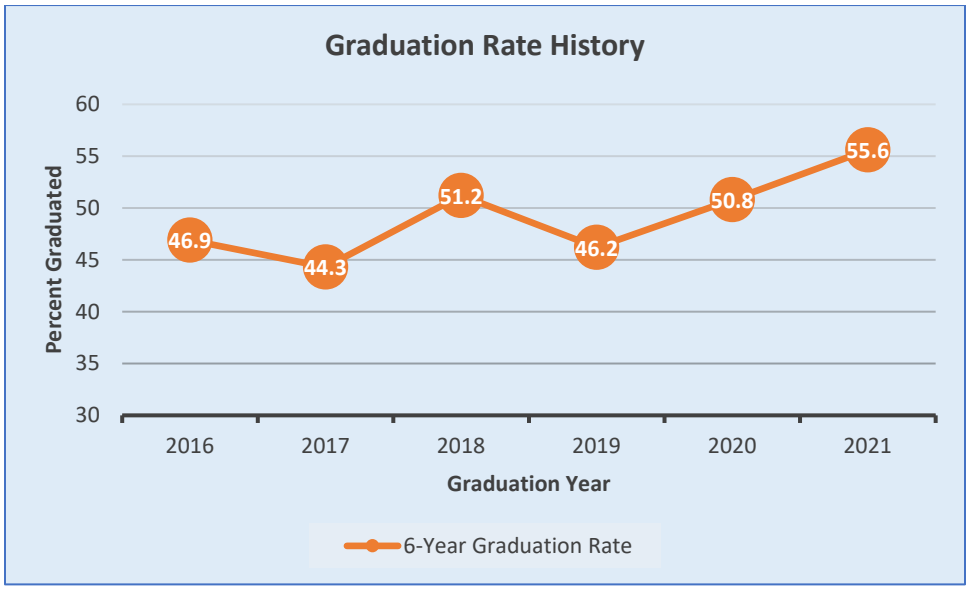
	Fall 2015 Cohort Returning Fall 2016	Fall 2016 Cohort Returning Fall 2017	Fall 2017 Cohort Returning Fall 2018	Fall 2018 Cohort Returning Fall 2019	Fall 2019 Cohort Returning Fall 2020	Fall 2020 Cohort Returning Fall 2021
Starting Cohort	324	346	303	331	380	424
Retained Next Fall	244	275	241	251	288	288
Freshmen Retention	75.3%	79.5%	79.5%	75.8%	75.8%	67.9%

Gender-Specific Student Retention Data

	Fall 2015 Cohort Returning Fall 2016	Fall 2016 Cohort Returning Fall 2017	Fall 2017 Cohort Returning Fall 2018	Fall 2018 Cohort Returning Fall 2019	Fall 2019 Cohort Returning Fall 2020	Fall 2020 Cohort Returning Fall 2021
Male	72.6%	81.7%	81.8%	74.5%	73.8%	67.6%
Female	78.6%	76.4%	76.4%	77.6%	78.3%	68.4%
Total	75.3%	79.5%	79.5%	75.8%	75.8%	67.9%

Graduation

The six-year graduation data show that student graduation rates have increased steadily since the Oregon Tech's Accreditation Mid-Cycle Review and Visit in 2019. Although the data indicate a desirable positive trend, the impact of the pandemic is not as immediately noticeable in the graduation rates as in the student retention rates. It is noted that graduation rates represent the cumulative results of multi-year student efforts and thus any negative impact will likely emerge in future years' graduation rates.

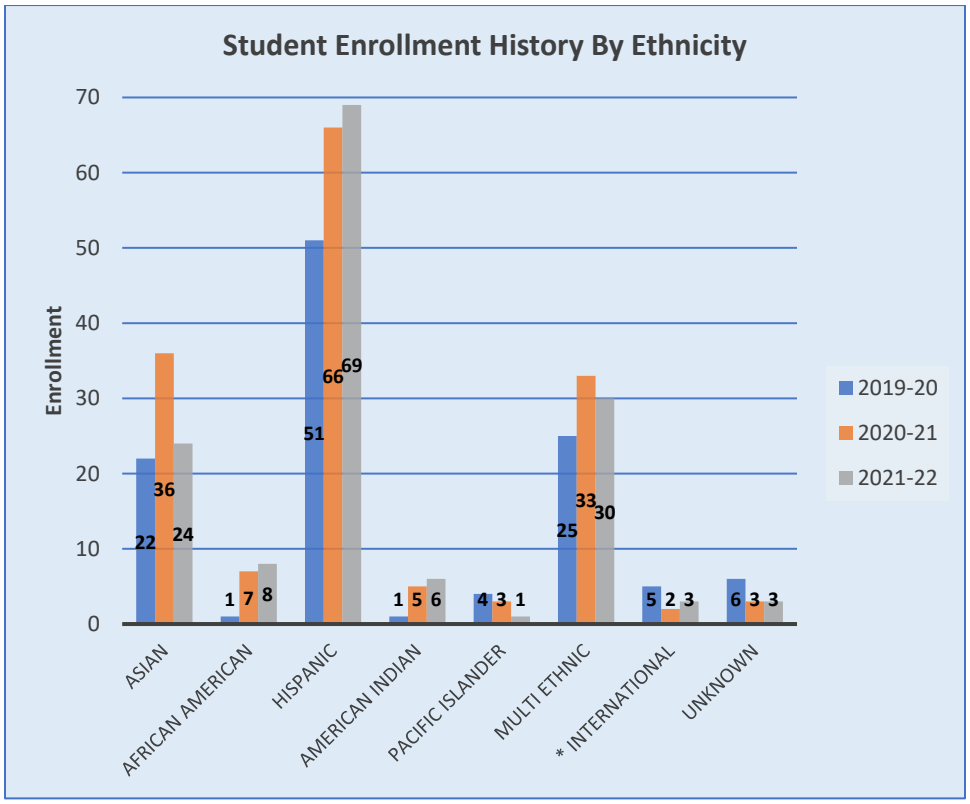


Student Six-year Graduation Data

	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort
Starting Cohort	286	318	389	342	327	324
Graduated within 6 Years (150%)	134	141	199	158	166	180
6 Year Graduation Rate	46.9%	44.3%	51.2%	46.2%	50.8%	55.6%

Commitment to Diversity, Equity, and Inclusion

Commitment to Diversity is articulated in the university's mission and established in the university's Strategic Plan. The Pillars that support the foundation of the university's strategic goals, objectives, and actions, commit the university to an open culture of idea exploration and exchange. Specifically, Pillar IV: *Commitment to Institutional Excellence* details this: "Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride." A focus on shared vision, inclusion, and collaboration motivates members of the university community to achieve institutional excellence. One measure directly related to students is enrollment, persistence, and graduation rates. The university dashboards regularly report these data to support data-informed decision analysis and planning to achieve the goals of the strategic plan. The student achievement data are also published on the university's OIR website. An example of the enrollment data based on ethnicity is presented below. The data presented are the university's freshman student enrollment by ethnicity since the Mid-Cycle review. For presentation clarity in the accompanying chart, the data for white students are removed from the depicted dataset.



Enrollment by Ethnicity

Ethnicity	2019-20	2020-21	2021-22
Asian	22	36	24
African American	1	7	8
Hispanic	51	66	69
American Indian	1	5	6
Pacific Islander	4	3	1
White	301	307	299
Multiethnic	25	33	30
International	5	2	3
Unknown	6	3	3

To achieve the goals of the university pillars, Oregon Tech relies on a university-wide effort guided by the Diversity, Equity, and Inclusion (DEI) Committee. The DEI (now DICE) Committee is charged with identifying opportunities for Oregon Tech's faculty, staff, and students to build a supportive educational environment for all students, including first generation, low-income, minority and underserved students. To serve students equitably, Oregon Tech has a focus on attracting and retaining underserved students so that they will no longer be underserved. The Committee assesses the institution's strengths and weaknesses in advancing diversity, equity, and inclusion initiatives, and develops recommendations for the executive staff focused on increasing student diversity and educational opportunity and ensuring a sense of belonging at Oregon Tech. In July 2021, an Executive Director of Diversity, Inclusion, and Cultural Engagement (DICE) was hired to further advance these efforts. The Director also provides training for faculty and staff related to improving support for a diverse student body. Oregon Tech has developed plans and been actively recruiting students from

underrepresented populations to help the university achieve its Strategic Plan diversity goal. Although the recent recruiting efforts show modest improvements in some cases, the overall results are mixed at best. The Office of Admissions has developed and implemented a new strategy for recruiting underrepresented students for the 2023-2024 academic year. Comparative data with Oregon Tech peer institutions are presented in the Year Seven Self-Evaluation report.

Recognizing Student Achievement

Oregon Tech believes in a culture that honors and recognizes student achievement. Annually, Oregon Tech solicits nominations for student awards designed to recognize student achievement. Such recognition and support to students fosters ties to the institution and prompts faculty and staff to identify and support outstanding student accomplishments. Student awards for current students include University-wide awards and several specific to the Portland-Metro Campus: Hiram M. Hunt Award, Most Dedicated Student, Oregon Tech Pride, Outstanding Community Service, Outstanding Non-Traditional Student, Outstanding Student Veteran, Owens Citizenship, Student Achievement, Graduate Student Achievement, Outstanding Academic Achievement (Portland-Metro), Outstanding Community Service (Portland-Metro), and Outstanding Student Involvement Award (Portland-Metro).

The Oregon Tech Foundation also recognizes students who have excelled after they have graduated from Oregon Tech. Annual alumni awards include Distinguished Alumni Award, Scientific Achievement Award, Recent Alumni Achievement Award, Alumni Spirit Award, Honorary Alumni Award, and Outstanding Alumni Veteran.

Participatory and Self-Reflective Assessment of Accomplishments

Oregon Tech's processes of self-evaluation of its accomplishments have evolved over this evaluation period. Following the onset and during progression of the pandemic, some university actions required immediate and timely action. Although participatory decisions have been made, when feasible, some operations had to be performed partially or wholly remotely and promptly in reaction to changing pandemic conditions. Students generally, and in particular adult learners in the student body, were faced with unplanned constraints that required an unprecedented pace of change to their learning mode and environment. Although measurable outcomes were assessed as the university had previously planned, the pandemic created a complex education environment unlike any previous times wherein factors such as student learner's demographic characteristics had an impact on their education trajectories. There was no previous analog with which the assessment data on university achievements during the pandemic could be compared. Nevertheless, compared to national data, Oregon Tech students' achievement during difficult and uncertain times reflects the ability of the divisions to adapt quickly to a changing environment and support students' achievement and success. As a polytechnic university, the foundational principle of learning at Oregon Tech is hands-on. To create and foster this training during remote education modality, the university provided video-assisted training in some courses and loaner equipment to students in some others, so they conduct hands-on laboratory experiments remotely. These experiences, though practiced under exceptional circumstances for students and faculty, proved successful and offered new ways to learn and gain skills at the university. Successful academic outcomes for students from the remote learning experience provide expanded opportunities for students with different needs to pursue a university degree program while maintaining greater flexibility to meet other commitments. Faculty creativity in providing enhanced learning opportunities remotely also has resulted in increased opportunity for students by reducing commuting time for those attending the university's commuter campus in Wilsonville.

III. Recommendation 1: Fall 2020

Engage in an effective system of assessment and use the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes (2020 Standard(s) 1.C.5; 1.C.7).

Standard 1.C.5 *The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs*

Oregon Tech has a formal process of regular assessment of all its academic courses, programs, and of the institution, along with assessment of nonacademic areas. The academic assessment process includes annual program assessment reports. Oregon Tech implements direct and indirect measures at the course, program, and institutional level Achievement of student learning outcomes are assessed in courses that support program and institutional student learning outcomes. Courses are assessed on a rotating schedule and submit documentation in the Course Learning Outcomes (CLO) Worksheet The program faculty evaluates the disaggregated data prepared in the data dashboards. The dashboard provides data for a given term or historical data for a course, allowing analysis of trends in student achievement. For perceived equity gaps, faculty implement strategies for improvements the next time the course is taught. Decisions are data informed, and resources are allocated based on assessment data. There is ongoing training on equity issues, inclusion, fairness, and the importance of success for all. In addition to evaluation of assessment effectiveness by each program's faculty, the university wide Assessment Executive Committee (AEC) conducts annual review of each program's assessment report and provides feedback and suggestions for improvement. This approach to assessment ensures the central role of faculty in evaluating student learning and the assessment process and in aligning program educational objectives with educational purposes and expectations stated in the university's mission.

Standard 1.C.7 *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning.*

This standard is already addressed in "Recommendation 3, Standard 1C.7."

APPENDICES

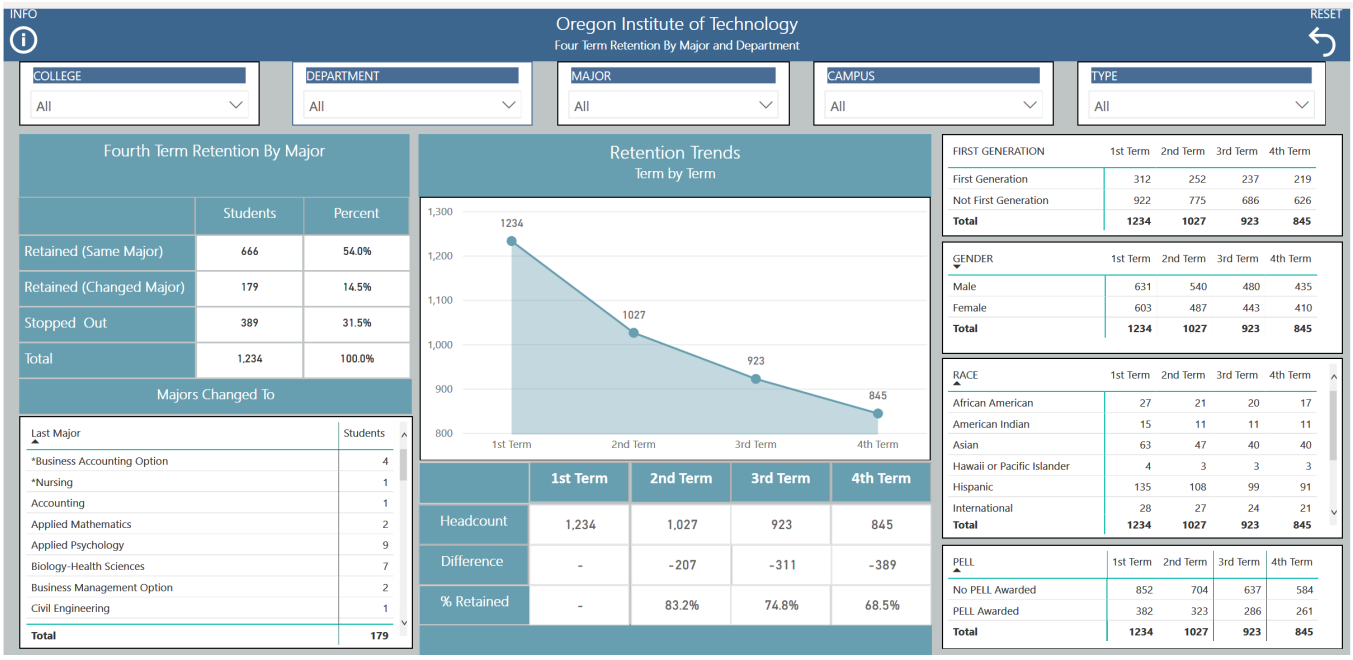
Appendix AD1-A – Program Assessment Cycle

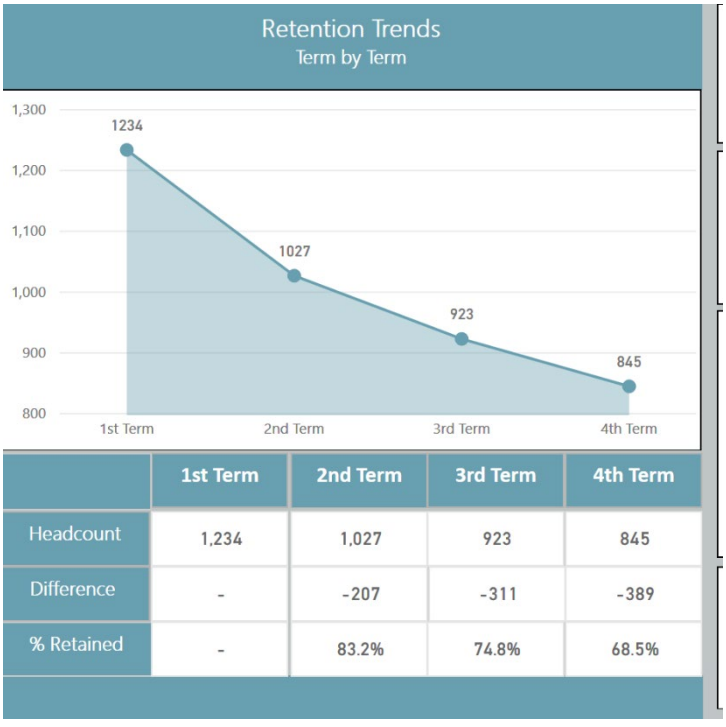
<table>
<tr><th colspan="3">ISLO/ESLO Three Year Academic Assessment Cycle (Student Success)</th></tr>
<tr><td>Year 1 ISLO/ESLO's 2020-2021</td><td>Year 2 ISLO/ESLO's 2021-2022</td><td>Year 3 ISLO/ESLO's 2022-2023</td></tr>
<tr><td>Plan
Communication, Teamwork, Ethical Reasoning
Upcoming assignments & assessments;
Reflect and Evaluate</td><td>Plan
Diverse Perspectives including Cultural Sensitivity & Global Awareness
Upcoming assignments & assessments;
Reflect and Evaluate</td><td>Plan
Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking
Quantitative Literacy & Reasoning
Upcoming assignments & assessments;
Reflect and Evaluate</td></tr>
<tr><td colspan="3">PLAN: Course Selections. Assignment Design, Rubric Design. (Program Planning report due start of winter quarter, feedback given by spring term).</td></tr>
<tr><td>Assess
Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking
Quantitative Literacy & Reasoning
Collect Academic Assessment (FALL & WINTER)
Analyze (SPRING)</td><td>Assess
Communication, Teamwork, Ethical Reasoning
Collect Academic Assessment
(FALL & WINTER)
Analyze (SPRING)</td><td>Assess
Diverse Perspectives including Cultural Sensitivity & Global Awareness
Collect Academic Assessment
(FALL & WINTER)
Analyze (SPRING)</td></tr>
<tr><td colspan="3">ASSESS:DirectMeasures-(circle)FacultyGrades(Rubric),StandardizedTests,Exams,Pre and Post Test Designs,Competency-Based Demonstrations,Portfolios
Indirect Measures-(circle) Faculty Grades-DFW, Surveys & Reflections, Course Evaluations, Graduation Rates, Retention Rates.
Programs Collect and Analyze Report due at the end of spring term and feedback given by fall term.</td></tr>
<tr><td>Act
Diverse Perspectives including Cultural Sensitivity & Global Awareness
Close loops, make improvements and remeasure
Engage campus (professional development)</td><td>Act
Inquiry & Analysis includes problem solving & Info literacy, critical analysis & logical thinking
Quantitative Literacy & Reasoning
Close loops, make improvements and remeasure Engage campus (professional development)</td><td>Act
Communication, Teamwork, Ethical Reasoning
Close loops, make improvements and remeasure Engage campus (professional development)</td></tr>
<tr><td colspan="3">ACT: Program faculty collectively discuss and develop action plans for and implement evidence-based program improvements to increase student success and eliminate equity gaps</td></tr>
</table>

Appendix AD1-B – Data Dashboards

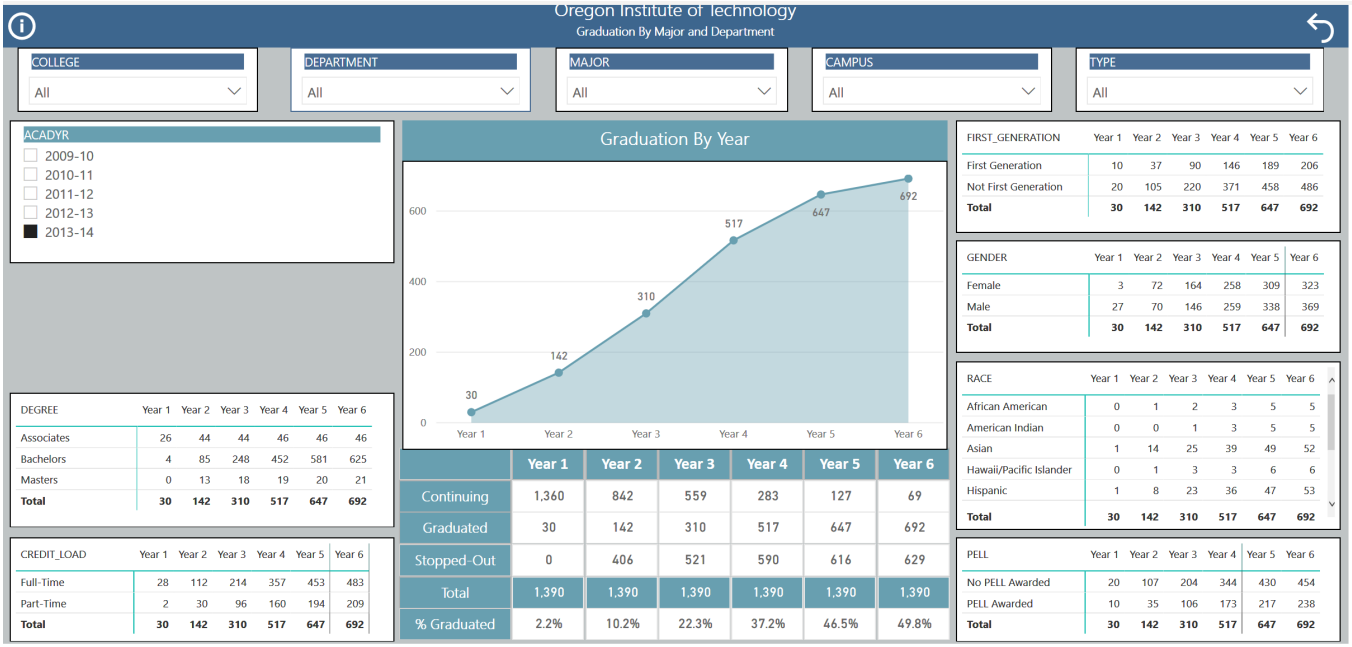
Data Dashboards: https://www.oit.edu/faculty-staff/institutional-research/dashboards

- Retention
  Tracks retention of new degree seeking students over 4 terms
  (Access restricted to chairs, deans, and pilot programs only)

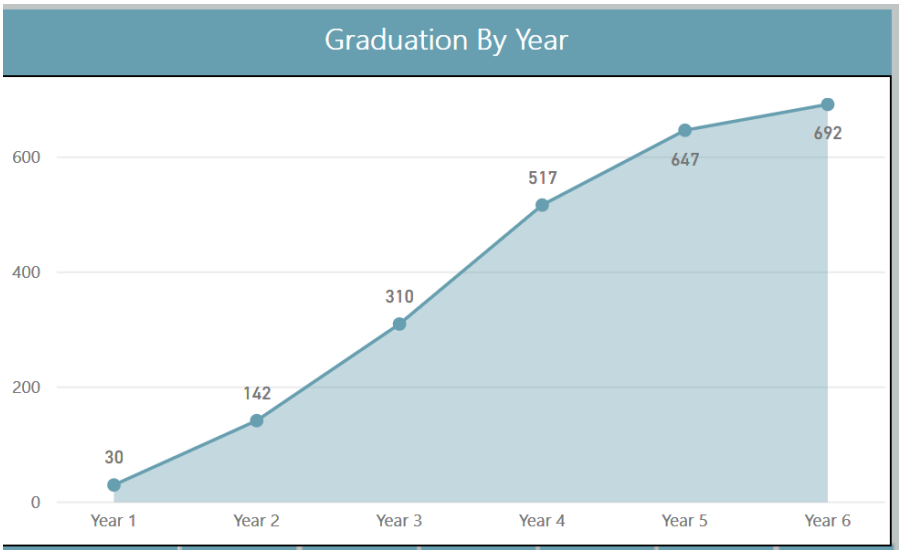




- [Graduation and Persistence]
  Tracks persistence and completion of new degree seeking students
  (Access restricted to chairs, deans, and pilot programs only)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuing	1,360	842	559	283	127	69
Graduated	30	142	310	517	647	692
Stopped-Out	0	406	521	590	616	629
Total	1,390	1,390	1,390	1,390	1,390	1,390
% Graduated	2.2%	10.2%	22.3%	37.2%	46.5%	49.8%



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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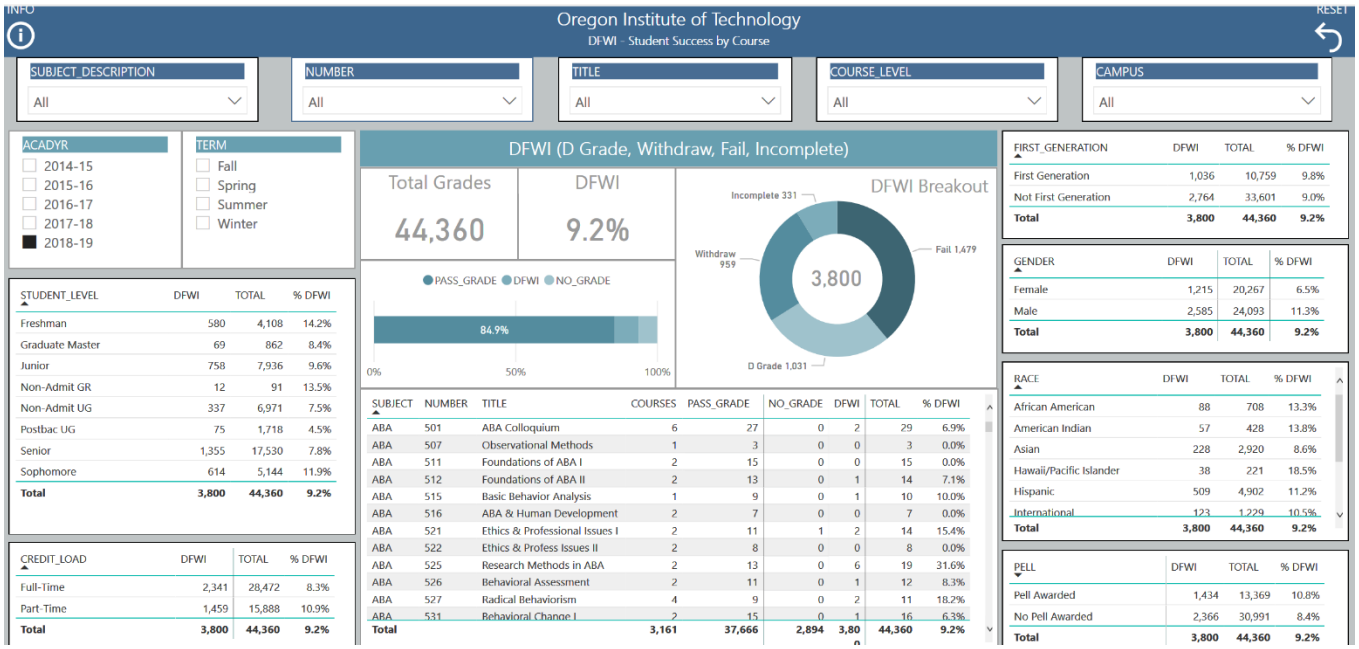
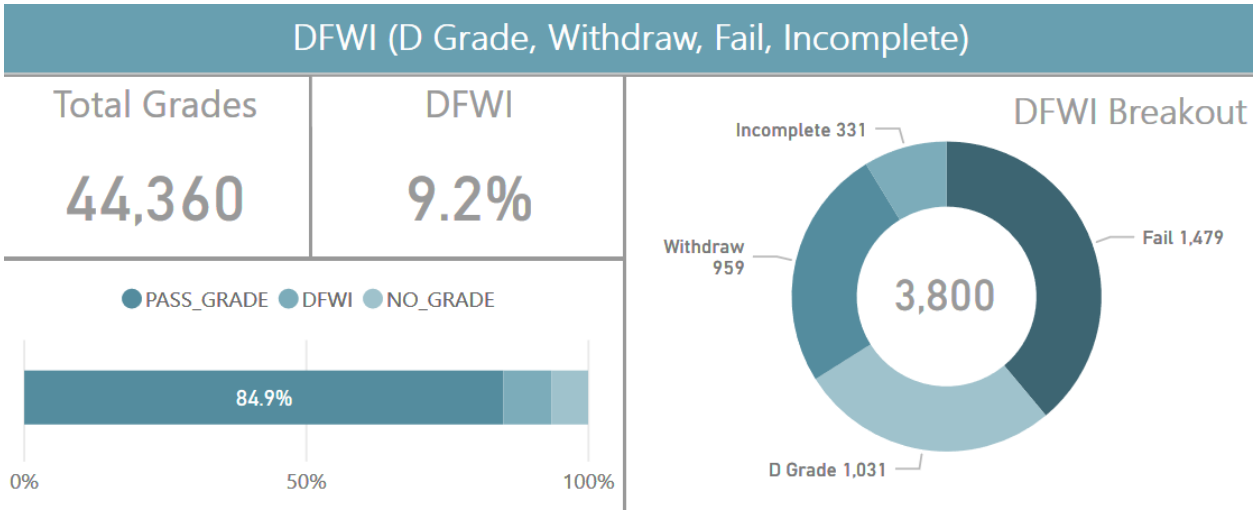
Total	1,390	1,390	1,390	1,390	1,390	1,390
% Graduated	2.2%	10.2%	22.3%	37.2%	46.5%	49.8%

- [DFWI (D Grade, Fail, Withdraw & Incomplete)]
  Provides DFWI rates by course
  (Access restricted to chairs, deans, and pilot programs only)





Equity Gap Dashboards Reflection Questions

1. Retention Dashboard:
   - What is the retention rate for all students in your program?
   - How do retention rates compare across gender, racial groups, for first-generation students, and for low socio-economic students (Pell grant eligible)?
   - What opportunities did the comparative data create for improvement?
     - What actions do you plan to take to improve retention rates in your program this coming year?

2. Graduation Dashboard:
   - What is the graduation rate for all students in your program?
   - How do retention rates com- pare across gender, racial groups, for first-generation students, and for low socio-economic students (Pell grant eligible)?
   - How do you plan to improve graduation rates in your program this coming year?

3. Student Success Dashboard:
   - List courses with DFWI rates greater than 20% and include disaggregated data across gender, across all racial groups, for first-generation students, and for low socio-economic students (Pell Grant eligible)?
   - What are the gatekeeper courses in your program? How do you plan to improve (strategies) the DFWI rates in courses in your program this coming quarter/year?

4. After looking at the dis-aggregated data from all three dashboards; list the top three equity gaps that the data show in your program and briefly discuss plans (strategies) to try to close them?

5. What feedback do you have for the Assessment Office to improve the dashboards and reflection questions?

DFWI Grade: D = D Grade F = Fail W = Withdraw I = Incomplete

Duration	**Three (3) Years** ○ All program and institutional learning outcomes must be assessed, analyzed and improvement actions taken by faculty during **one assessment cycle**. ❑ Documentation of student achievement of learning outcomes is **not** needed every term or every time a course is offered during the cycle. ❑ Only courses that cover **program** or **institutional** learning outcomes need to document students' achievement of outcomes. ❑ **Program faculty** decide what courses assess outcomes, what terms assessment is conducted, and when analysis and improvements are done during the cycle. ❑ Meaningful data must be taken to inform program improvements. ❑ Assessment activities including faculty meetings must be documented.
Annual Reports	○ Continue **past practice** of reporting assessment activities and data annually. ❑ The University's Assessment Executive Committee receives, reviews and provides feedback on programs' Annual Assessment Reports. ❑ Programs are expected to report: (1) assessment of program and institutional learning outcomes, (2) a comparative analysis and evaluation of measures in place and student achievements, (3) actions taken to improve programs and results of actions taken (after the first cycle), (4) disaggregated data where appropriate, equity gaps and any action taken to close equity gaps, and (5) stakeholders' input and how the input used in scope evaluation and program continuous improvement.
Participants	○ Program faculty and department chairperson

Appendix AD1-D – Peer Institution Selection and Assessment Process

The peer institutions were selected by the university's OIR using a hybrid method based on key factors such as the size, the degree programs offered, and the attributes of the city where the peer institution is located. The selection criteria are as follows: academic offerings (30%), faculty qualification (15%), degree types (10%) and enrollment (10%). The remaining factors were student profile (7.5%), student success, research expenditure, faculty tenure and institution's locale (5% each), and instructional FT (2.5%). The highest ten (10) institutions ranked in the study were approved by the university Board of Trustees in July. The peer institutions are listed in the following table.

Oregon Tech Peer Institutions	
1	Bemidji State University
2	Fairmont State University
3	Midwestern State University
4	Missouri Western State University
5	Montana Technological University
6	Nicholls State University
7	Rogers State University
8	Shawnee State University
9	Southwestern Oklahoma State University
10	University of South Carolina-Upstate

Oregon Tech has established processes for assessment of student learning that include analysis of student learning outcomes assessment and achievement results. (e.g., course completions and degree/certificate completions. The university' standards for students' achievements are defined by the program faculty and published in the course syllabus available to enrolled students. Student success metrics are collected, analyzed, and reported by OIR. Some of these indicators are available from the IPEDS data and thus presented for comparison with those of peer comparators. Oregon Tech indicators of institutional effectiveness in comparison with its peers are publicly available on the OIR website. The university uses indicators available from qualitative and quantitative data to evaluate its progress toward achieving the university's mission, measuring or increasing understanding of students learning outcomes, informing planning, and implementing improvement actions to enhance student success. An expanded discussion of the university's goals in comparison with its comparators and evaluation of the university's effectiveness is presented in the discussion of the corresponding section in Oregon Tech's Year Seven Self-Evaluation Report.

Appendix AD2-A – Strategic Plan Pillars and Assessment Committees

PILLAR	CO-LEADERS	Committee Membership
PILLAR I: COMMITMENT TO STUDENT SUCCESS Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.	Dr. Dan Peterson Dr. Ryan Madden Josie Hudspeth	Jolyn Dahlvig* Carlene Drago Starr Chitra Venugopal Paula Hendrix Kristy Weidman Jessie Kinder Valeria Estrade (Student)
PILLAR II: COMMITMENT TO INNOVATION Oregon Tech strives to be entrepreneurial and on the leading edge of student engagement, innovative teaching, and collaborative research.	Dr. Abdy Afjeh Connie Atchley	Mark Neupert Gary Lomprey Krista Darrah Kyle Chapman John Schoppert Craig Campbell Urmaze Naterwalla Lindy Stewart*
PILLAR III: COMMITMENT TO COMMUNITY Oregon Tech is an active member of the communities that it serves. Students, faculty, and staff are encouraged to contribute to their physical, professional, scholarly, and social communities via leadership and active participation through their academic and professional expertise.	Dr. Melissa DuBois* Mira Wonderwheel	Melissa Dubois Mira Wonderwheel Rachelle Barrett Carl Thomas Ashley Van Essen Hallie Neupert Lynde Wright* Eklas Hossain*
PILLAR IV: COMMITMENT TO INSTITUTIONAL EXCELLENCE Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.	Dr. Tom Keyser Joel McPherson	Becky Burkeen Sandi Hanan Bobbi Kowash Michelle Meyer Iona Musgnung* Tony Ritchey John Van Dyke Marena Nelson Graduate Student

A5. Response to Concerns Raised in Year Six, Standard Two Report

The Year Six, Standard Two, Policies, Regulations, and Financial Review (PRFR) Report can be found on the Institution's Regional Accreditation website. The report was submitted in March 2022, with clarification requested on one standard, 2.F.3.

> Standard 2.F.3 – Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

This standard was found listed as "Needs Improvement". The basis by the review committee was: "Area for improvement and attention ahead of Year Seven. The narrative for this criteria was weak. Panel would like to see this area be strengthened by the institution and focused attention given by the Y7 evaluators. Specific suggestions include: provide student-to-faculty ratio, elaborate on qualifications of employees, and discuss tenure criteria."

Student-to-Faculty ratio

Oregon Tech student-to-faculty ratio for the present accreditation review cycle is provided in the below table. The data are calculated using IPEDS methodology and reported for the Fall term enrollment data.

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
15:1	15:1	16:1	16:1	15:1	15:1

Oregon Tech student-to faculty ratios reported in the above table are the official ratios the university reports to HECC. The number of students in the official reporting is the total number of students at Oregon Tech, which includes dual credit students. The student-to-faculty ratio for students enrolled at the university who are taught by the Oregon Tech faculty is 13:1 for Fall 2022.

Oregon Tech uses comparative data from its peer institutions to guide decision making and resource planning. The university's student-to-faculty ratio compared to the peer institutions is presented in the below table. As it can be seen, the lowest student-to-faculty ratio among the group is 13:1, which matches the student-to-faculty ratio at Oregon Tech excluding dual credit students[24]. The overall student-to-faculty ratio among the universities is 16:1.

Institution	Cohort
Bemidji State University	16:1
Fairmont State University	14:1
Midwestern State University	17:1
Missouri Western State University	17:1
Montana Technological University	13:1
Nicholls State University	16:1

[24] Dual credit students are taking classes off campus and are not taught by Oregon Tech faculty.

Oregon Institute of Technology	15:1
Rogers State University	17:1
Shawnee State University	16:1
Southwestern Oklahoma State University	19:1
University of South Carolina-Upstate	15:1
Overall	**16:1**

The composition of Oregon Tech faculty in comparison with its peer institutions is shown below. Oregon Tech has the highest percent of tenured faculty among its peers. The faculty composition shows Oregon Tech has the second lowest number of tenure-track faculty (21.9%) just above Rogers State University at 21.4%. (This university non-tenure track faculty rate at 34.7% is significantly higher than Oregon Tech's rate of 16.6%.)

Institution	Tenured	Tenure Track	Non-Tenure Track
Bemidji State University	53.1%	33.3%	13.6%
Fairmont State University	46.4%	35.5%	18.1%
Midwestern State University	52.0%	23.1%	24.9%
Missouri Western State University	54.2%	34.7%	11.1%
Montana Technological University	45.1%	42.6%	12.3%
Nicholls State University	37.5%	30.3%	32.2%
Oregon Institute of Technology	61.6%	21.9%	16.6%
Rogers State University	43.9%	21.4%	34.7%
Shawnee State University	46.8%	43.5%	9.7%
Southwestern Oklahoma State University	49.5%	13.1%	37.4%
University of South Carolina-Upstate	43.5%	24.7%	31.8%
Overall	**48.0%**	**28.5%**	**23.5%**

The composition of Oregon Tech faculty in comparison with other Oregon public universities is presented in the below table.

Institution	All Faculty	Tenured/ Tenure Track	Non-Tenured	Tenured/ Tenure Track	Non-Tenured
Eastern Oregon University	111	80	31	72.1%	27.9%
Oregon Institute of Technology	151	126	25	83.4%	16.6%
Oregon State University	1249	789	460	63.2%	36.8%
Portland State University	725	489	236	67.4%	32.6%
Southern Oregon University	137	113	24	82.5%	17.5%
University of Oregon	946	724	222	76.5%	23.5%
Western Oregon University	243	144	99	59.3%	40.7%
Group Average	**509**	**352**	**157**	**69.2%**	**30.8%**

The comparative data show Oregon Tech has the highest percentage of tenured and tenured-track faculty among all public universities in the state of Oregon. This comparison is helpful to inform the Academic Affairs' future decisions.

Qualification of Employees

Classified staff – The classified employees' Collective Bargaining Agreement found here dictates the minimum qualifications for Classified staff positions at Oregon Tech. . The classification

specification for each position classification can be found here. This Agreement was entered into between the Service Employees International Union (SEIU) and the Oregon Public Universities.

Unclassified staff – The unclassified employees' minimum qualifications vary, depending on the position requirements. These are decided by divisional leadership, department heads and are posted in the original job posting and maintained in the HR position description. Salary is determined by position's functions and level of responsibility. CUPA-HR salary survey data is utilized to determine salary ranges for each position.

Faculty – The minimum qualifications for faculty members vary depending on the faculty position and the disciplines in which the faculty members are employed. A summary is provided below.

- Adjunct faculty's minimum requirements are detailed in OIT Policy OIT-20-011 Adjunct Policy.
- Non-tenured track faculty instructors – A Bachelor's degree (or equivalent credentials) required of all applicants. In addition, licensure in the area of instruction or a graduate degree is required.
- Tenured and Tenure-track faculty – The minimum standards for academic qualifications and experience as set by the responsible academic department and reviewed by the university HR. Some departments require an academic terminal degree. Others have a minimum of a master's degree.

As stated in the university mission statement, Oregon Tech is committed to diversity. In all university positions, Oregon Tech is committed to inclusive thought and action in support of the university's diverse community. Therefore, individuals from historically underrepresented groups and all those who share the university's commitment to inclusivity and passion for the strength of Oregon Tech diversity are strongly encouraged to apply in all university employment opportunities.

Faculty Tenure Criteria

Faculty are evaluated on instruction, research and other scholarly achievements (create and artistic, where applicable), and professionally related public service. The university evaluation in these areas is described in detail in policies on tenure selection, post tenure reviews and promotion in academic rank as follows.

1. OIT-20-011 Adjunct Faculty Policy
2. OIT-20-030 Indefinite Tenure Selection
3. OIT-20-031 Academic Rank and Tenure for Unclassified Administrators
4. OIT-20-035 Post Tenure Review
5. OIT-20-040 Academic Rank Promotion for Instructional Faculty
6. OIT-20-041 Academic Rank and Promotion for Library Faculty

Guidelines for tenure, post-tenure, and promotion reviews as described in the above policies are detailed in here.

EXHIBITS

Staff

Classified Employees Collective Bargaining Agreement

Faculty

- OIT-20-030 Indefinite Tenure Selection
- OIT-20-031 Academic Rank and Tenure for Unclassified Administrators
- OIT-20-035 Post Tenure Review
- OIT-20-040 Academic Rank Promotion for Instructional Faculty
- OIT-20-041 Academic Rank and Promotion for Library Faculty

A6. Budget Development Planning and Process

Budget development is a fair, efficient, and transparent process of allocation of university financial resources in alignment with the university strategic plan and guided by the following principles:

1. Balance revenue and expenses within the operating budget.
2. Prioritize recruiting, retaining, and graduating students to ensure long-term sustainability.
3. Align programs and initiatives with industry and employer demand.
4. Invest in faculty, staff, and infrastructure to support student and institutional success.
5. Use an open and transparent budget development process.

Budget Model

Oregon Tech uses a two-part budget model: an incremental budget and strategic investment of central funds. Divisional budgets are adjusted incrementally year over year, based on the divisions' requests and priorities submitted through their respective vice presidents, with any remaining revenue strategically invested. Budget targets are developed through (a) forecasting based on revenues, and (b) regular communication with various departments across divisions.

Incremental adjustments to divisional budgets depend on projected revenue and expenses. If there is a projected surplus, divisional budgets are incrementally increased and/or the surplus is strategically invested centrally. If there is a projected deficit, divisional budgets are incrementally cut. Additional cuts are sometimes taken to create opportunities for strategic reinvestment, following the university's 2021-2026 strategic plan. Under either a cut or investment scenario, student success and well-being, academic excellence, and effective alignment with the Oregon Tech strategic plan remain the priority.

Primary budget decision-making and allocation of financial resources occurs at the divisional level—Vice Presidents manage their budgets in consultation with department directors, deans, and department chairs. Vice Presidents may choose a budget model for their division to best meet the needs of their unique operations and strategic objectives. Vice Presidents have the local authority to make decisions that keep their respective budgets nimble, and responsive to changing needs to support student success while operating within established targets.

Strategic budget allocations are identified by the President and their leadership team, who generally review budget requests for one-time investments above the standard department operating budget. The executive leadership team and the Fiscal Operations Advisory Council (FOAC) evaluate those requests for alignment with the university strategic goals to determine the priority of funding.

Revenue Budget

The revenue budget is determined by forecasting primary general fund revenue sources. The general fund includes revenue from tuition and fees, state appropriations, and other miscellaneous income. Revenue projections hinge on the best available knowledge of state appropriations and student tuition and fees, which represent 52% and 45% of total revenue, respectively (for fiscal year 2021-22). Other Education & General (E&G) revenue includes clinic revenue, investment earnings, and grant facilities and administrative cost revenue.

The majority of state appropriations are received through the Oregon public university support fund (PUSF), which is allocated to the seven Oregon public universities through the student success and completion model (SSCM). The funding model is comprised of three funding categories: Mission Differentiation Funding, Activity-Based Funding, and Outcomes-Based Funding and places great emphasis on the importance of student access and success. The PUSF funding level is determined biennially by the Oregon Legislature. Uncertainty in state appropriations occurs in the first year of a biennium when Oregon Tech's budget build overlaps with the state's long legislative session, and annually before the most recent available student data is added to the SSCM.

Student tuition and fees are set by the university's Board of Trustees in accordance with Oregon Revised Statute 352.102, which mandates a collaborative tuition-setting process with students, faculty, and administrative staff. The Tuition Recommendation Committee (TRC) is Oregon Tech's tuition recommending body. TRC, comprised of students, faculty, and staff, makes a tuition recommendation to the president, who in turn recommends tuition and fee rates to the Board,-which has final authority. The BOT strives to balance affordability, academic excellence, and long-term institutional financial stability.

Expense Budget

The expense budget is determined after the forecasted revenue targets are developed. Departments allocate the budget first to obligated expenses including salary, benefits, and other necessary operating expenses, including known contractual obligations. Permanent expense budgets include labor commitments with divisional permanent expense budgets adjusted annually for bargained salary increases for Oregon Tech's respective unionized employee groups. Permanent budgets are also adjusted for increases in employee retirement and health benefits. The current year's permanent expense budget with annual adjustments forms the baseline for the next year's budget.

Once baseline operation needs are assessed, any remaining budget available within targets may be allocated to other strategic operational expenses to maintain or improve the quality of programming and/or services. This may include allocations for maintenance, repair, or purchasing of new equipment, supporting instructional costs to increase class offerings or other operational support as identified by the respective divisions. If needs are identified that exceed a division's budget target and support the university's strategic mission, then those requests are submitted to the executive-level leadership for consideration of strategic investment.

Budget Approval

Fina divisional budgets are submitted to the VPFA for review and consultation with the President. After feedback and edits from the President, the final budget is presented to FOAC for review. Any comments or feedback is considered by the President. The final version is presented to the Board of Trustees for official adoption and approval.

Budget Management

The annual board-adopted budget is managed by the BPO in collaboration with budget authorities, institutional partners, and executive leadership. The BPO processes budget adjustment requests from units throughout the year and has internal adjustment processes that support planned operations.

Accountability for budget performance starts with budget authorities and rolls up through the leadership structure to the Board of Trustees, who have final fiduciary responsibility. Many

departments have additional administrative staff who provide budget support, and the BPO provides reporting and subject-matter expertise to all levels of the organization. Financial Operations provides various institutional reports and forecasts to senior leadership and the Board of Trustees to support detection, prevention, and correction of budget performance issues.

Budgets are developed to support the initiatives in the five-year strategic plan, and student success, academic excellence, and long-term financial sustainability are at the forefront of budget decisions. Ongoing monitoring and reporting of the budget include the Monthly Management Report, which analyzes General Fund activity with budget versus actual-type analysis. The Monthly Management Report is regularly shared with various campus communities including (1) Chair of the Board of Trustees Finance & Facilities Committee, (2) university senior leadership, (3) FOAC (on a quarterly basis), and (4) Board of Trustees (on a quarterly basis). The Monthly Management Report is also presented regularly with the wider university community, including students, faculty, and staff, as part of the university's Townhall meeting series. Feedback on operating results is collected throughout the year as part of communicating the Monthly Management Report to different levels across the institution and is used to update and/or revise ongoing decisions throughout a fiscal year, including informing the subsequent year's budget development process.

A7. Diversity, Inclusion and Cultural Engagement Plans

In partnership with the Division of Academic Affairs, the Division of Student Affairs, the Office of Human Resources, Student Government, the Faculty Senate, and the Administrative Council, the Executive Director leads the institution in programming and professional development efforts. The Executive Director collaborates with relevant offices in developing strategic initiatives and best practices to increase the recruitment and success of diverse students and employees. The Executive Director chairs (or co-chairs) Oregon Tech's Diversity, Equity, and Inclusion Committee and chairs (or co-chairs) Oregon Tech's Title IX Steering Committee. The Executive Director partners with relevant Division and Department heads in overseeing and enforcing programs to prevent, detect, and respond appropriately to violations of Oregon Tech policy and applicable federal and state laws related to equal opportunity, discrimination, harassment, and related retaliation. The Executive Director oversees complaint and investigation processes involving allegations of discrimination, including allegations that may allege violations of, among other state and federal laws, Title IX and Title VII.

In addition to a Full-time Professional Diversity officer, Oregon Tech Department of Student Involvement and Belonging (SIB) within the Division of Student Affairs actively recruited and hired an Assistant Director of Diversity and Belonging which provided the institution with a vital touchpoint to create a holistic understanding of the student experience and was instrumental in identifying equity gaps within the student experience that other data points were unable to identify. Together the Office of DICE and the SIB department worked to create engaging and meaningful programming to promote cultural competency among the Oregon Tech Student body and to provide educational opportunities to student-facing staff on topics such as racial justice, allyship, and cultural competencies relevant to their specific department within the institution. The educational programming provided during the 2021-2022 and 2022-2023 Academic Years is a reflection of this collaborative work.

LGBTQIA+ Allyship trainings
Campus Safety staff
Admissions staff
Financial Aid staff
SIB staff
Racial justice Allyship trainings
Campus Safety staff
Medical Imaging staff
Dental Hygiene staff
SIB staff
ADA and Disability Allyship trainings
Math faculty
Medical Imaging Faculty

In the Fall of 2021, the DICE Steering Committee approved a policy outlining Oregon Tech's commitment to an inclusive working and learning environment along with a formal administrative process for addressing community concerns regarding discriminatory and/or harassing conduct. The Executive Director then had to focus much of their efforts in training and educating the campus community at large of the new policy and process as required by federal regulations. Upon completion of Oregon Tech's new Equity Grievance Resolution policy and process the DICE

Steering Committee was able to refocus its efforts on the creation and implementation of Polytechnic Cultural Competencies and set deadlines for divisions to provide the committee with goals and/or action plans for implementation of cultural competency practices.

In the Winter of 2022 the Office of Diversity, Inclusion, and Cultural Engagement partnered with the Director of Student Involvement and Belonging and the Assistant Director of Diversity and Belonging to sponsor a group of staff and students to attend the annual NCORE conference that was being held in Portland, OR in an effort to encourage and increase student participation in the universities DEI efforts. Additionally, the Executive Director of DICE, the Director of SIB and the former Associate Vice Provost of Academic Excellence all attended the Annual National Association of Diversity Officers in Higher Ed conference held in San Diego, CA. The conference provided specific communities of practice educational sessions that were invaluable to Oregon Tech as we work to create our Diversity Action Plan. The Executive Director of Diversity was also able to join the Northwest Commission for Colleges and Universities (NWCCU) Data Equity Fellowship allowing a team of Oregon Tech employees to collaborate directly with our accreditors in identifying, addressing, and assessing the equity gaps that exist in the institution.

The summer of 2022 brought the Klamath Tribal Youth Summit back to the Oregon Tech Klamath Falls Campus for the first time since 2019 for a very successful three-day event. The work to bring the Youth Summit back for the Summer of 2023 has already begun. In addition, the Executive Director of DICE was also tasked with meeting with Klamath Tribal Leadership to discuss, revise, ratify, and implement a new MOU between Oregon Tech and the Klamath Tribes. After a series of working meetings an MOU that committed to training of admissions and Financial Aid staff of tribal student specific needs, a re-engagement with Native students and the possibility of reviving NASU, a commitment to partner with the Klamath Tribes to host the annual Klamath Tribal Youth Summit on the Klamath falls campus, a commitment to partner with the tribes to create a network of indigenous educators who can aid in increasing cultural understanding and competencies of OIT students, staff, and faculty, and a commitment to include a land acknowledgement in all public addresses made by university leadership.

The DICE Steering Committee, with the leadership of the Executive Director of DICE refocused its efforts after a tumultuous 2022 which saw the Executive Director struggling to balance the competing duties after the loss of their staff. In December of 2022 the DICE Steering committee put forth the following goals for the remainder of the 22-23 Academic Year and created subcommittees dedicated to completing these goals by June 30, 2023: 1) Completion of an institutional Diversity Plan to accompany the Oregon Tech Together plan 2) Klamath Tribes MOU implementation, assessment, and revision 3) Polytechnic Cultural Competency implementation, assessment, and education 4) creation of a Data Equity Scorecard.

A8. Peer Institutions and their Selection Criteria

Peer Institutions

Oregon Tech Institutional Research selected the university's peer institutions are listed below.

Table 19 - Peer Institutions to Oregon Tech

No	Institution	City	State	Total Headcount	Undergraduate Enrollment	Graduate Enrollment	FTE	Degrees Conferred
	Oregon Institute of Technology	Klamath Falls	OR	5,313	5,172	141	3,577	761
1	Fairmont State University	Fairmont	WV	3,803	3,563	240	3,351	866
2	Southwestern Oklahoma State University	Weatherford	OK	4,961	4,123	838	4,265	1,326
3	University of South Carolina-Upstate	Spartanburg	SC	6,308	5,853	455	5,308	1,293
4	Midwestern State University	Wichita Falls	TX	5,969	5,226	743	4,969	1,474
5	Montana Tech of the University of Montana	Butte	MT	1,714	1,493	221	1,540	546
6	Shawnee State University	Portsmouth	OH	3,641	3,466	175	3,146	733
7	Bemidji State University	Bemidji	MN	4,897	4,490	407	3,821	1,104
8	Nicholls State University	Thibodaux	LA	6,491	5,906	585	5,712	1,358
9	Missouri Western State University	Saint Joseph	MO	5,608	5,367	241	4,313	842
10	Rogers State University	Claremore	OK	3,585	3,549	36	2,811	581

Selection Criteria
Oregon Tech Institutional Research selected the university's peer institutions based on the following threshold criteria:

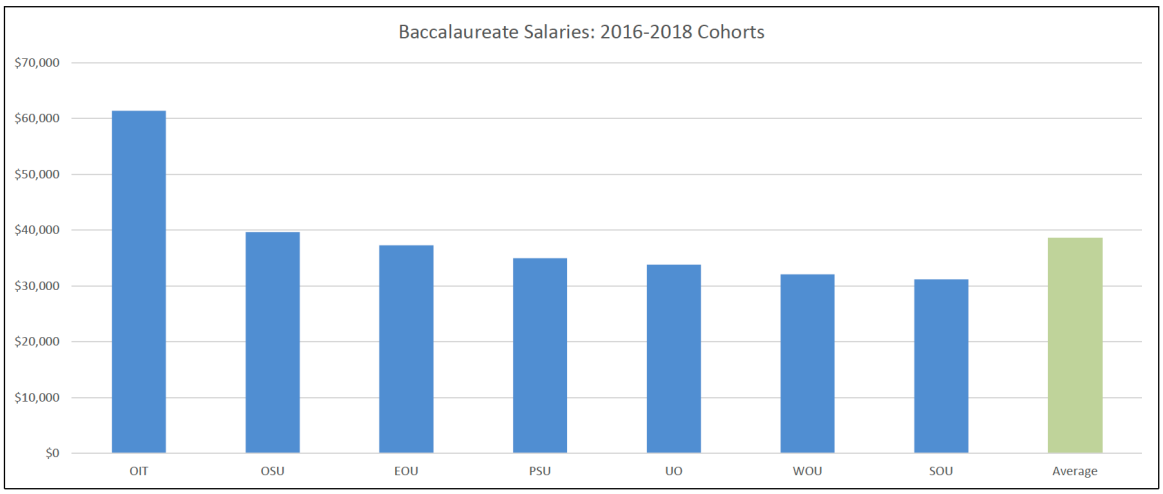
1. Four-year public university omitting HBCU, Tribal, Hospital-affiliated universities.
2. Total degrees conferred must be less or equal to 1500.
3. Conferred more than 10 degrees in CIP 51 and in CIP 14 or CIP 15. Approximately 80% of Oregon Tech Graduates receive degrees belonging to these CIP codes.
4. Confer both BS and MS degrees.

The ranking of the universities meeting the above criteria was performed using several factors. Chief among them were academic offerings (30%), faculty qualification (15%), degree types (10%) and enrollment (10%). The remaining factors were student profile (7.5%), student success, research expenditure, faculty tenure and institution's locale (5% each), and instructional FT (2.5%). The highest ten (10) institutions ranked in the study were recommended to the Board for approval.

A9. Post-Graduation Salaries

Graduate Salaries, Oregon Public Universities 2016-2018 Cohorts
January 8, 2023

Data Source: United States Census Bureau
Post-Secondary Employment Outcomes
Criteria: 2016-18 Baccalaureate cohorts, 1 year Postgrad - 50 percentile



	OIT	OSU	EOU	PSU	UO	WOU	SOU	Average
Baccalaureate Salaries: 2016-2018 Cohorts	$61,381	$39,620	$37,244	$34,965	$33,819	$32,064	$31,179	$38,610

A10. Student Loan Default Rates

The Oregon Tech cohort default rate data shown in the below graph are as provided by the National Student Loan Data System (NSLDS).

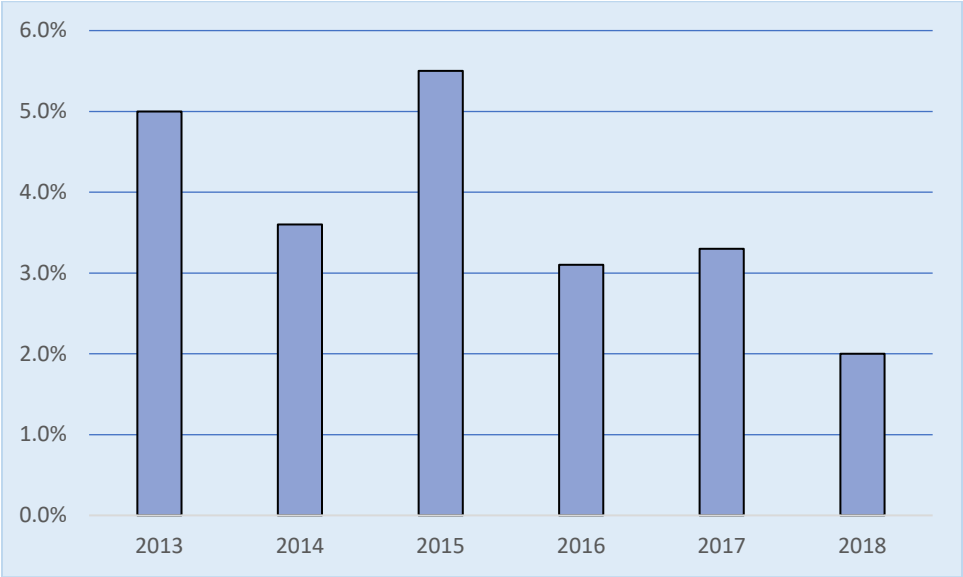


Figure 15 - Oregon Tech Student Loan 3-Year Default Rate

A11. Examples of Program Actions to Close Equity Gaps

Table 20 - Examples of Program Equity Gap Continuous Improvement Strategies

Allied Health - MS
High Impact Projects – Capstones Project Based Collaborative Experiences TILT Assignment Instructions - Use Transparency in learning and teaching (TILT) techniques to improve student learning outcome
Applied Behavior Analysis- MS
The program provides students who attend our Klamath Falls campus with financial support to work in the BIG ABA clinic. This gives students the opportunity to gain experience working closely with program faculty and accrue required supervision at no additional cost. The program also provides professional development opportunities for these students, notably support for attending national and regional conferences. The program's retention data indicates improvement over the past three years with a range of 70% - 75% (2020-21).
Applied Mathematics
Compared to incoming students at other institutions, equity gaps recognized statewide appear to have disappeared after taking courses at Oregon Tech as supported by statewide data on high school graduates. Due to the COVID 19 pandemic, gaps in equity are expected due to differential socio-economic status, race distribution, etc... Our department reacted proactively by hiring a new faculty member dedicated to retention and providing support for the differential backgrounds of students in these groups. The department has studied our faculty DFWI dashboards and data to identify and eliminate any systematic equity gaps. The department implements Transparency in Learning and Teaching (TILT) in all courses as departmental practice. Included in this effort is the constant updating of course outcomes and curricula and provision of these expectations and assessment methods to the students. The department is providing free calculators, supplemental instruction, tutoring, and computers for use by students in developmental mathematics courses in order to close gaps in achievement by students with socio-economic difficulties. We open our courses to students in other locations via cross listing to aid in reducing equity gaps due to location.
Applied Psychology
In order to support a student, J.F., who is a first-generation, non-traditional college student and tribal member who came from an underprivileged background, many efforts were made to help her succeed in classes and graduate. When her performance and grades started to decline, extra emails were sent and meetings scheduled to assess barriers and provide additional academic support. Increased flexibility was given with deadlines for larger assignments to respect her efforts to balance significant work, family, and school responsibilities. As an example, she was given an incomplete in a class to provide extra time to make up missing work. Across several terms, applied psychology faculty also worked closely with the TOP/TRIO program to ensure this student was being offered useful resources on campus.

The Applied Psychology Program offers three campus-based applied experience opportunities for students: the Well-Being Program, the Relationship Building Program, and the BIG ABA Clinic. Students are able to gain career-related skills, earn required applied experience credit, and may be hired as student workers in these programs. These university-based programs are open to all students in the program. We work with student schedules, providing greater flexibility than off-campus jobs, while providing financial support to students. Within these programs, students work closely with the faculty leaders fostering stronger connections to the program and as well as providing additional support to students.
The DFWI rate for all PSY courses is 8.1% - 26% of those are for Incompletes. The majority of Incompletes occur for students enrolled in PSY 420: Externship. We recognize that factors beyond the student's control may impact their ability to complete the required hours for their externship experience. We also recognize that a student's overall GPA and progress toward graduation may be negatively impacted by a lower grade. When warranted, we work with students to allow them to continue progress in the externship and to eventually receive a passing grade (as well as a positive experience). Although the DFWI rate is often viewed as an indicator of equity gaps, the appropriate use of the Incomplete grade can provide the support that students need to succeed.

Civil Engineering

Faculty DFWI Disaggregated Data reveals students having a more difficult time in lower division courses and now employ project-based learning in ENGR101/101 Introduction to Engineering.

Dental Hygiene

International Externship Program for senior students gives opportunity for global humanitarian service and outreach. Community Outreach projects in junior year provide opportunities for students to work with underserved populations in the community.
Senior capstone is critical thinking and problem-solving project to apply all knowledge learned within the DH program for best patient outcomes. It also encompasses ethical reasoning, patient centered care and evaluation, interprofessional activities, and research of current health issues.

Echocardiography

High Impact Projects – Capstones

Project Based Collaborative Experiences
TILT Assignment Instructions – Use Transparency in learning and teaching (TILT) technique to improve student learning outcome.

Emergency Medicine

Awarded grant funding targeted at increasing BiPOC recruiting through reducing financial barriers to obtain an EMS education (AMR Foundation Grant)

Faculty participating in improving the equity and diversity of the university overall by participating in the hiring committee of the first ever DEI director at OIT as well as actively participate in the university wide DEI committee designed to improve the diversity and equity of the entire university which will have direct department benefits.
Incorporated equity focused curriculum components targeted at developing awareness of social determinants of health and social characteristic that influence treatment inequities in medicine and EMS based on race, gender, obesity, and English language proficiency.

Management

Based on the retention results described above, the Management Department convened a subcommittee to focus on improving retention. The department is using the retention dashboards to better understand characteristics of our at-risk students and is aligning its work with national trends to identify best practices for supporting those students who are historically less likely to persist.

Jump Into Business, launched in fall 2019, is a program that guides student into early credit opportunities while in high school resulting in considerable savings of time and money with seamless transfer and zero loss of credit for those who pursue a business degree at Oregon Tech. The ultimate goal of the program is to promote a business foundation, leadership skills, academic preparation, and successful transition into college regardless of the pathway high school graduates take to the degree of their choice. While this initiative was not founded based on a specific equity gap, it has provided an opportunity for Oregon Tech to create pathways (and access to higher education) for students in rural Oregon.

Medical Laboratory Science

We have spent considerable effort to improve diversity in recruitment materials and to foster inclusivity within the admitted cohort. These changes include the following: translating recruitment materials into Spanish, hosting an ASCLS Club sponsored cultural potluck to foster inclusion of multiple ethnicities within cohort and faculty seeking continuing education opportunities for providing ESL curriculum in medical sciences.

MS Marriage and Family Therapy

More recent cohorts are more diverse, including those who identify as members of the Klamath Tribes or Hispanic/Latino/x.

More recent cohorts are more diverse, including those who identify as members of the Klamath Tribes or Hispanic/Latino/x.

The MS MFT program's recruiting efforts continue to be wide ranging, so that no one group (i.e., race, ethnicity, culture, etc.) is recruited over another. This training is taught throughout our program, not just in one class.

Natural Science

Advanced coursework opportunities provide high school students with the chance, to earn college credit while they are still in high school. The value of advanced coursework opportunities, however, is not only tied to their ability to provide potential college credit. Due to the increased rigor and high expectations of these courses, advanced coursework offers high schoolers valuable opportunities to gain skills and demonstrate competencies in the kinds of learning they can expect to see in postsecondary education. However, the opportunity gaps in the advanced coursework system—the inequitable distribution of funding, supports, and pathways for student participation and success—have a profound impact on which students are enrolling and succeeding in advanced coursework opportunities. We work with teachers and schools that are often considered underserved and we hope are working towards closing equity gaps.

The department of natural science has actively increased the use of active learning in the classroom which should help close equity gaps. The inquiry model affords a rich learning and is a promising option for supporting innovation and institutional change toward equity. There is some strong literature to support this model. (Ching, Cheryl D., and Maxine T. Roberts. "Crafting a racial equity practice in college math education." Journal of Diversity in Higher Education 15.4 (2022): 401.)

We also work very closely with dual credit teachers throughout the state. Our program alone captures almost 9,000 FTE hours a year in dual credit. Our faculty work closely with these teachers creating innovative and strong learning opportunities.

Population Health Management

As sociology professors, equity is a constant topic in our courses and one we discuss at length with our students, which is a benefit as there are opportunities to direct students to services and on-campus resources when available. We have various activities embedded into our program, such as the Implicit Bias Test, and whole courses, such as Health Inequality and Cultural Competency.

This year we discovered a gender equity gap, that we are in the beginning stages of discussing how to remedy. Additionally, our faculty have served on the Diversity, Equity, and Inclusion committee.

Professional Writing

Dr. Kari Lundgren has led the department in using the TILT method of assignment design, including providing training on it.

Our program is so small that most equity gaps are showing themselves at the level of the individual student. Dr. Franny Howes is researching trauma-informed practices in higher education and how they could shape our classroom pedagogy and advising strategies.

Summer 2021 Creativity Grant students worked on developing a video that more accurately represented the program's demographics; we started the study to measure how effective the new video's message addressed DEI. The results of this study will be used to shape future communication by the program.

A12. Strategic Plan Pillars and Membership

PILLAR	CO-LEADERS	Committee Membership
PILLAR I: COMMITMENT TO STUDENT SUCCESS Oregon Tech enhances the quality and diversity of the student experience by increasing access to and support for high quality, student-centered education, resulting in student and graduate success.	Dr. Dan Peterson Dr. Ryan Madden Josie Hudspeth	Jolyn Dahlvig* Carlene Drago Starr Chitra Venugopal Paula Hendrix Kristy Weidman Jessie Kinder Valeria Estrade (Student)
PILLAR II: COMMITMENT TO INNOVATION Oregon Tech strives to be entrepreneurial and on the leading edge of student engagement, innovative teaching, and collaborative research.	Dr. Abdy Afjeh Connie Atchley	Mark Neupert Gary Lomprey Krista Darrah Kyle Chapman John Schoppert Craig Campbell Urmaze Naterwalla Lindy Stewart*
PILLAR III: COMMITMENT TO COMMUNITY Oregon Tech is an active member of the communities that it serves. Students, faculty, and staff are encouraged to contribute to their physical, professional, scholarly, and social communities via leadership and active participation through their academic and professional expertise.	Dr. Melissa DuBois *Mira Wonderwheel	Melissa Dubois* Mira Wonderwheel Rachelle Barrett Carl Thomas Ashley Van Essen Hallie Neupert Lynde Wright Eklas Hossain*
PILLAR IV: COMMITMENT TO INSTITUTIONAL EXCELLENCE Oregon Tech fosters a culture of scholarship, leadership, engagement, and institutional pride. A focus on shared vision, inclusion, and collaboration motivates members of the Oregon Tech community to achieve and celebrate excellence.	Dr. Tom Keyser* Joel McPherson	Becky Burkeen Sandi Hanan Bobbi Kowash Michelle Meyer Iona Musgnung* Tony Ritchey John Van Dyke Marena Nelson (Graduate Student)

*no longer at the university

A13. Academic Master Plan Committee

Table 21 - Members of the Academic Master Plan Committee

ACADEMIC MASTER PLAN COMMITTEE		
First Name	**Last Name**	**Position**
Abdy	Afjeh	Vice Provost
Dan	Peterson	Dean, HAS College
Brenda	Campbell	Executive Assistant
Brie	Landis	Student
Christy	VanRooyen	Faculty
Dina	Battaglia	Associate Vice Provost
Randall	Paul	Faculty
Slobodan	Petrovic	Faculty
Tim	Pasang	Department Chair
Tom	Keyser	Dean, ETM College
Marc	Campolo	Faculty
Mark	Neupert	Faculty
Dierdre	Williams	Executive Assistant
Matt	Schnackenberg	Department Chair
Pat	Schaeffer	Faculty
Billy	Kimmel	Student

A14. New Degree Program Approval Process

New Degree and New Location of Existing Degree

Developing a new degree program or new location for an existing degree at Oregon Tech occurs in several steps:

1. Idea is generated and discussed;
2. Request for Approval to Proceed is developed and evaluated;
3. Full Proposal is developed.

This type of proposal is reviewed internally (by the Department Chair, Dean, CPC, Provost and Oregon Tech Board of Trustees) and externally (by Provost Council, HECC, and NWCCU).

The new degree offered by Oregon Tech should be unique, market driven, revenue generating and reputation enhancing. The process to approve new program, after the approval to proceed has been given, is typically a 2-year process at the minimum with one year of internal review and one year of external review.

Proposal:

1. First validation of Potential Viability (ideally less than one month)
   Idea of a new program may start with an individual faculty member, department, Program Incubator Team (PIT) or a university administrator.
   - If the program is proposed by PIT or an administrator, a home department is identified or, if no existing department fits the program, an ad-hoc committee is formed. The chair of this committee is appointed by the Provost and acts as a department chair in the process below.
   - A new program may also be proposed by an individual faculty or a department.
   - The department or ad-hoc committee prepares a 1 to 2-page memo addressing the following:
     - Connection to Oregon Tech's mission and how the proposed program will allow Oregon Tech to stand out.
     - Initial need analysis
     - Impact on enrollment
     - Anticipated resources
   - Dean and then Provost evaluate the initial idea. Provost brings it for discussion with PLT and makes a final decision to move to the next step or to reject the idea.

2. Business Case Exploration (ideally less than 3 months)
   Because proposal for a new degree program involves significant amount of time and effort, it is beneficial to establish early in the process that the program has reasonable expectation to be successful.
   If the idea for new degree program or new location of existing program is supported by the Provost, a Request for Approval to Proceed is sought next.
   The department or the ad-hoc committee prepares the *Request for Approval to Proceed,*

   addressing the following:
   - Briefly describe the academic elements of the program.
     - How does this program align with the mission? What are unique distinguishing features of this program in comparison to existing competitor programs?
     - Are they specifically aligned with industry (broadly defined)?

Will there be elements of practice-oriented (e.g. hands-on, etc.) elements in the program's curriculum?
    - OIT touts its high starting salary for graduates. What are salary expectations and placement opportunities for this program's graduates?
    - How does this align with the departmental (or interdepartmental) strategic direction and growth?
- Market considerations. This segment is prepared in consultation with the Marketing Department. External consulting may be available as needed.
    - What is the anticipated market and targeted demographics? How will the market demand be validated? By whom?
        - Why do we think there is a strong student market for this program as it will be delivered (e.g., on-site (KF/PM)?
        - Why do we think that there is a strong employment market for graduates of this program?
        - How is the program specifically being shaped to meet identified market needs?
        - Can the program be flexible enough to change as market demand/needs change?
    - What are the market demands for this program? What does sustainable cohort size look like over the first five years?
- Value proposition/ Risk analysis
    - Who are we competing with? How have these competitors fared? What is the unique value proposition of this program?
    - What are the potential risks to the success of this program?
    - How are these risks being addressed in the proposal?
    - Does the 5-year budget plan reflect that risk (i.e., committing long-term assets at the appropriate time, etc.)?
    - If the program fails to meet objectives, how can it be unwound with minimal costs?
- Infrastructure
    - Does the capacity exist to initially deliver the program without extra resources in the startup phase? If not, what is needed and why?
    - How will the program utilize existing physical and human resources effectively?
    - Will new physical or human resources be needed to achieve success with the new program? How will this success be measured?
    - Will the program cannibalize existing programs? Alternatively, does the program leverage existing programs? Does this program have potential to cross inter-disciplinary boundaries?
    - How does the developer anticipate ramp-up and what would be the markers/drivers used to gauge when ramp-up is needed? (Budget needs to reflect thoughtful analysis in this area).
    - How will the program measure vitality and sustainability? What are the metrics for this program? Are there elements unique to this program and how will their effectiveness be measured?
- Budget – complete a *Budget Template* later edited and used for full proposal and NWCCU. This segment is prepared by the Budget and Resource Planning Director and the faculty/department submitting the proposal.

- What does it cost to get the program launched?
- What existing resources can be leveraged?
- Budget analysis
  - Does the analysis take into account human resources/infrastructural needs in a comprehensive fashion?
  - Are enrollment projections justified or justifiable?
  - Are any special program needs included in the budgetary analysis?

- Marketing/recruiting/enrollment efforts
  - What are the unique marketing needs of this program?
  - Are any unique marketing needs driven by the unique elements of this program?
  - Are there any unique marketing needs driven by the particular demographics of the target audience?
- Students' success through professional practice
  - Does this program proposal envision professional practice experience (e.g., Coop, internship, externship, applied research, etc.)?
  - If so, how will they be connected to the industry workforce served?
  - What role if any will our faculty play in this process? If so, how will our faculty benefit from their participation?
  - How will such a program be set-up, managed and funded?

Request for Approval to Proceed with the accompanying documentation is sequentially reviewed by the Department Chair, Dean and then Provost, who makes the final decision on the matter. Electronic approval is accompanied by the *Curriculum Proposal Cover Sheet* with the *Approval to Proceed* signatures.

Once approval is given, Provost formally informs the Oregon Tech's community, Board of Trustees and Provost Council of a program in development.

3. Preparation of Full Proposal (ideally less than 6 months)
Preparation of full proposal begins after the Approval to Proceed has been finalized.
   - The department or Ad-hoc committee prepares Full Proposal, it includes:
     Section 1:
     - Completed *HECC Proposal for a New Academic Program* or *HECC Proposal for Delivery of Existing Program to a New Location*

     Section 2:
     - *Curriculum Proposal Cover Sheet* with the *Approval to Proceed* signatures.
     - Program narrative as it will appear in the catalog, including degree(s) awarded, objectives, career opportunities, student preparation, admissions requirements, accreditation, and graduation requirements.
     - Curriculum map as it will appear in the catalog.
     - Course forms: a separate form for each changing, added, or removed course. Please see the *Instructions for New Course Request Form and Course Change Form* to better understand how to fill the appropriate forms. For new courses, provide:
       - New Course Request Form,
       - Tentative course syllabus with course description and objectives,
       - Evidence of communication with the registrar's office regarding the new course number (email is sufficient).
     - Summary of Essential Studies/General Education requirements, specifically

demonstrating how they are met by this proposal.
    - Consultation with Other Departments:
        - If program(s) or major(s) outside of the department are affected by the proposed change, provide written communication showing that their department chair(s) approve it (email is sufficient).
        - Evidence of communication with the Department Librarian regarding current and anticipated library resources, which should be included in the budget.
    - *Budget* has to be reevaluated with considerations of the detailed proposal. Budget is prepared in consultation and with approval of the budget office.

Submit the proposal *as a package*.

Proposal Review and Timeline:

Review of the proposal occurs in the consecutive order. Each evaluator may return the proposal for revisions. Their signature on the *Curriculum Proposal Cover* sheet represents their final approval.

- Department Chair evaluates curriculum to ensure quality education *in the field of study* and the alignment with the departmental goals and strategic plan. Department Chair also evaluates the adequacy/needs of departmental resources, including staffing (who will teach these classes, how will that affect faculty loading, need for other employees like TAs, research assistants, technicians, etc.), physical resources (equipment, lab and classroom space, etc.)

- Director of Assessment evaluates program assessment plan and makes suggestions to rectify it.

- Budget and Resource Planning Director ensures that the provided budget spreadsheet accurately represents anticipated resources needs.

- Dean evaluates the overall initiative with respect to the Strategic plan of the College and/or University with detailed oversight regarding resources needed and resources availability, expected return on investment, centrality to University mission, etc.
    - The proposal is due to the dean by December 1 of year 1, early submissions are encouraged.

- Curriculum Planning Commission (CPC) for undergraduate programs or Graduate Council for graduate programs, evaluates compliance with OIT academic policies (number of credits, general education, prerequisites, transition plan, etc.) and effects on other academic programs and departments on campus.
    - The proposal is due to CPC/Grad Council by January 1st of year 1, early submissions are encouraged.
    - A subcommittee consisting of 3 to 4 committee members appointed by the CPC/Grad Council chair, works with the department to resolve any format or content concerns.
    - Full CPC/Grad Council considers the proposal after that.

- Provost evaluates centrality to the University Mission and Strategic Plan and risk/benefit to the University including resources needed and resources availability. Consideration

must also be given with respect to state-wide impact (economical, effect on other state universities, etc.).
    - The proposal is due to Provost by April 1st of year 1.

- Oregon Tech Board of Trustees evaluates the proposal for impact related to fiscal viability on University and University mission and Strategic directions as part of the vision of the President.
    - The proposal is due by the Board's Secretary by May 1 of year 1.

- Provost Council evaluates new degree programs from the perspective of duplication, impact on other state Universities, influence on state-wide strategies, etc.
    - It is recommended to submit the proposal to the Provost Council by August 1, targeting the review in early fall of year 2. Please note that Oregon Tech cannot guarantee specific completion dates. Provost Council meets monthly.

- Higher Education Coordination Commission (HECC) evaluates from the perspective of the above but with more emphasis on the Legislative piece as they answer directly to the Governor
    - It is recommended to submit the proposal to the HECC by October 1, targeting the review in early November of year 2. There is a 6-week delay between submission and review. Please note that Oregon Tech cannot guarantee specific completion dates. HECC usually evaluates submissions monthly.

- Programmatic accreditation may be required for some fields of study prior to opening the program.

- Northwest Commission on Colleges and Universities (NWCCU)
    - It is recommended to submit the proposal to NWCCU by January 1 of year 2. NWCCU considers proposals on a first-come, first-served basis and may take several months. Please note that Oregon Tech cannot guarantee specific completion dates.
    - The submission is though the NWCCU Oregon Tech liaison.

- Upon final approval from NWCCU, Provost formally informs the Oregon Tech's community and Board of Trustees of a new program. The Registrar enters it into the catalogue and course schedule.
    - In order to be published in the catalog and advertised for the upcoming academic year, all approval levels have to be completed and the proposal returned to the registrar's office by April 15.

A15. Facilities Planning Commission 2022-2023

POSITION	TERM	NAME	DEPARTMENT/DIVISION
Chair, Vice President	2021-22	John Harman	Finance and Administration
Provost and Vice President	2021-22	Joanna Mott	Academic Affairs
Vice President	2021-22	Erin Foley	Student Affairs
Vice Provost	2021-22	Abdy Afjeh	Research and Academic Affairs
Associate Vice President and Chief Information Officer	2021-22	Connie Atchley	Information Technology
Dean of Engineering, Technology, and Management	2021-22	Tom Keyser	Academic Affairs
Dean of Health, Arts, and Sciences	2021-22	Dan Peterson	Academic Affairs
Executive Director	2021-22	Josephine Ness	Admissions
Director	2021-22	John Van Dyke	Athletics
Director	2021-22	Thom Darrah	Facilities Management Services
University Librarian	2021-22	John Schoppert	Academic Affairs
University Registrar	2021-22	Wendy Ivie	Academic Affairs
Portland-Metro Representative	2021-23	Lara Pracht	Academic Affairs
Senate Executive Representative	2021-23	CJ Riley	Faculty Senate
Faculty 1	2019-22	Mark Neupert	Humanities and Social Sciences
Faculty 2	2019-22	Gary Lomprey	Civil Engineering
Faculty 3	2021-24	Sharon Beaudry	Business Management
Klamath Falls Student Representative	2021-22	Ty James	Student
Portland-Metro Student Representative	2021-22	Vacant	Student
Executive Assistant	2021-22	Celia Green	Finance and Administration

A16. List of University-Community Partnerships

Community Involvement by Oregon Tech:

1. Advancing Interdisciplinary Research on the Environment and Health (AIRE Center) was established with a federal grant in 2022. Faculty and student research team will work to better understand the impact of poor air quality in Southern Oregon and to help hospitals prepare for capacity burdens that affect their operations.
2. Alumni and program social events hosted at local restaurants (Brevada Brewhouse, Growler Guys, The Falls Taphouse)
3. Bonanza, OR Town Council and local FFA participation by OT employee (Ashlie Pence)
4. Basin Transit Service - bus wrap advertising on the on-demand bus routes in 2022-23
5. Behavior Improvement Group (BIG) ABA Clinic opened in 2018 to provide children's behavioral health services to the Klamath Falls community
6. Blackout Hunger basketball game (annual event) raises canned food donations for Klamath-Lake Counties Food Bank
7. Blue Zones Project collaboration with OT students in 2020 to obtain grants for a number of community improvement projects
8. Catalyze Klamath Falls Challenge (annual event) supports business ideas and/or entrepreneurial activities that could benefit economic growth in Klamath County and rural Oregon
9. Dental Hygiene students provide free dental services in Klamath county and city schools and travel internationally annually to provide dental hygiene services to underserved populations without access to care
10. Gaucho Collective co-working space partnership in 2018 and 2019 for OT class
11. Governor's State Employee Food Drive (annual event) participation to support local Klamath/Lake and Clackamas counties food banks (staff and faculty participation)
12. Graduation Motivation (annual event) sponsorship for local Klamath County high school seniors to encourage them to persevere through their final year of high school
13. Host for the Walk Smart weekly community walk in 2019 (Portland-Metro campus)
14. Hustlin' Ale by Skyline Brewing Company partnership
15. Hygiene kits prepared and donated for Bradley Angle Domestic Violence Shelter in 2022 (Portland-Metro campus)
16. Inventor's Club participated at the Spooktacular Event at World of Speed in 2017 (Portland-Metro campus)
17. KidWind Competition sponsor - a hands-on design celebration that engages students through the lens of wind and solar energy
18. Kiwanis Club of Klamath Falls participation by faculty and staff
19. Klamath Basin Beekeepers Association - participation by OT employee as board members (Christy Van Rooyen, Terri Torres)
20. Klamath County Chamber of Commerce – participation by OT employees (Ashley Van Essen, RaShell Carvalho)
21. Klamath County Economic Development Association (KCEDA) principal member, supporting economic development and diversification of Klamath County

22. Klamath Falls City School – participation by OT employee as a board member (Vanessa Bennett)
23. Klamath Falls City Planning Commission – participation by OT employee (Mark Neupert)
24. Klamath Falls Downtown Association – champion level member with participation by OT employee as a board member (Joel McPherson), collaborative projects such as painted owl fire hydrants and OT street banners
25. Klamath Geo Trail maintenance and resurfacing (faculty and student participation)
26. Klamath IDEA e-leadership team participation by OT employee (Hallie Neupert)
27. Klamath Snowflake Festival (annual event) sponsorship
28. Klamath Symphony participation by OT employee (Lloyd Parratt)
29. Klamath Tribes partnerships
30. Klamath Tribes Annual Youth Summit hosted at OT campus in Klamath Falls
31. Klamath Union High School sponsorship (annual)
32. Leadership Klamath program participation to build networks and advance local leadership (employee participants annually)
33. Mazama High School Robotics Team participation by OT employee (Glenn Elfbrandt)
34. Medical Laboratory Science (MLS) program hosted Red Cross blood drives in 2018 and 2019
35. MLS program donated PPE for the COVID-19 pandemic response in 2020 (Portland-Metro campus)
36. Klamath Community College partnerships
37. Outdoor Club students participated in the Wilsonville Parks & Rec Community WERK Day in 2018
38. Pelican Education Foundation - participation by OT employee as president (Kevin Garrett)
39. Pink Out basketball games (annual event) raise money for cancer research
40. Ready. Set. Innovate! event for high school business students in 2022 – faculty organizer (Hallie Neupert)
41. Respiratory Care equipment lent to Sky Lakes during COVID-19
42. Rotary Club of Klamath County - participation by OT employees and Foundation board members (Mira Wonderwheel, Tracey Lehman, Jim Hackett, Bob Kingzett)
43. South Central Oregon Regional Innovation (SCORI) hub located at OT Klamath Falls campus
44. Southern Oregon Regional Economic Development Inc. (SOREDI) underwriter level member
45. Soroptomists Klamath Falls participation by OT employee (Julie Levine)
46. TechCon (annual event) – community is invited to free gaming events over the weekend
47. United Way Charitable Fund Drive (annual event) participation by OT employees (coordinated by Don McDonnel, Mandi Clark)
48. Upper Klamath Lake aeration project with Klamath Tribes through Dr. Mason Terry and OREC

49. Veterans program organized clean up at the Korean War Memorial in 2022 (Portland-Metro campus)
50. Winter Coat Drive for local shelter in 2022 (Portland-Metro campus)
51. Winter Wings Festival (annual event) wildlife activities hosted at OT Klamath Falls campus
52. Youth outreach summer camps (annual events):
    a. Athletic sports camps (basketball, baseball, soccer, softball, and volleyball camps)
    b. Academic STEM fields exploration (LEGO camps, GIS/Geomatics camp, Girls got STEM camp)

A17. List of Programmatically Accredited Programs

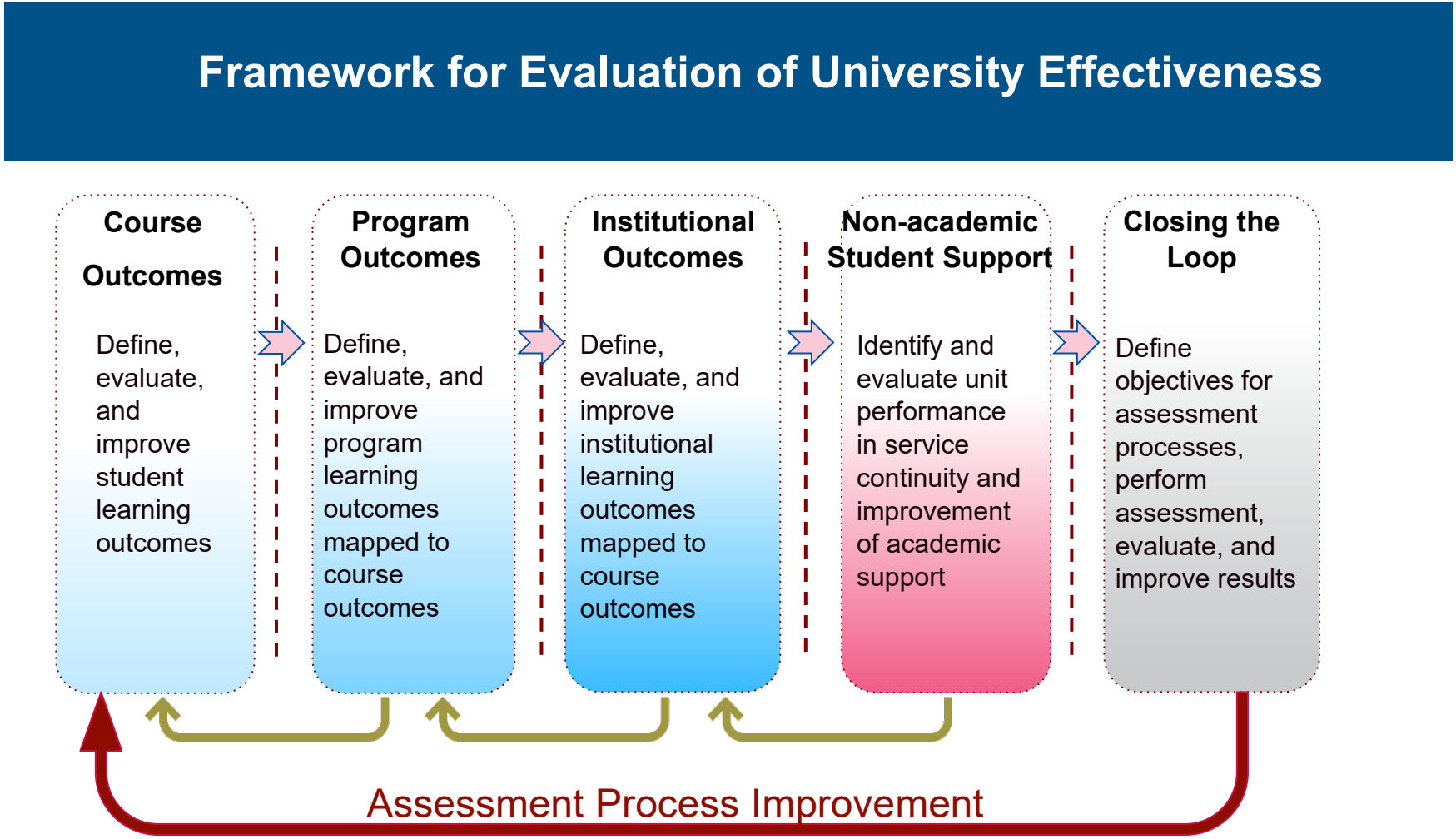
No.	PROGRAM NAME	Name of Accrediting Association	Last Review	Outcome of Review:
1	Business BS Management Option	IACBE	2020-2021	Accreditation Renewed
2	Civil Engineering B.S.	ABET - EAC	2016-2017	Accreditation Renewed
3	Civil Engineering M.S. / Civil Engineering B.S. and M.S.	ABET - EAC	2016-2017	Accreditation Renewed
4	Computer Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
5	Dental Hygiene B.S. Degree Completion Online	CODA	2016	Accredited w/reporting requirements-resolved 2018
6	Dental Hygiene B.S.	CODA	2016	Accredited w/reporting requirements-resolved 2018
7	Diagnostic Medical Sonography B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
8	Diagnostic Medical Sonography B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
9	Echocardiography B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
10	Echocardiography B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
11	Electrical Engineering B.S.	ABET - EAC	2021	Accreditation Renewed
12	Electronics Engineering Technology B.S.	ABET - ETAC	2020	Accreditation Renewed
13	Embedded Systems Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
14	Emergency Medical Services Management B.S.	CoAEMSP CAAHEP	2018	Accreditation Renewed
15	Geomatics B.S. Geographic Information Systems Option	ABET - ANSAC	2019	Accreditation Renewed
16	Geomatics B.S. Surveying Option	ABET - ANSAC	2019	Accreditation Renewed
17	Health Care Management B.S. Administration Option	IACBE	2020-2021	Accreditation Renewed
18	Health Care Management B.S. Clinical Option	IACBE	2020-2021	Accreditation Renewed
19	Health Care Management B.S. Radiologic Science Option	IACBE	2020-2021	Accreditation Renewed
20	Health Informatics B.S.	IACBE	2020-2021	Accreditation Renewed
21	Information Technology B.S.	IACBE	2020-2021	Accreditation Renewed

22	Management B.S. Accounting Option	IACBE	2020-2021	Accreditation Renewed
23	Management B.S. Marketing Option	IACBE	2020-2021	Accreditation Renewed
24	Manufacturing Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
25	Mechanical Engineering B.S.	ABET - EAC	2020	Accreditation Renewed
26	Mechanical Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
27	Medical Laboratory Science B.S.	NAACLS	2020-2021	Accreditation Renewed
28	Operations Management B.S.	IACBE	2020-2021	Accreditation Renewed
29	Paramedic A.A.S.	CoAEMSP CAAHEP	2018	Accreditation Renewed
30	Renewable Energy Engineering B.S.	ABET – EAC	2016-2017	Accreditation Renewed
31	Respiratory Care B.S. Degree Completion	CoARC CAAHEP	2011	Accreditation Renewed
32	Respiratory Care B.S.	CoARC CAAHEP	2011	Accreditation Renewed
33	Sleep Health A.A.S. Polysomnographic Technology Option	CoAPSG CAAHEP	2018	Accreditation Renewed
34	Sleep Health AAS Clinical Sleep Option	CoARC CAAHEP	2018	Accreditation Renewed
35	Software Engineering Technology B.S.	ABET - ETAC	2022	Accreditation Renewed
36	Technology and Management B.A.S.	IACBE	2020-2021	Accreditation Renewed
37	Vascular Technology B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
38	Vascular Technology B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy

A18. Graduation Dashboard Illustrating Disaggregated Institutional Data

Oregon TECH Internal Reports

A19. Schematic Representation of Institution Effectiveness Assessment Framework



A20. Examples of Program Improvements Based on Annual Assessment Results

Summary of Selected Program Continuous Improvement Assessment Measures and Actions
Allied Health - MS
Curricular changes that create innovative learning experiences for graduate students in case development, modern technologies, social determinants of health factors, population health, politics, critical thinking, research, and literature review experiences that advance their on-the-job skill sets. Diverse teaching faculty from every discipline collaborating and contributing to the education and skill development of these graduate students and to their applied research capstone projects. Students complete outstanding capstone projects that are contributing to their fields, going on to publications and being presented regionally and nationally.
Applied Behavior Analysis
Curriculum Map Revision - In response to a) changes related to the VCS requirements and b) student feedback about course loads and sequencing, we have made the following changes: Reduced the first-year load from 10 credits to 9 credits per term Moved ABA 515 – Basic Behavior Analysis from the first term to the 5th term and added a summer section of ABA 599- Thesis Moved ABA 516 – Human Development and ABA from the 3rd term to the 1st term **Faculty Hire** - The ABA program has relied on adjunct instructors for much of the instruction in the program. The primary faculty in the program have had reduced teaching loads due to other responsibilities (i.e., Department Chair and Clinic Director). We have recently hired an additional full-time faculty member who will have both teaching (.75) and clinic (.25) responsibilities. This additional position will provide much needed support for students working in the BIG ABA clinic as well as contributing to advising, recruiting, and curriculum development. **Verified Course Sequence** - The Behavior Analyst Certification Board (BACB) revised the coursework requirements for national certification. ABA course content and outcomes were revised to meet the new standards. The coursework was reviewed by the Association for Behavior Analysis International (ABAI) and designated a Verified Course Sequence (VCS). This designation means that students who complete the program will meet the coursework requirements for certification as a Behavior Analyst.
Applied Mathematics
A new faculty member was just hired and we are currently searching for two more (replacement) full-time positions in addition to our ongoing search for qualified adjuncts. **Applied Math Colloquium**: The department has maintained and expanded our Applied Mathematics Colloquium series to include a large variety of interdisciplinary topics and speakers. Invited speakers include students, faculty, and individuals from industry that give presentations related to applied-mathematics, statistics, data-science, physics, engineering, health-sciences, and other related fields. All Oregon Tech students and faculty are invited and encouraged to participate. **Creation of Math Learning Lab**. The curriculum within our remedial the Math 70-111 courses has been refined and the department has just created the Math Learning Lab. A new faculty member was hired who is dedicated to retention and enrollment in lower division math courses. This effort was thanks to the work of Terri Torres and grants that she brought in amounting to $140,000.00. Our department engages in continuous course content assessment and refinement. Each year we assess the learning outcomes and assessment criteria of our courses and measure student achievement on a selection of our outcomes. Program assessment data is used to close the loop and inform our decisions regarding content and outcomes for the following years.

Oregon Statewide Mathematics and Statistics Transfer Council Two faculty members involved in the Council work. Joe Reid, from our department, is serving as the chair of the statewide Statistics subcommittee.
Increased General Education Course Offerings. We have increased the number of dual-campus cross-listed courses between the Klamath Falls and Portland Metro campus. This has allowed us to continue to offer several sections of general-education courses that would not otherwise run.

Data Science Program. Created and implemented the data-science program. Data-Science is the fastest growing technical field currently in Applied Mathematics, and the program was designed to prepare students to be successful in both industry and graduate programs.

Applied Psychology - BS

Cross-campus course offerings We have incorporated remote technology into more courses. This allows students from Portland-Metro (PM) to attend classes in Klamath Falls (KF) and KF students to attend courses offered at PM. This provides greater flexibility and access.

In addition, students who have participated in our DHS contract projects (the Well-Being Program and the Relationship Building Program) have conducted program-based research and presented at conferences.

Renewed focus on Student Undergraduate Research The program curriculum revision in 2015/16 added an Applied Experience requirement for all students.
One option for students to meet this requirement is participating in undergraduate research projects. During the past two years, we have been able to offer PSY 314: Research Methods II course. PSY 314 is not required for graduation, however student interest and enthusiasm for conducting the studies they proposed in PSY 313: Research Methods I has grown. In PSY 314, students further refine and conduct the studies they designed in PSY 313. At least one student has completed a research project and presented at conferences.
Students have also completed special projects (PSY 497) with faculty that have resulted in conference presentations.
Teamwork Following the 2019-20 program assessment, faculty incorporated additional groupwork assignments into several courses. When the teamwork outcome was assessed in 2022 in the Capstone course, all students demonstrated proficiency.

Civil Engineering

Geotechnical Lab. Based on employer feedback regarding the need for students to have access to state of practice lab equipment, we upgraded our Geotechnical lab to include a cyclic triaxial and resilient modulus system for assessing soil and pavement materials ($80,000 upgrade).

New Tenure-Track Faculty. Based on feedback from ABET Evaluation and from graduates (student exit survey) we hired a new tenure track faculty member in Spring 2022, creating six full time faculty.
Revision of CE401/402 Civil Engineering Design. Based on survey feedback from recent graduates and employers regarding potential weaknesses in the ability of our students to communicate effectively with a range of audiences (one of our PSLOs), we revised the curriculum in CE401/402 Civil Engineering Design increasing student success to 100% on this PSLO.

Communication Studies

New Faculty. The Communication Department has hired a new faculty member with expertise in interpersonal and relational communication in response to the departure of faculty with that expertise and are currently searching for a faculty member that can contribute in the mass/social media field to address a perceived deficit in that area.
Curriculum Revision. The Communication Studies major revised the curriculum in response to student input and faculty experience. The courses in the focus sequence—a group of courses designed by the student and their advisor for their career goal—were revised from in-major and out-of-major categories to a single non-specified category to better enable transferability and meet the needs of specific student occupational goals.

The Communication Studies major revised the curriculum to include a writing course as part of the focused sequence in response to feedback from the Communication Studies Advisory Board and a change in university general education writing requirements.

Dental Hygiene

Added laser course – prospective employers are interested in this technology for dental hygiene – graduates report this is being asked when they interview for jobs.

Added pharmacology course specific to dental professions- due to poor retention and knowledge application from course taught outside of the department

Created more online courses - Created more options for online courses between campus programs and degree completion programs to offer students more options and availability of choices.
Creative curriculum changes - Creative curriculum changes to serve students, expand opportunities, and improve knowledge retention

Expanded content in "Emerging Topics" in the profession- allows opportunity to add trending topics or remove outdated content without having to change formal curriculum.

Hired 6 full time faculty to replace vacancies; hired two full time dentists as faculty members to integrate with students, patients, and support/teach in the academic program and clinical courses.

Equipment and facilities upgrades - Numerous and substantial equipment and facilities upgrades in clinics at both campuses, including infrastructure, safety, and teaching equipment.

Reduction of credits and elimination of redundant or unnecessary lab time.

The last two years have had record numbers of applicants to the Dental Hygiene Program at OT. We have seen ~60% increase in qualified applicants to our closed, cohort program since 2018.

Echocardiography

Publication: Case studies go on to publication for all students

Curricular Development: Students have diverse learning styles, so I provide an array of learning opportunities from lecture presentations, videos, articles, scaffolded content, gaming, interactive content, imaging libraries and audio options. I think discussions are helpful to students to get to know one another and also to interact with the content. Students are encouraged to publish their projects, cases studies and capstone work. I use a variety of learning activities to assess student mastery, such as writing essays, reflection papers, research papers, case studies, team projects, presentations, quizzes and comprehensive final exams. I provide multiple examples so students can understand what quality looks like and they can see what is required to meet that level.

Research skills for all students, they become versed in all the relevant scientific literature, and they learn to apply those skills to cases on the job.

Emergency Medicine

Increased department industry outreach – over the last three years our department has increased the number of invitations to speak at national conferences from approximately one every two years to 3-4 invited conference presentations per year.
Increased faculty development – EMS faculty have increased faculty development as evidenced by the number of additional degrees obtained including a doctorate and a master's degree, as well as two master's degrees in process.

Increased first year enrollment - Increased first year enrollment by expanding the offering of our first year core EMT course from a single cohort to three cohort offerings during the year.

Management

Center for Entrepreneurship & Innovation - a space designed to reflect a modern workspace; will be used for team-based classes and to support Catalyze Klamath
Cybersecurity Networking Lab - this lab houses a self-contained network where students can learn and apply network security.

Dedicated Spaces in the CEET Building - Departmental strategic initiatives focus on enhancing and developing our resources, our educational processes, and the academic quality of our business programs. One such initiative is maintaining and updating labs & facilities to create/increase the Management Department's presence/visibility on campus while also enhancing the student experience.

Prioritized Student Retention - The department's accrediting body (IACBE) requires that the department assess intended operational outcomes, one of which is, "Departmental processes support students throughout their program," and is measured using the retention dashboard. The department fell short of its goal of 75% retained and developed an action plan to address this deficiency: Develop and implement retention initiatives within the Management Department to improve retention rates. Since then, the department has analyzed departmental retention data to better understand our at-risk students and is developing communication tools and an early alert system to help improve retention across our programs.

Revised Accounting curriculum - Through recruiting and advising activities, accounting faculty had become aware that Klamath Community College students were finding it difficult to transfer into Oregon Tech's B.S. in Accounting, largely due to sequencing of courses with prerequisites. To better align not only the courses students would take during their first term at Oregon Tech, but to also ensure the degree modeled a true 2+2 agreement, the faculty revised the curriculum to improve course sequencing, adding flexibility and aligning with statewide requirements.

Medical Laboratory Science

Equipment. In 2020 the program added cameras to all microscopes used in hematology, urinalysis and microbiology. Use of these cameras allowed faculty to problem solve microscopy techniques quicker than in years past. The cameras also allow the students to show each other elements on their slides. Additionally, students use the cameras to take pictures of what they are viewing under the microscope and to use those pictures to study from. Inspired by the University's textbook affordability initiative, the cameras are being used to create an open education resource for Hematology and urinalysis atlases.

Curriculum Redesign. The MLS curriculum was redesigned in 2021 in the following ways: parasitology was included in the mycology course and virology was included in the molecular course in order to better streamline student outcomes and to align with changing methodology in industry. Credits were divided evenly amongst the courses. Research was added to Foundations II for organizational purposes.

In Summer of 2020 a 2-week simulated lab was introduced into the curriculum to help the students transition from traditional on-campus classes to clinical site externships. The simulated lab was created based on feedback from previous students as well as clinical sites about the need to prepare the students for working in a hospital lab while on externship. The simulated lab mimics a hospital lab environment so that students can practice the communication, time management, task prioritization, troubleshooting and teamwork skills needed to transition to externship. We have received positive feedback from both students and clinical coordinators regarding the simulated laboratory.

Marriage and Family Therapy - MS

Curriculum changes. Added additional courses in substance use disorder treatment into the MS MFT curriculum, which were approved by Graduate Council, to offer a certificate in Addictions Counseling, so that students in the program meet educational requirements for CADC III in Oregon. This sets the MS MFT program apart from other MFT programs. No other program, at least in the state of Oregon, have this coursework built into their curriculum.

Inclusion of mental health therapy simulations across cohorts. Research supports using computer simulations of different therapy scenarios with MFTs in training, to help them get experience and learn in a safe, supportive environment prior to meeting with real clients. Student feedback from using simulations was overwhelmingly positive.

Pedagogical changes. Based upon student feedback on end-of-term evaluations as well as verbal feedback to the Program Director, small, reasonable, indicated changes have been implemented to improve courses within the MS MFT program.

Natural Sciences

Curriculum changes. Curriculum changes within courses to allow more flexibility for students who cannot come to class, via increased use of pre-recorded lectures posted on Canvas and by creative use of Zoom.

Expanded Research Experience. Informal polling of our students showed a high level of interest in doing research and/or having research experience on their resumes. Graduate professional programs (e.g., med schools) have increasingly listed research experience as a favorable factor for admission.
More equipment

More involvement of undergrads in research

Student research is increasingly important for the university.

This was done because we needed it to do specific research projects, and/or because the old equipment broke (e.g., microbiology incubators).

Population Health Management

Building Industry Partnerships in Portland: We relocated one faculty member to the Portland Metro area to begin making industry connections in that area and offer programs there. This led to the design of the Population Health Innovation Certificate with industry collaboration, which takes the PHM-BS curriculum and levels it up to the graduate level to better serve health professionals and get the OT-PHM name out. This was based on data that indicated more PHM job opportunities in the Portland Metro area, and this expands our reach from Klamath County, which we had exclusively focused on for the first 7 years of the program.
Curriculum Alignment with Industry: based on job market research, conducted by faculty and students at the Population Health Management Research Center (PHMRC), we included courses in Geographic Information Systems, and more courses in Health Informatics, as well as a new course, Intro to Population Health Management, to better align our medical sociology/population health curriculum to match the job market skills and industry needs.

Online Courses and Quality: we have continued to develop more online courses so that our program can ultimately be offered fully online. About 90% of our courses are available in online format. Additionally, faculty have overhauled six courses to be more user friendly and include more faculty presence through videos and podcasts. We used student evaluation data that indicated some of our online courses needed to be improved, and we used data in the form of student requests for the Medical Sociology minor to be online to begin the process of online offerings. We also used enrollment data to determine that online may be a Plan B due to difficulty in recruiting to Klamath Falls.

Professional Writing

PWR Industry Equipment/Training: We purchased state-of the-art usability equipment (Morae, Tobii, etc.); we hosted a Tobii training session in summer 2021 (3 faculty and 5 students attended); we hired and industry consultant/contractor for a 2-week training in summer 2021 on drone use for media production (1 faculty and 5 students attended).

PWR Industry Partnerships: We engaged with the following community/industry organizations for client-based/experiential learning:
BlueZones (WRI 410)
Klamath Film (WRI 410)
CASEDA (WRI 410)
Downtown Association (WRI 420)
iFixit (WRI 327)
STC Puget Sound Chapter (PWR 330)
OIT Library (PWR 330)
Friends of the Children (WRI 410)
Klamath Soil and Water Conservation District (WRI 499)
Related in Recovery (WRI 410)
Klamath Tribes (WRI 420)
Transformations Wellness Center (WRI 410)
Klamath Health Partnership (PWR 499)
Toys for Tots (WRI 410)
Oregon Institute of Technology Sustainability Committee (WRI 410)
Sol Luna Yoga (WRI 420)
Sigma Tau Delta (WRI 420)
Ponderosa Middle School (WRI 410)

Finally, we developed an OER course for WRI 410 and WRI 510; Susan Rauch and Amber Lancaster created Canvas shells and Dr. Rauch piloted the course in summer 2022.

PWR Curriculum: reduced PWR program outcome list to a more manageable list; we revised WRI 227 curriculum (eliminated the "menu list" options and streamlined more standard assignments; we developed OER for 227 and created a standard Canvas shell for online/adjunct use); we created WRI 327 OER and created a standard Canvas shell for online/adjunct use.

Advisory Board Program Review. We asked Advisory Board focus group questions to help us identify where our program & curriculum is meeting industry needs and where gaps exist that we need to address ("convincing storytelling" was one area mentioned from ZCS Engineering and Klamath Film attendees) We developed an Advisory Board with alumni, community/industry organizations, and faculty/former faculty and met in March 2020 for programmatic review and future growth opportunities.

We employed a campus-wide survey for WRI 227 curriculum changes (outside collaborator was Aja/Librarian) to help us determine core assignments for Gen Ed & different apartments).

We piloted OER courses (WRI 227 and WRI 327) and asked students for feedback in survey and course evaluations.

We used learned info from CPTSC conference to form Advisory Board and UXPA (Seattle trip) to learn what usability/UX needs & equipment we should aim for.

A21. NSSE Survey Summary Results

NSSE Survey Results

Oregon Tech administered the National Survey of Student Engagement (NSSE) biannually. In the spring 2022, the survey was conducted to seek feedback from first year and senior students. The number of students that responded was 158 (26%) first year and 254 (24%) seniors, which is in line with the national response average (25%) for institutions of similar size. The NSSE data provides Oregon Tech student responses compared to a customized group of institutions selected by the Oregon Tech Board of Trustees (BOT) as well as a group of institutions identified as "aspiring institutions" and other "Oregon Institutions" which provides rich data for comparison to Oregon Tech.

The latest NSSE data was received in August 2022. A review provides the following overall summary points in comparison to the BOT comparators:

(1) FY students were significantly higher (with an effect size of at least .3 magnitude) on the engagement indicator, Collaborative Learning, while being significantly lower (with an effect of less than .3 magnitude) on the engagement indicators of Student-Faculty Interaction and Supportive Environment. Seniors were also significantly lower on the Supportive Environment and Reflective & Integrative Learning engagement indicators (both with an effect size of less than .3 magnitude).

(2) To the extent their courses challenge them to do their best work, 48% of first year students and 60% of senior students reported high challenge which was higher than the BOT comparator responses of 45% and 48% for first year students and seniors, respectively.

(3) The highest performing engagement indicators compared to the BOT groups are:

First year students:

1) Asked another student to help you understand course material
2) Combined ideas from different courses when completing assignments
3) Worked with other students on course projects or assignments
4) Explained course material to one or more students
5) Reached conclusions based on your own analysis of numerical information

Seniors:

1) Assigned more than 50 pages of writing
2) Combined ideas from different courses when completing assignments
3) Spent more than 15 hours per week preparing for class
4) Completed a culminating senior experience
5) Reached conclusions based on your own analysis of numerical information

(4) The lowest performing engagement indicators compared to the BOT groups are:

First year students:

1) About how many courses have included a community-based project
2) Worked with a faculty member on activities other than coursework
3) Institution emphasis on helping you manage your non-academic responsibilities
4) Talked about career plans with a faculty member
5) Included diverse perspectives (…) in course discussions or assignments

Seniors:

1) Institution emphasis on providing support for your overall well-being

2) Connected your learning to societal problems or issues
3) Institution emphasis on attending campus activities and events
4) Included diverse perspectives (…) in course discussions or assignments
5) I feel valued by this institution

(5) Student satisfaction as rated by their overall experience at Oregon Tech as excellent or good was 79% for first years (BOT comparators was 80%) and 74% for seniors (BOT comparators was 84%). Additionally, students who would "definitely or probably" attend Oregon Tech again was 84% for first years (BOT comparators was also 84%) and 71% for seniors (BOT comparators was 82%).

The NSSE data indicates academic advising is an area to focus on as first year students and seniors rated the quality of interaction as high as only 48% and 65% respectively. The pandemic has placed some limitation on the extent to which students could have in-person advising sessions. This notwithstanding, the university has allocated new resources and a targeted effort to improve student advising and support, particularly with a focus on freshman students. To improve student advising and to deliver solid academic advising to students, the university adopted a professional advisor model to enhance the existing, discipline-specific faculty advising. The establishment of the Office of Academic Advising and Retention in 2021 and hiring of new professional advisors, one in each college and one assigned to support students on the commuter Portland-Metro campus were specifically intended to improve student advising based on data from students' feedback. In addition to hiring additional advising professionals, the university acquired Citivas Platform, an advising and support software that allows sharing of up to date advising information among all advisors to ensure consistent information is available to all professional and academic advisors throughout the students' academic career. Civitas Inspire helps academic advisors (faculty or professional) understand and monitor how well students are doing in their academic career. These steps are intentional and aimed at enhancing the quality of student advising and availability of advising support at Oregon Tech. The university continues to monitor student satisfaction data as part of its regular and systematic assessment process to evaluate and enhance the effectiveness of student advising.

A22. New Students Surveys of Orientation Program 2022-2023

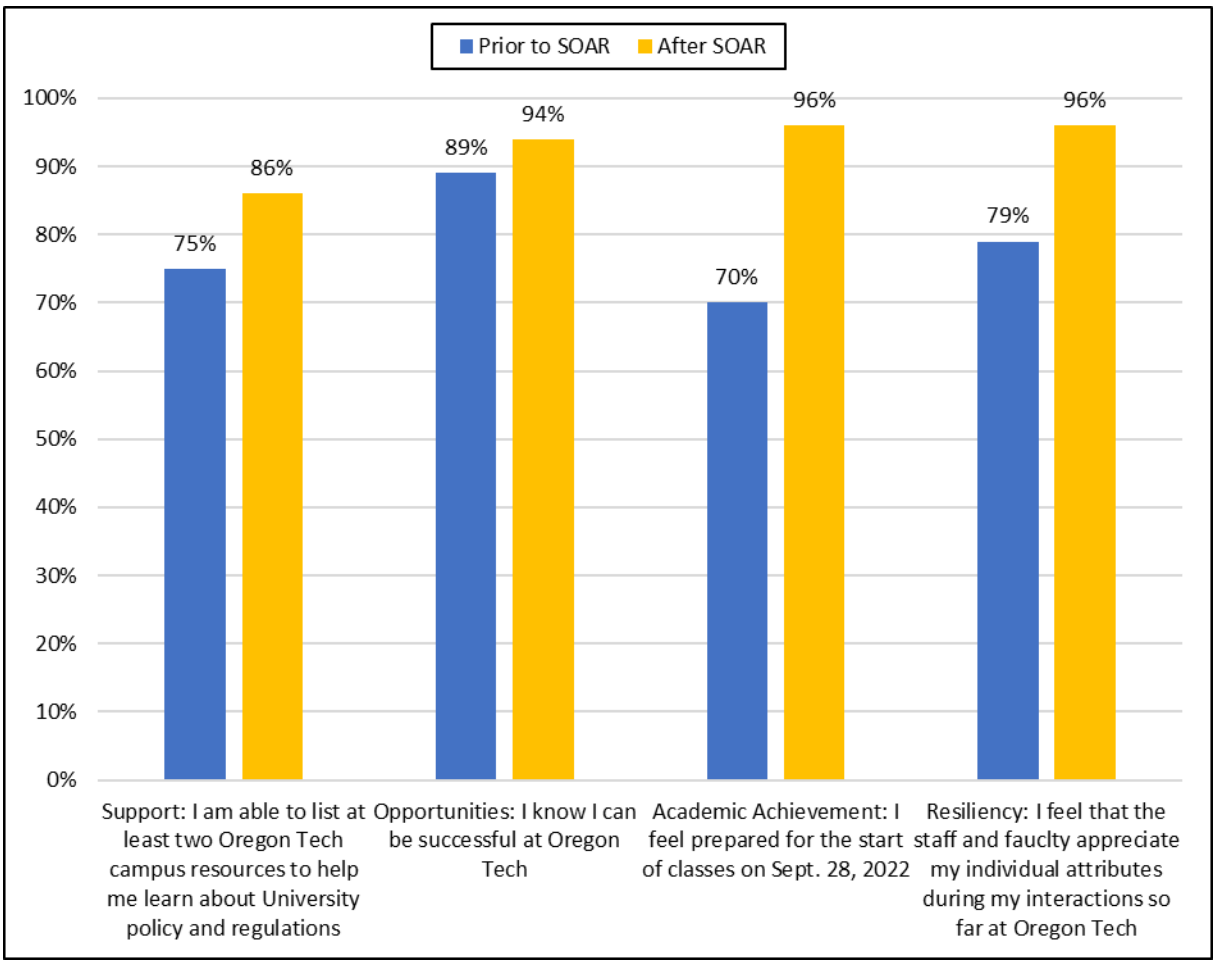


Figure 16 - Student Survey Results of SOAR Program

A23. New Student Advising Support

Prior to new students starting in their program, the Admissions Office provides a list of prospective students who are admitted in and expressed their intention to attend Oregon Tech to the departments to which they are admitted. The department chair of the degree program assigns faculty advisors to new students. Academic advisors contact their new student advisees and request to schedule an advising meeting. In addition to the faculty advisor within their major department, new students are assigned a secondary advisor from the Office of Academic Advising and Retention (OAAR) before the beginning of their first term. The establishment of OAAR in 2021 was a significant and positive step in institutional efforts to systematically support students to improve their academic success. The OAAR's advisors include three embedded advisors, one each in the Colleges of Engineering, Technology and Management (ETM) and Health, Arts and Sciences (HAS). A third advisor is dedicated to support student advising at the Portland-Metro campus. Equipped with knowledge of university-wide resources in both Academic Affairs and Student Affairs divisions, the embedded advisors, employ data-informed advising and retention strategies to identify and implement actions to continuously improve their support of student learning experience and success at Oregon Tech.

Faculty Advising

Although OAAR supports student academic success not only in transitioning to Oregon Tech but also during their entire academic journey, OAAR's primary responsibility of advising and orienting students at Oregon Tech is during their first year. The academic advisors from the student's degree program provide the primary advising about program-specific information or career advice. This typically occurs when advising needs begin to require increased disciplinary expertise related to major courses as sophomores or juniors. Academic unit advisors post advising office hours on their offices on campus. For both online and on-campus classes, availability of student advising hours is published regularly in each course syllabus available online.

Advising of online program students is administered by the online program. A list of online faculty advisors is published on the university's online academic advising website.

Professional Staff Advising

OAAR advisors provide advising support on a broad range of student support matters. This includes information about degree requirements, course planning and scheduling, graduation requirements, transfer information, interpretation of placement test results, and course registration, as well as that related to campus-wide resources available from both academic and non-academic units, including career information to assist undecided students in selecting a major. The OAAR Director coordinates advising expectations and training across the university, ensuring that the OAAR advisors are well-prepared and work harmoniously with academic advisors to serve all Oregon Tech students.

Each academic year, OAAR team members who serve as embedded academic advisors are given relevant information about course and program offerings in their respective area and programs and are offered additional training, as needed. Embedded advisors are expected to regularly collect data on their students' progress and use that data, in conjunction with information gathered during their meetings with students, to help develop individualized plans to support students' success. To facilitate this process and ensure accurate information sharing among the advisors, Oregon Tech adopted the Inspire software platform from Civitas Learning in 2021. The platform enables the

entire academic advising team to access and view the same information, enabling them to track students' academic status, share the documentation of areas of needed support, and monitor their students' progress to successful graduation. Another benefit of this program is the data produced contribute to assessment of the effectiveness of the student advising system at Oregon Tech. Specifically, Civitas data in conjunction with the faculty annual performance evaluations provide a regular, systematic assessment of academic advising to help guide data-informed decisions to improve student advising. The platform has been used by the OAAR advisors and many faculty advisors. Using a common advising tool by faculty advisors and professional advisors provides a uniform advising platform across the university, enabling consistent monitoring not only students' academic performance but also bringing in social and developmental growth information to assist with and enhance advising. In addition to Civitas, academic advisors use the program DegreeWorks to assist with academic planning. Degree Works is an academic planning and degree progress tool that reflects to the student their academic progress towards their completion of their program of study at OIT and is designed to help students track their degree progress and know which courses to take to plan their path to graduation. At any point and time students know where they are at and what they need to take next.

Student Advising Prior to OAAR

Prior to Fall 2021, the University's Advising Coordinator Commission (ACC) was responsible for assisting with academic advising support. ACC met with programs' academic advising coordinators (or department chairs) at Convocation and as needed throughout the academic year. ACC's responsibilities also included training for new advisors and refresher training for continuing advisors as needed, assessing academic advising, making recommendations to appropriate academic leadership, and addressing advising issues as they occurred. Effective Fall 2021, ACC was dissolved, and the committee's responsibilities were transferred to a new committee, the University Retention Committee.

University Retention Committee

The University Retention Committee (URC) is comprised of four faculty advisors and advising staff from the newly created positions of embedded academic advisors from the OAAR's team. In addition to the embedded advisors, URC includes as members the Director and the Program Director of OAAR. Other members are the University Registrar, a representative of Student Affairs, and a representative of the DICE Office. The Retention Committee is responsible for coordinating, advising, and assisting students, particularly those at academic risk. The Committee assesses academic advising, analyzes assessment results, and makes recommendations to appropriate Academic Affairs and Student Affairs leadership. In addition to the university wide retention effort, each program tracks their own program retention using the OIR dashboards. The OIR dashboards are useful at the fingertips of faculty to track disaggregated data on their own programs.

A24. Example of University Convocation Schedule

Oregon Tech Faculty and Staff:

Welcome to Oregon Tech's annual convocation! This year the event is scheduled from Thursday September 16 through September 22 in virtual modality. Please see links……The daily schedules are shown below. Please note the required sessions for various groups.
We are particularly excited to host 4 external keynote speakers this year – open to all – in addition to President Naganathan's welcome address.

Shortcuts: Friday, Sept. 17th | Monday, Sept. 20th | Tuesday, Sept. 21st | Wednesday, Sept. 22nd | Keynote Speakers

Click here for bios of our new Oregon Tech Faculty and Staff

Thursday, September 16th

Time	Session – Host	Attendance	Link	Add to my Calendar (double click)
8:00-5:00pm	IT Help Desk – Library lobby	Optional for anyone needing IT help		
8:00-8:45am	Presidents Welcome Address and Awards – Dr. Naganathan	Required for all Faculty & Staff	Click to Join	Presidents Welcome Address ai
8:45-9:00am	Break			
9:00-10:00am	Keynote Speaker "Intentionality By Design: Strengthening and Sustaining a Culture of Equity"– Dr. McNair	Required for all Faculty & Staff	Click to Join	Keynote Speaker "Intentionality By De
10:00—10:45am	State of Diversity – Dr. Naganathan & Dr. Jennifer Wilson	Required for all Faculty & Staff	Click to Join	State of Diversity - Audience_ Required
10:45-11:00am	Break			
11:00-Noon	Title IX Training – Dr. Jennifer Wilson	Required for all Faculty & Staff	Click to Join	Title IX training - Audience_ Required
Noon-1:00pm	Lunch Break			
1:00-1:30pm	Overview of Oregon Tech Funding from 2021 Legislative Session – John Harman	Required for all Faculty & Staff	Click to Join (same Zoom for all 3 sessions)	Finance & Administration Sessi
1:30-2:00pm	What you can expect to see from ITS - Connie Atchley, Tony Richey	Required for all Faculty & Staff		
2:00-2:30pm	ITS Refresher – Tony Richey, Fred Kowalski	Required for all Faculty & Staff		
2:30-3:00pm	Break			
3:00-3:50pm	Faculty & Staff Kick-off Social – Foundation	Open to all	Click to Join Meeting ID: 541 851 5679 Passcode: 1947	Faculty & Staff Kick-off Social - Aud
4:00-5:00pm	Covid Training – Dr. Foley, Gaylyn Maurer	Required for all Faculty % Staff	Click to Join	Covid Training - Attendance_ Requir

2021 Oregon TECH Convocation

Friday, September 17th

Time	Session – Host	Attendance	Link	Add to my Calendar (double click)
8:00-5:00pm	IT Help Desk – Library lobby	Optional for anyone needing IT help		
8:00-8:30am	Provosts Address – Dr. Mott	Required for Faculty, open to Academic Affairs staff	Click to Join	Provost's Address - Attendance_ Requir
8:30-8:45am	Break – Transition to Deans Addresses			
8:45-9:15am	Deans Address – HAS – Dr. Peterson	Required for Faculty, open to Academic Affairs staff	Click to Join HAS	Deans Address - HAS - Audience_ Rec
	Deans Address – ETM – Dr. Keyser		Click to Join ETM	Deans Address - ETM - Audience_ Re
9:15-9:30am	Break – Transition to Department Meetings			
9:30—12:30pm	Academic Department Retreats/Meetings – Department chairs	Determined by Department	See Invite from Department Chairs	
10:30-11:00am	New Application Opportunities – ITS, Janelle Knaggs	Optional for Staff	Click to Join	New Application Opportunities - Atte
12:30-1:00pm	Lunch Break			
1:00-1:45pm	Budget Reporting Orientation FENXT – Budget Office, Anna Clark	Optional for Staff	Click to Join	Budget Reporting Orientation FENXT -
1:00-5:00pm	Creating Effective Assessments – Academic Excellence, Dr. Battaglia	Required for all Faculty	Click to Join	Creating Effective Assessments - Forma
2:30pm-3:30pm	Business Process Updates – Business Affairs, Lori Harris & Celia Green	Recommended for Office Managers and Budget Authorities	Click to Join	Business Process Updates - Format_ V

2021 Oregon TECH Convocation

Monday, September 20th

Time	Session – Host	Attendance	Link	Add to my Calendar (double click)
8:00-5:00pm	IT Help Desk – Library lobby	Optional for anyone needing IT help		
8:00-9:00am	Coffee with your colleagues – Reconnect with your colleagues			
9:00-10:15am	Keynote "Small teaching online" – Flower Darby	Required for all Faculty	Click to Join	Keynote - Small teaching online - Fl
10:15-10:30am	Break			
10:30-11:00am	New faculty training - Proposal development discussion – Dr. Afjeh	Recommended for new faculty, open to all Faculty	Click to Join	New faculty training - Proposal c
11:00—Noon	Keynote – "Good Jobs in Changing Times: How Higher Education Can Meet the Future of Work" – Matt Sigelman	Required for all Faculty	Click to Join	Keynote – "Good Jobs in Changing Ti
Noon-2pm	Library Open House – See all the improvements – Open to all			
	Portrait Session – Fountain Courtyard – Recommended for new employees, open to all Faculty and Staff			
	Employee ID Session – College Union Info Desk – New employees			
2:00-2:45pm	Office of Advising: Overview & Introductions - Deanne Pandozzi, Brandon Held	Required for Department Chairs and Faculty Advisors	Click to Join	Academic Advising Training - Audience
2:45-3:00pm	Break			
3:00-5:00pm	Assessment Planning Strategies – Academic Excellence, Dr. Battaglia	Required for all Faculty	Click to Join	Assessment Planning Strategies

2021 Oregon TECH Convocation

Tuesday, September 21st

Time	Session – Host	Attendance	Link	Add to my Calendar (double click)
8:00-5:00pm	IT Help Desk – Library lobby	Optional for anyone needing IT help		
8:00-8:45am	Collaborating with TOP – TOP, Zach Jones	Open to all	Click to Join	Collaborating with TOP - Format_ Virtu
8:45-9:00am	Break			
9:00-10:30am	Keynote "Reach Everyone and Teach Everyone with Universal Design for Learning" - Dr. Tobin	Required for all Faculty	Click to Join	Keynote - Reach Everyone and Teach
10:30-11:00am	Break			
11:00-12:30pm	Challenging Students – Student Affairs, Dr. Foley, Gaylyn Maurer	Required for all Faculty, Optional for Staff	Click to Join	Challenging Students - Format_
12:30—1:30pm	Lunch Break			
1:30-3:00pm	Mandatory Reporter Training – Department of Human Services	Required for all Faculty and Staff	Click to Join	Mandatory Reporter Training -
3:00-3:30pm	What the Oregon Tech mobile app can do for you - Student Affairs, Josie Hudspeth	Recommended for Faulty, open to all	Click to Join	What the Oregon Tech mobile app car
3:30-4:00pm	Introduction to ACES: Disability Services, Tanya Coty & Pablo Monreal	Required for all Faculty	Click to Join	Introduction to ACES_ Disability Ser
4:00-5:00pm	Faculty Senate open session, Faculty Senate, Dr. Christopher Syrnyk	Open to all faculty	Click to Join	Faculty Senate open session - Form

Wednesday, September 22nd

Time	Session – Host	Attendance	Link	Add to my Calendar (double click)
8:00-5:00pm	IT Help Desk – Library lobby	Optional for anyone needing IT help		
8:00-9:00am	New Faculty Welcome Session – CCT & Administration	New Faculty	Click to Join	New Faculty Welcome Session - F
9:00-10:00am	New Faculty Syllabus Best Practices & IDEA Student Evaluation - CCT	New Faculty		New Faculty Syllabus Best Practic
	New Faces of Fundraising & More – Foundation, Mira Wonderwheel	Recommended for all faculty, open to all	Click to Join	New Faces of Fundraising & More
10:00-11:00am	New Faculty Registrar Policies and Procedures – Registrar, CCT	New Faculty	Click to Join	New Faculty Registrar Policies an
11:00-Noon	New Hire Benefits Orientation – HR, Sarah Henderson-Wong	Open to New employees	Click to Join	New Hire Benefits Orientation - Attenc
	Registrar Scheduling Updates – Registrar	Required for Department Chairs	Click to Join	Registrar Scheduling Updates
Noon-12:30pm	Lunch			
12:30-1:00pm	New Faculty open to meet OT-AAUP	Optional for New Faculty	Click to Join	New Faculty open to meet OT-AAUP F
1:00-5:00pm	Creating Effective Assessments - Breakout discussions	Required for all Faculty	Click to Join	Creating Effective Assessments - Break

The Student Involvement & Belonging (SIB) staff invite you to a special Welcome Back Luncheon to connect with our incoming students!

***KF*: Join us Monday, 9/27 from 12:45pm - 1:30pm at the LRC plaza.**

***PM*: Join us Wednesday, 9/29 from 11:30am - 1:30pm at the South Parking Lot.**

- **Student Involvement & Belonging**

2021 Oregon TECH Convocation

Keynote Speakers

Dr. Tia Brown McNair - Intentionality By Design: Strengthening and Sustaining a Culture of Equity

How do we accelerate broad-scale innovation and institutional change to advance evidence-based educational strategies that prioritize the creation of equity-conscious environments where students can thrive? How can educators ensure that students are fully prepared for life, work, and productive global citizenship? How do we embed students' "cultural wealth" into our educational designs to engage diversity and challenge inequities in student outcomes? This presentation will discuss the practical strategies learned from AAC&U's *Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning* project for examining and establishing equity goals to promote student engagement and success.

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers at the Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact practices, and student success. McNair directs AAC&U's Summer Institutes on High-Impact Practices and Student Success, and TRHT Campus Centers and serves as the project director for several AAC&U initiatives.

She is the lead author of From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education (January 2020) and Becoming a Student-Ready College: A New Culture of Leadership for Student Success (July 2016). In March 2020, Diverse: Issues In Higher Education named McNair one of thirty-five outstanding women who have tackled some of higher education's toughest challenges and made a positive difference in their communities.

Google, and what it takes to be successful. He speaks on education, digitalization, diversity and inclusion, generation z, and the future of work at events around the world.

Flower Darby - Small Teaching Online: Applying Learning Science in Online Classes

Flower Darby (she/her) celebrates and promotes effective teaching in all class formats to include, welcome, and support all students and to foster equitable learning outcomes for today's new majority students. In her former roles as Assistant Dean of Online and Innovative Pedagogies and Director of Teaching for Student Success, Flower led efforts that support teaching excellence for equity and inclusion. Flower is an internationally renowned keynote speaker and author as well as adjunct faculty at Northern Arizona University and Estrella Mountain Community College. She has taught in higher ed for over 25 years in a range of subjects including English, Technology, Leadership, Dance, and Pilates. A seasoned face-to-face and online educator, Flower applies learning science across the disciplines and helps others do the same.

Through her publications and presentations, Flower has helped educators all over the world become more effective in their work. She's the author, with James M. Lang, of Small Teaching Online: Applying Learning Science in Online Classes, and she's a regular contributor to The Chronicle of Higher Education. Her new book project is on emotion science and teaching with technology.

Matt Sigelman

CHIEF EXECUTIVE OFFICER

Matt Sigelman is CEO of Emsi Burning Glass, a leading labor market analytics firm which mines billions of job openings and career histories to track the global market for talent.

» **Mr. Sigelman has dedicated his career** to the opportunity to unlock new avenues for mobility and productivity through skills. He leads Burning Glass's work providing data-driven solutions for companies, universities, and governments in building the future workforce. He served previously with McKinsey & Company and Capital One. He holds an A.B. from Princeton University and an M.B.A. from Harvard.

Emsi | burningglass

Dr. Tobin - Reach Everyone and Teach Everyone with Universal Design for Learning

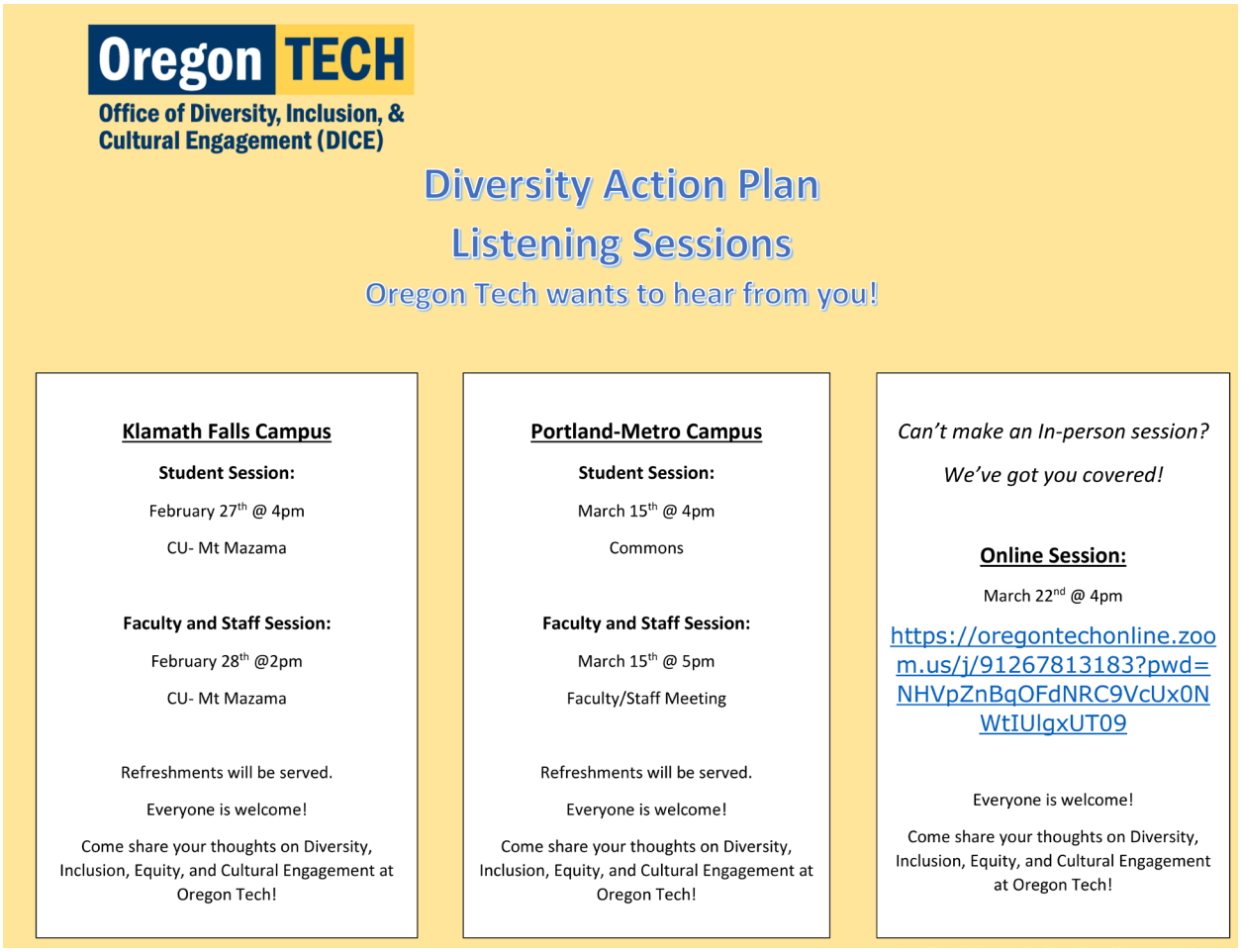
Dr. Thomas Tobin is a founding member of the Center for Teaching, Learning, & Mentoring at the University of Wisconsin-Madison, as well as an internationally renowned author and speaker on issues of quality in teaching with technology, including evaluating online teaching, academic integrity, copyright, and accessibility.

Since the advent of online courses in higher education in the late 1990s, his work has focused on using technology to extend the reach of higher education beyond its traditional audience. He is an advocate for the educational rights of people with disabilities and people from disadvantaged backgrounds.

He holds a Ph.D. in English literature, a second master's degree in information science, a professional project management certification, a master online teacher certification, Quality Matters certification, and recently completed the Certified Professional in Accessibility Core Competencies (CPACC) certification.

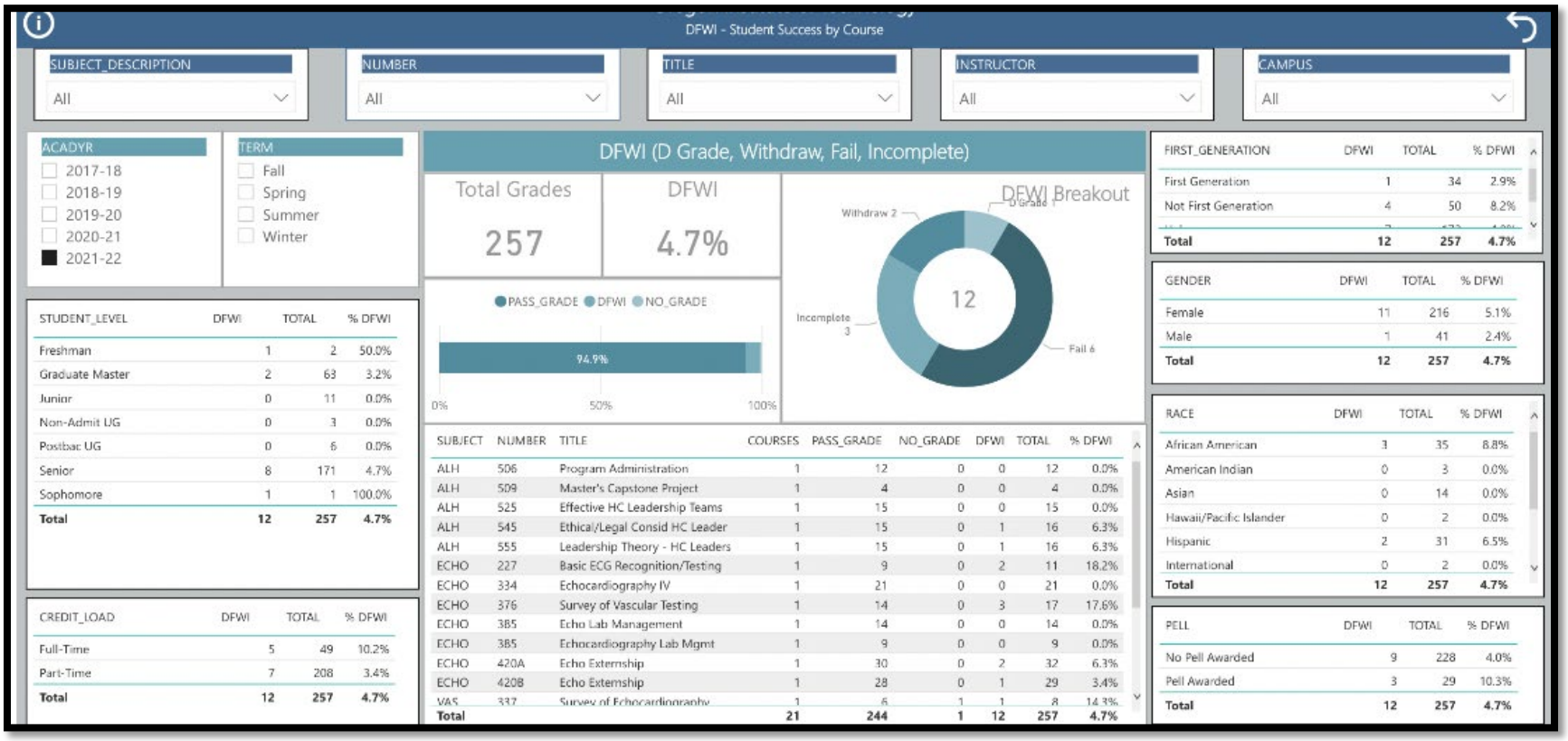
He was named to Ed Tech Magazine's 2020 "Dean's List" of Educational Technology Influencers and serves on the editorial boards of InSight: A Journal of Scholarly Teaching and the Online Journal of Distance Learning Administration.

A25. Diversity Action Planning Example



A26. An Example of OIR Data Dashboards

An example of a screen image of the OIR DFWI grade dashboard is shown below.



Example of Disaggregated Dashboard Data
Showing Enrollment for four consecutive terms

FIRST GENERATION	1st Term	2nd Term	3rd Term	4th Term
First Generation	326	265	250	199
Not First Generation	626	556	502	421
Total	**1291**	**1062**	**960**	**795**

GENDER	1st Term	2nd Term	3rd Term	4th Term
Male	656	563	506	400
Female	635	499	454	395
Total	**1291**	**1062**	**960**	**795**

RACE	1st Term	2nd Term	3rd Term	4th Term
African American	37	25	22	16
American Indian	16	13	10	5
Asian	92	81	73	66
Hawaii or Pacific Islander	6	4	3	3
Hispanic	190	151	138	112
International	11	9	6	5
Total	**1291**	**1062**	**960**	**795**

PELL	1st Term	2nd Term	3rd Term	4th Term
PELL Awarded	370	311	284	229
No PELL Awarded	921	751	676	566
Total	**1291**	**1062**	**960**	**795**

A27. Leadership, Cultural and Heritage Events

Through cultural and heritage celebration activities Student Involvement and Belonging (SIB) supports students from the (1) Leadership and Diversity Scholarship program, and (2) identity and cultural-based student organization leaders towards leadership endeavors, advocacy pursuits, and identity development needs personally and professionally. A summary of 2021-22 academic year events is presented below.

CULTURAL AND HERITAGE CELEBRATIONS EVENTS
Black History Month
Black History Month Presentation (KF & Online)*
Truth and Visibility of Black Voices in Oregon (Online)
What Stands Between Us (KF)
Women of Color Collective (KF & PM)
Hispanic Heritage Month
Hispanic and Latinx/a/o Community Gathering Lunch (KF)
Hispanic and Latinx/a/o Community Gathering Lunch (PM)
Hispanic and Latinx/a/o Festival (KF)
LGBTQ+ Pride Week
Charm Your World with Pride (KF)
GAYME Nite (KF & Online)
LGBTQ+ Allyship Workshop: 10 Core Competencies (KF)
LGBTQ+ Allyship Workshop: 10 Core Competencies (Online)
LGBTQ+ Pride Week Grab & Go (PM)
LGBTQ+ Pride Week Snack Social (KF)
Pronouns 101 Workshop (Online)
Native American Heritage Month
Native American Heritage Month Presentation (KF & Online)
Women's History Month
Community Service: Building Hygiene Kits for Women's Shelters/Centers (KF)
Community Service: Building Hygiene Kits for Women's Shelters/Centers (PM)
Empowering Women Jenga (KF)
Japanese Girls Day (KF)
Tea Being Served: Women's History (KF)
Trivia Women's History (KF)
LEADERSHIP AND DIVERSITY SCHOLARS
One-on-One Meeting with Scholars Three Times a Term
Discussing leadership development, cultural competency, identity development, and community service engagement

* KF = Klamath Falls campus; PM Portland Metro campus

A28. Student Success Stories

Program	Examples of Student Success Stories
Civil Engineering (BSCE)	In Spring 2022, BSCE Senior Baelie Werner Was awarded the Structural Engineers Association of Oregon (SEAO) Frey Scholarship. In Feb. 2022, BSCE Graduate Jakkie Carter was featured in the Oregon Department of Transportation (ODOT) video series on success stories for ODOT engineers. In 2021, BSCE Senior Mitch Hokanson was awarded the Beavers Trust –Bill Dutra Scholarship.
Management Department	94% placement rate across all management programs Students completing BS in Operational Management, Business or Health Care Management have the option now to complete a Six Sigma Green Belt Emphasis and Spring 2020, 9 students earned this distinction.
MLS	In 2022, 2 Oregon Tech MLS students won a coveted ASCLS Alpha Mu Tau scholarship. Only 16 undergraduate scholarships were given out across the US. In 2021, 1 of 15 Alpha Mu Tau scholarships was awarded to an MLS student in our program. In 2020, our students were awarded 5 out of 15 of these scholarships. In total over the past 3 years our MLS students have been awarded 17% of these national scholarships. To put this in perspective there are 247 accredited MLS programs in the US whose students are eligible to compete for these scholarships. The average Board of Certification scores for our MLS students was 519, significantly higher than the National Average of 477 (2021 cohort). The 3-year average pass rate for the BOC exam for our MLS program is 97%, the National Average is 77%. Job placement rate of 100% post 2 months graduation (2021 cohort).
Dental Hygiene	100% job placement for all graduates *seeking* employment upon graduation (both campuses) Two recent alums are enrolled in graduate degree programs (MSAH, and MPH) Eight Alum returned to join students and faculty on the international service trip to Jamaica with the International Externship Program after having been given the opportunity to serve other cultures as a student.
BS Applied Psychology	Emily Feldberg BS Applied Psychology 2021. Emily took part in externship at the Klamath Hospice during her senior year. She was hired to work there full-time upon graduation. This past summer she organized and ran Camp Evergreen, a summer grief camp for youth in Klamath County and Northern California. Through this experience she worked with current Oregon Tech students, including as an externship supervisor, providing a hands-on and enriching learning experience. Rebecca Marszalek: She was included in a post on Oregon Tech's webpage https://www.facebook.com/OregonTech on September 9th. Due to Rebecca's competence, high GPA, and good interpersonal communication, she was able to work closely with faculty as an educational assistant. Through this experience, she was entrusted with developing educational material and providing feedback to students in their academic activities. She learned about open educational resources and their development. As part of her involvement

	in this area, she co-presented at the 2022 Western Psychological Association conference.
BS Population Health Management	**Cord VanRiper,** in the first PHM graduating cohort, decided to stay in the local area and be a leader in advancing the new field and practice of population health management. He decided to forgo medical school for a time and gets his start at Cascade Health Alliance. He is now at Klamath Health Partnership as the Director of Quality. As a student he was part of multiple research projects on community health, then worked alongside PHM faculty and students at the research center, only as a professional and leader, on the Community Health Assessment. **Cally McCool,** switched to PHM in the last year of her imaging program right before she was to go on externship. She was inspired by her PHM and sociology classes and embarked on a career in public health serving her local community (being from Klamath Falls). Making several upward transitions, she is now the Operations Manager at Cascade Health Alliance. She continually picked up new PHM skills, including using her health informatics classes to become a Health Analyst, and her public health courses to translate into her time at Public Health. She represents the versatility of the PHM program and its students! **Jordan Ackernecht,** undergoes a heart transplant during her time as a student. She is part of the development of the PHM student club, and with the support of her fellow PHM students and faculty, makes it through to graduate, to then quickly go on to having her dream job as a Patient Coordinator and Navigator, and was accepted to Berkely's Public Health Master's Program
MS Marriage and Family Therapy	**100% job placement after graduation.** 100% of all MS MFT graduates actively seeking employment find a job in their field at least 4 months after graduation. **AAMFT Minority Fellowship recipient**. One student applied for and was awarded the American Association for Marriage and Family Therapy Minority Fellowship grant. She was required to attend trainings, meet with other awardees, and specifically learn about serving minorities. She plans to work with those who battle with addiction and poverty. **National licensure exam passing rates**. While small, one graduate of the MS MFT program has taken and passed the MFT national licensure exam. She passed this exam on the first attempt. No other students, as far as I have been informed, have taken the exam.
Math Department	One of our recent graduates, Curtis Michels, was awarded a full ride scholarship to graduate school at WSU. He passed the Ph.D. qualifying exams in his first term of enrollment (this is an achievement that is unheard of). Andrew Mengerhausean is another recent graduate that is successfully employed in the banking industry working with applying mathematics to enhance community engagement and profitability. Another recent graduate from the Applied-Mathematics program was hired by a sawmill to continuously update the programming and software of the cutting-head. This is an extremely complicated conglomeration of machinery and computers that requires constant optimization and a great deal of skill in computer science, multivariate-vector-calculus, and linear algebra.

Professional Writing	Mike Yilek: Professional Writing Outstanding scholar, now working as a communication specialist for the Oregon Tech admissions office, established first-ever Oregon Tech style guide Brett Bliss: Professional Writing Outstanding Scholar, now directing communications for Sky Lakes Medical Center Jacy Wasoski and Clint Rogers (Professional Writing) and Drew Bryant (CSET) won the 2022 Hiram M. Hunt Award for best student project for their interactive game, Anxiety Adventure. Haley Werst (2021-22 Professional Writing graduate and Outstanding Scholar) and Brennen Thacker (2021-22 Communication Studies graduate and Outstanding Scholar) presented alongside Dr. Franny Howes at the 2022 Computer and Writing Conference on their gender-neutral pronoun app, Parlare. WRI 410 successfully secured grant Awards for BlueZones (including grant written by Mindy Miranda, Communication Studies major/Professional Writing minor and 2022 graduate).
Communication Studies	Sarah Handyside submitted through a peer reviewed competitive process and had accepted for presentation the paper, Typicality & Necessity of Turning Points in Polyamorous Relationships for the annual conference of the Northwest Communication Association, April, 2022. Adam Gerhards submitted through a peer reviewed competitive process and had accepted for presentation the paper, Reasons for Participation in Trading Card Games for the annual conference of the Northwest Communication Association, April, 2022. Samantha Mclean submitted through a peer reviewed competitive process and had accepted for presentation the paper, Relationship satisfaction and Copreneurs for the annual conference of the Northwest Communication Association, April, 2021. Brennan Thacker submitted through a peer reviewed competitive process and had accepted for presentation the paper, Feelings of Social Isolation and Video Chat Usage Frequency for the annual conference of the Northwest Communication Association, April, 2021.
Master of Science in Allied Health	Capstones applied research projects have gone on to be presented at regional and national conferences by many students. Capstones applied research projects have had industry impact in every field of dentistry, imaging, population health, respiratory, leadership, healthcare retention, healthcare recruitment and more. Many students have been promoted and experience career advancement to leadership roles upon graduation.
Emergency Medicine	Student involvement in research presented at the International Scientific Symposium session at the 2022 EMS World conference titled “How are Racial Minorities and Women Depicted in National Primary EMS Textbooks?” which was voted Best Education Research, Best Oral Presentation, and Best Poster presentation. Continued high (> 95%) student job placement over the last three years Continued high (> 95%) national board exam pass rates over the last three years

Degree Completion Echocardiography	Students go on to professionally Published Papers and Case Studies – Scientific Advancement / Impact in the Field Student Leadership training and leadership roles in industry (advancement on the job) Student Salary increases post-graduation Student Research skills massively increased
Natural Sciences	Three outstanding BHS students accepted into OHSU Medical School who are doing their residency through Cascades East, they all were offered a full ride scholarship which was so awesome! Dr. Derek Wiseman Dr. German Ferrer Dr. Damon Lerma Former BHS graduate (2019), Jordan Pavlic, gave a guest lecture last Spring in BIO 436 Immunology course on CAR T cells. She is working as a Manufacturing Scientist, GMP Facility, UC Davis Institute for Regenerative Cures. She graduated with a M.A. in Stem Cell Biology from Sacramento State University (2021). Satomi Kiriakedis (2020) Experimental Biology 2020 Annual Meeting Poster presentation: "Functional Implications of Tyrosine Hydroxylase Immunoreactivity in Rat Brain ", published in The FASEB Journal Nov, 2020 She was also involved in a number of different scientific research projects at OIT, including one focused on genotyping methods for cyanobacteria in Upper Klamath Lake and another focused on building and improving a microscope system. She further participated in a research project with a physics faculty member and developed her own approach using Monte Carlo simulations and applied these methods to a problem of practical interest, which is simulating epidemic. Chloe Smith, BES graduate 2018, won the President's Senior Cup for her exceptional academic record as well as her commitment to promoting sustainability at OIT. She was the first ENV graduate to complete the degree as well as three minors: biology, chemistry, and sustainability. She is currently working on a PhD in oceanography from the Massachusetts Institute of Technology Woods Hole Oceanographic Institution. Kelley O'Malley, BES graduate 2021, was one of Dr. Clark's student air quality researchers and co-presented their study *Effects of COVID-19 Related "Stay-At-Home" Orders on Rural Atmopsheric Particulate Matter (Poster)* at the American Geophysical Union (AGU) 54th Annual Fall Meeting, Dec 12–16, 2021. Kelly is now pursuing a Master of Science in Molecular Toxicology at Oregon State University. During the NASA Student Airborn Research Program through Eleanor Kenyon, BES graduate 2021, and other interns attended lectures from

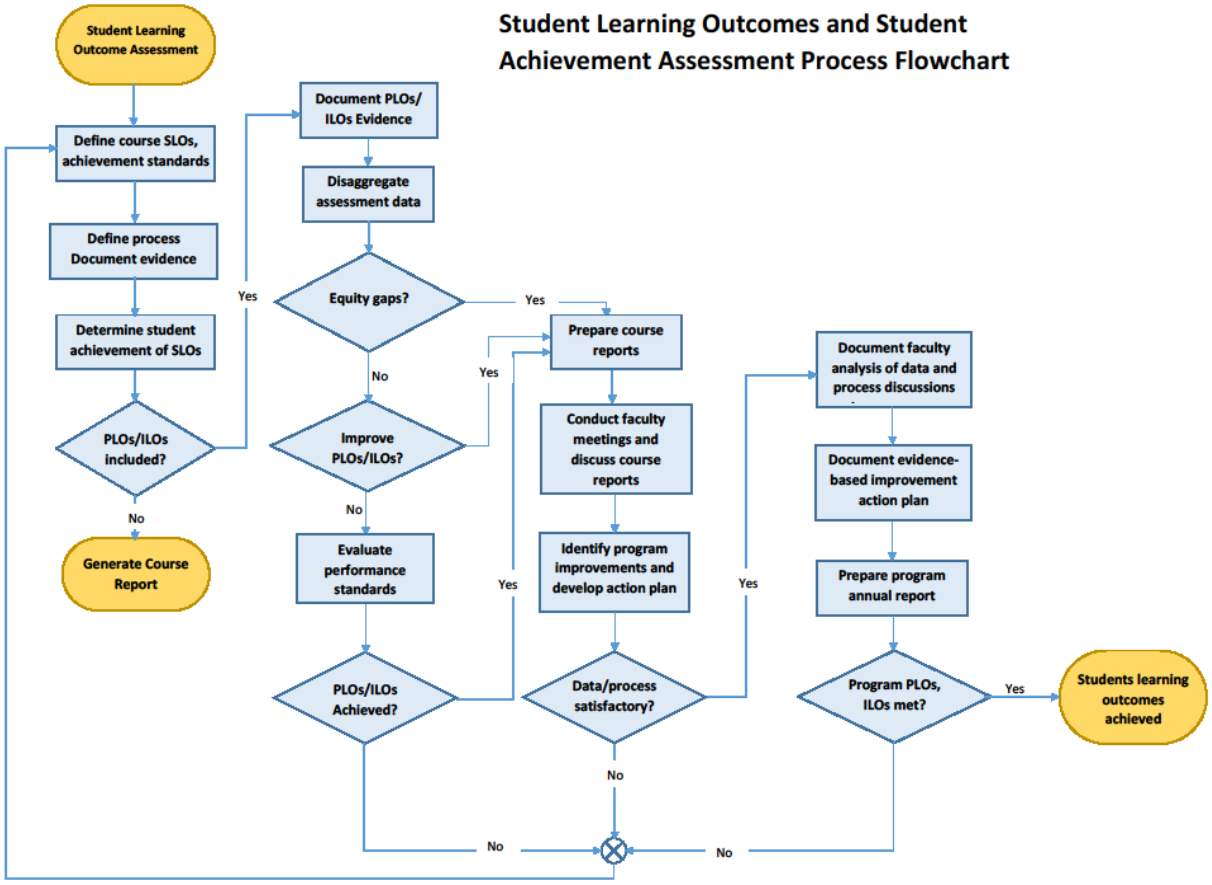
	renowned scientists, learned how to code and use satellite imagery processing software, collected aerosol data, and ultimately came up with an independent research project to pursue over the 8-week program. Eleanor used Geographic Information Systems to model debris flow risk following a wildfire, based on factors such as slope, geology, vegetation cover, and fire severity. Eleanor was the 2021 Oregon Tech Senior cup award recipient for the significant impact that she on the campus community while at Oregon Tech. In 2020 Elijah Hayes, BES class of 2023, set out to break the Klamath County big year record of 259 species. A *big year* is an informal competition among birders who attempt to identify as many species of birds as possible by sight or sound. Elijah achieved this goal and is the county record holder for most bird species identified in Klamath county in a single year. See attached Environmental science symposium as example. Describe your efforts so far in closing equity gaps in your program? How have you assessed or identified equity gaps? What actions have you taken to help students achieve their potential (For example: project-based experiences, inclusivity exercises, TILT assignment instructions, etc.)? The department of natural science has actively increases the use of active learning in the classroom which should help close equity gaps. The inquiry model affords a rich learning and is a promising option for supporting innovation and institutional change toward equity. There is some strong literature to support this model. (Ching, Cheryl D., and Maxine T. Roberts. "Crafting a racial equity practice in college math education." *Journal of Diversity in Higher Education* 15.4 (2022): 401.) We also work very closely with dual credit teachers throughout the state. Our program alone captures almost 9,000 FTE hours a year in dual credit. Our faculty work closely with these teachers creating innovative and strong learning opportunities. Advanced coursework opportunities provide high school students with the chance, to earn college credit while they are still in high school. The value of advanced coursework opportunities, however, is not only tied to their ability to provide potential college credit. Due to the increased rigor and high expectations of these courses, advanced coursework offers high schoolers valuable opportunities to gain skills and demonstrate competencies in the kinds of learning they can expect to see in postsecondary education. However, the opportunity gaps in the advanced coursework system—the inequitable distribution of funding, supports, and pathways for student participation and success—have a profound impact on which students are enrolling and succeeding in advanced coursework opportunities. We work with teachers and schools that are often considered underserved and we hope are working towards closing equity gaps.
Geomatics	• Geomatics students took first place in the national Geomatics Student Competition. Press release is shown below. • October 26, 2020, KLAMATH FALLS, Ore. – Oregon Institute of Technology (Oregon Tech) Geomatics graduates, Michael Ness and Cameron Smith, have been selected by the National Society of

	Professional Surveyors (NSPS) as winners of the 2020 NSPS Student Project of the Year. • Geomatics students continue to perform exceptionally well on the NCEES Fundamentals of Surveying (FS) and Professional Surveyor (PS) licensing exams as shown in the table below.

Geomatic Program Students' Licensing Exam Results

Year	Institution	Percent Taking Exam	Percent FS Exam Passed	Percent PS Exam Passed
Spring 2019	Oregon Tech	100	0	100
	ABET Comparator	87	40	100
Fall 2019	Oregon Tech	100	N/A	86
	ABET Comparator	81	N/A	81
Spring 2020	Oregon Tech	100	N/A	100
	ABET Comparator	79	N/A	75
Fall 2020	Oregon Tech		50	100
	ABET Comparator		69	64
Spring 2021	Oregon Tech	100	100	89
	ABET Comparator	N/A	61	73
Fall 2021	Oregon Tech	N/A	100	100
	ABET Comparator	47	67	71
Spring 2020	Oregon Tech	100	N/A	50
	ABET Comparator	87	N/A	74

A29. Schematic Diagram of Program Assessment Processes



A30. Examples of Students Survey Results

2020 Student Needs Assessment Survey Results

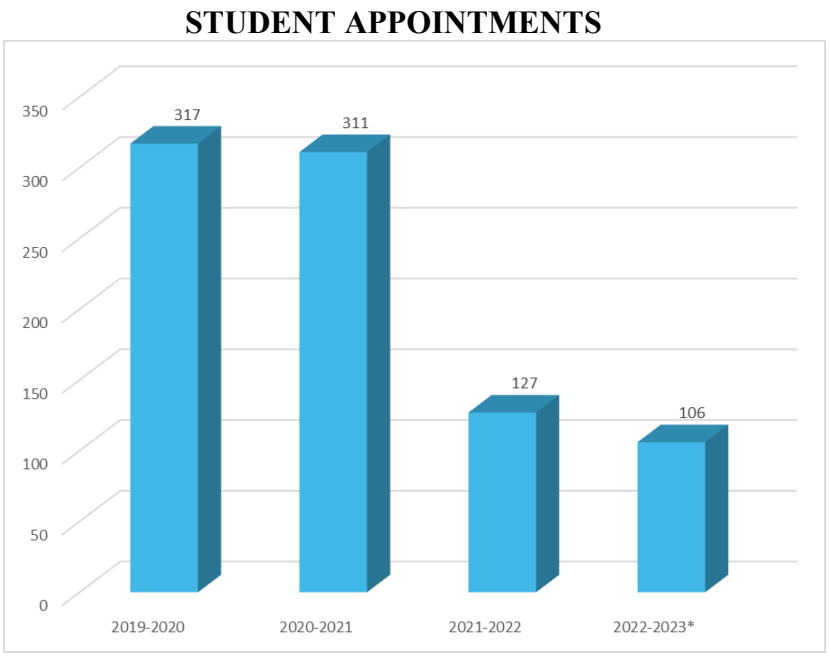
		Total		Klamath Fall		Portland Metro		Chemeketa		Online	
		%	n	%	n	%	n	%	n	%	n
To what extent is **stable housing** a concern for you this term:	not at all concerned	37.5%	226	35.7%	162	42.7%	44	33.3%	4	50.0%	16
	not concerned	30.9%	186	31.5%	143	27.2%	28	58.3%	7	21.9%	7
	neither / neutral	14.0%	84	14.3%	65	12.6%	13	0.0%	0	18.8%	6
	concerned	13.1%	79	13.7%	62	14.6%	15	8.3%	1	3.1%	1
	very concerned	2.2%	13	2.0%	9	1.9%	2	0.0%	0	6.3%	2
To what extent is **stable food sources** a concern for you this term:	not at all concerned	30.7%	185	28.2%	128	38.8%	40	33.3%	4	40.6%	13
	not concerned	28.9%	174	29.5%	134	29.1%	30	25.0%	3	21.9%	7
	neither / neutral	17.8%	107	18.9%	86	13.6%	14	25.0%	3	9.4%	3
	concerned	17.9%	108	18.5%	84	16.5%	17	16.7%	2	15.6%	5
	very concerned	1.7%	10	1.5%	7	1.9%	2	0.0%	0	3.1%	1
To what extent is **reliable internet to access coursework** a concern for you this term:	not at all concerned	22.1%	133	20.7%	94	22.3%	23	25.0%	3	40.6%	13
	not concerned	27.1%	163	27.8%	126	25.2%	26	50.0%	6	15.6%	5
	neither / neutral	20.6%	124	21.8%	99	19.4%	20	8.3%	1	12.5%	4
	concerned	22.3%	134	21.4%	97	26.2%	27	16.7%	2	21.9%	7
	very concerned	6.5%	39	6.6%	30	5.8%	6	0.0%	0	9.4%	3
To what extent is **adequate computer/hardware for course requirements** a concern for you this term:	not at all concerned	27.7%	167	27.1%	123	26.2%	27	25.0%	3	43.8%	14
	not concerned	30.2%	182	30.6%	139	32.0%	33	50.0%	6	12.5%	4
	neither / neutral	14.6%	88	15.4%	70	9.7%	10	16.7%	2	18.8%	6
	concerned	17.8%	107	16.5%	75	23.3%	24	8.3%	1	18.8%	6
	very concerned	8.3%	50	8.8%	40	8.7%	9	0.0%	0	3.1%	1
To what extent is **childcare assistance due to K-12 remote learning** a concern for you this term:	not at all concerned	59.6%	359	61.2%	278	55.3%	57	50.0%	6	56.3%	18
	not concerned	8.8%	53	9.7%	44	6.8%	7	0.0%	0	6.3%	2
	neither / neutral	6.3%	38	6.2%	28	5.8%	6	25.0%	3	3.1%	1
	concerned	2.3%	14	1.3%	6	2.9%	3	16.7%	2	9.4%	3
	very concerned	2.2%	13	1.1%	5	4.9%	5	0.0%	0	9.4%	3
To what extent is **childcare assistance for non-school age dependents** a concern for you this term:	not at all concerned	59.0%	355	60.1%	273	56.3%	58	41.7%	5	59.4%	19
	not concerned	9.0%	54	9.7%	44	7.8%	8	8.3%	1	3.1%	1
	neither / neutral	6.6%	40	7.5%	34	4.9%	5	8.3%	1	0.0%	0
	concerned	2.2%	13	1.3%	6	2.9%	3	16.7%	2	6.3%	2
	very concerned	1.8%	11	0.9%	4	2.9%	3	0.0%	0	12.5%	4
To what extent is **finding employment** a concern for you this term:	not at all concerned	19.8%	119	18.3%	83	22.3%	23	25.0%	3	31.3%	10
	not concerned	16.8%	101	16.3%	74	20.4%	21	8.3%	1	15.6%	5
	neither / neutral	25.1%	151	26.7%	121	19.4%	20	16.7%	2	21.9%	7
	concerned	24.4%	147	25.1%	114	25.2%	26	33.3%	4	9.4%	3
	very concerned	8.5%	51	7.9%	36	10.7%	11	8.3%	1	9.4%	3
	not at all concerned	24.8%	149	23.1%	105	28.2%	29	25.0%	3	37.5%	12

To what extent is **dealing with consequences of recent wildfire**s a concern for you this term:	not concerned	21.9%	132	20.5%	93	32.0%	33	8.3%	1	15.6%	5
	neither / neutral	25.6%	154	28.2%	128	15.5%	16	16.7%	2	21.9%	7
	concerned	18.1%	109	18.9%	86	15.5%	16	25.0%	3	12.5%	4
	very concerned	3.5%	21	2.9%	13	4.9%	5	8.3%	1	6.3%	2
To what extent is **dealing with COVID-19 related financial stressors** a concern for you this term:	not at all concerned	17.6%	106	17.0%	77	18.4%	19	8.3%	1	28.1%	9
	not concerned	15.9%	96	17.2%	78	17.5%	18	0.0%	0	0.0%	0
	neither / neutral	16.9%	102	17.6%	80	16.5%	17	16.7%	2	9.4%	3
	concerned	31.9%	192	31.7%	144	27.2%	28	41.7%	5	43.8%	14
	very concerned	15.4%	93	13.9%	63	20.4%	21	25.0%	3	18.8%	6
To what extent is **dealing with mental health challenges/stressors** a concern for you this term:	not at all concerned	12.1%	73	12.8%	58	10.7%	11	8.3%	1	9.4%	3
	not concerned	13.8%	83	15.2%	69	11.7%	12	0.0%	0	6.3%	2
	neither / neutral	16.9%	102	16.5%	75	18.4%	19	25.0%	3	15.6%	5
	concerned	38.4%	231	38.8%	176	35.0%	36	41.7%	5	40.6%	13
	very concerned	16.6%	100	14.3%	65	23.3%	24	25.0%	3	25.0%	8

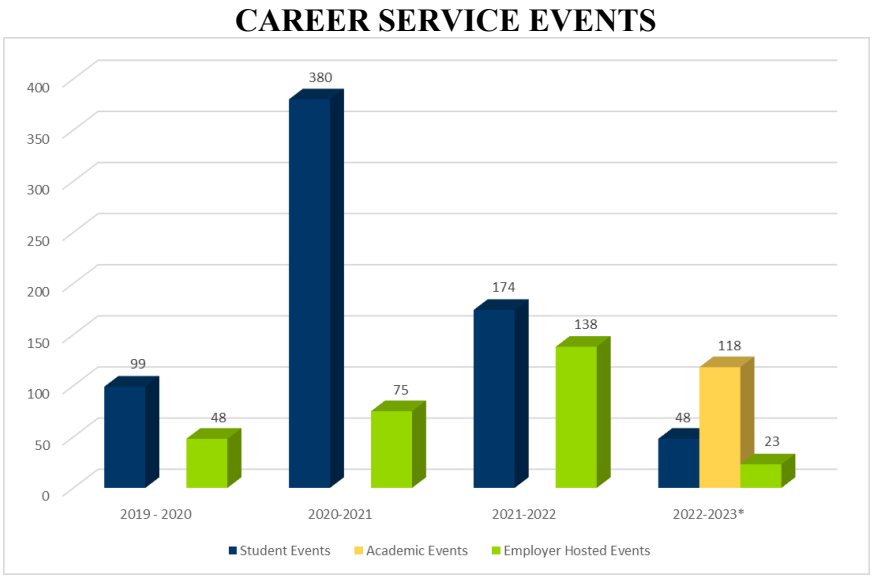
Student intentions for Winter term 2021

		Total		Klamath Falls		Portland Metro		Chemeketa		Online	
		%	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**
At this time, what are your plans for Winter term 2021?	I plan to continue my enrollment at Oregon Tech if I can take either remote or in-person coursework.	70.6%	793	74.8%	602	65.7%	134	89.3%	25	35.8%	29
	I plan to continue my enrollment at Oregon Tech only if I can take in-person coursework.	9.7%	109	12.0%	97	5.9%	12	0.0%	0	0.0%	0
	I plan to continue my enrollment at Oregon Tech only if I can take remote classes/do not need to come to campus.	11.6%	130	6.8%	55	14.7%	30	3.6%	1	50.6%	41
	I plan to enroll at a different institution.	0.4%	5	0.2%	2	0.0%	0	3.6%	1	2.5%	2
	I do not plan on continuing my education next term.	1.3%	15	0.4%	3	4.9%	10	0.0%	0	2.5%	2
	I am unsure of my plans.	4.0%	45	3.5%	28	6.4%	13	0.0%	0	4.9%	4

A31. Career Services Support and Events



- Resume & Application Material Review
- Interviewing Support
- Career Exploration & Development
- Internship/Job Search Processes



- Student
  - Professional Etiquette Dinner
  - Resume Review Marathon
  - Interview Workshop
  - Student Employment Professional Development Workshops
- Academic (Classroom Presentations) **
  - LinkedIn Profile creation
  - About Career Services
  - Resume Workshop
  - Interview Workshop
- Employer
  - Info sessions
  - Network with Industry Professionals

A32. Academic Program Review

Oregon Tech Academic Master Plan (AMP) has instituted regular assessment of all academic programs through an internal evaluation process. The plan's inclusive committee was formed in - December 2021 and began its work in January 2022. This committee consisted of 16 faculty, students, and administrators. The group completed its work on drafting a plan in May 2022 and shared it with a wide variety of groups, including the Provost Leadership Team, academic colleges, Academic Council, Faculty Senate, Administrative Council, and senior leadership, and in open forums for students and others unable to participate in other groups. The Plan was finalized in November 2022 and approved by the university Board of Trustees in January 2023.

AMP requires a systematic internal review of all degree programs at Oregon Tech on a rotating basis over a period of seven years. To reduce redundant effort and increase efficiency of the academic program reviews, the university's comprehensive review of academic programs is planned to coincide as closely as possible with those of the units' external programmatic review, where applicable. Such a review schedule would allow optimal use of the university's resources for review of the academic programs. However, the initial focus will be on programs that do not have programmatic accreditation. Accordingly, after the first phase of program reviews, the schedule of internal program reviews begins with those for engineering and engineering technology programs whose programmatic accreditation review visits were most recently completed.

The Curriculum Planning Commission (CPC)[25] is a standing committee and reviews all curricular changes to ensure they adhere to the university guidelines. Achievement of student learning outcomes is regularly and systematically evaluated through a university-wide, well-established, and on-going assessment process. Each academic program is required to report annually the results of its student learning outcomes assessment and continuous program improvement action and plans. These reports are systematically reviewed by the university wide AEC to ensure consistent assessment standards in criteria and methods are applied across the university to evaluate program and institutional learning outcomes.

Standardized Process for New Offerings

Oregon Tech has a new program handbook to encourage faculty to start new innovative programs and to give them the steps they need in the process to be successful. This is a standardized process coordinated by the provost. New Programs must receive approval from a multitude of organizational processes. New programs require an initial Provost approval to proceed. Next steps in the approval process are, as appropriate, CPC/Graduate Council, Provost Council, HECC, and NWCCU. New Courses offerings are reviewed by both the CPC for undergraduate courses and Graduate Council for graduate courses. No new offers are marketed without the successful completion of all the approval processes. Faculty are encouraged to be innovative and to meet industry needs with new ideas and programs. Innovative grants are awarded by the provost annually to help encourage new educational and research program development.

[25] See page 21 of Standing Committees document.

Systematic Review and Oversight

Academic assessment is reviewed and overseen by both the Department Chairs and Deans, along with the AEC. Both program learning outcomes and institutional learning outcomes are assessed each year by all programs throughout the university. Data from these assessment processes is used to inform faculty and administrators what is needed to improve student success in terms of academic program enhancement and of resources and staffing to ensure viable programs and the greatest student achievement. Curricular improvements are reviewed for approval through the CPC for undergraduate programs and the Graduate Council for graduate programs. Continuous improvement is an ongoing process campus wide and deeply engrained into Oregon Tech's culture. Systematic annual assessment reporting is required for all academic programs. These reports are regularly reviewed by the AEC using assessment rubrics and feedback is provided to each program. In addition to internal reviews, the program IAB regularly reviews the academic programs' educational objectives and plans to ensure quality management and alignment with the current professional practice needs in each discipline. Examples of how programs have improved based on assessment data are presented in Appendix A20.

A33. Examples of Course Learning Outcome Worksheet Tracking High DFWI Rate

Term	CRN	DFWI Rate	DFWI Comments
202001	10049	14.3	One student failed the course and two students took medical withdrawals due to difficulties imposed for COVID restrictions. Both of the students who have taken medical withdrawals are eligible and have indicated they want to come right back into the vascular program next year.
202001	10050	14.3	One student failed the lab final practical making the D or F rate only 90%. Due to reasons of COVID isolation, not failure, the two withdrawals in this course were due to "Medical Withdrawals" and the students are able to and have indicated the want to return to the program when able. There was no out-of-phase penalty for the medical withdrawals and these two students will be calculated into future equity gap evaluations as they re-engage the vascular program.
202001	10051	14.3	For this lab exercise, evaluated through mini-practical quizzes, all students passed with 100%. Again, only one student failed this course for D or F reasons. The two other students who withdrew did so as "medical withdrawals" due to COVID 19 reasons, and will return to the vascular program without penalty in the future.
202001	10143	31.4	a) Course attendance was horrid due to COVID. b) Programs require a D or above in this class and many students shoot for the D. Using this, the "Pass rate" for the class is >70% which is acceptable given that it is a gen education math course with a strong history of low pass rates. This course is required but not considered "important" for the majors that take it and it takes a back seat to their other studies.
202001	10369	13.3	3 students were not able to perform to the necessary standard. 1 student had a medical withdrawal
202001	10100	28.0	Two of Seven students received incomplete grades due to medical reasons or online learning difficulties.
202001	11516	16.7	There are no subgroups that have substantial data and demonstrate significant differences in DFWI rates either historically or within this run of the course. Historical improvement has been made on my DFWI rates for this course (from 28% to 20% on average) and well within the expectations of the department for a general education mathematics course. I will continue to monitor recent updates (last 2 years of data) to determine effectiveness of these updates on improving teaching.
202001	10728	12.1	1. Student with the D grade has done poorly on final exam. Missed a quiz and a homework assignment. I intend to work with the student and learn about their struggles in particular topic. I also intend to encourage students to come to my office hours. (3.03%) 2. Students who have received an F in this class missed quizzes, homework assignments, exams or have submitted the wrong exam. I intend to work with students and help them navigate the technical aspects of LMS to avoid submission errors. I also intend to work with individual students to learn about their challenges in particular topics.

202001	10798	13.0	The DFWI is occurring among juniors, full-time students, non-Pell awarded students, white and Hispanic students, male students, and those of unknown first-generation status.
202001	10621	20.0	Out of the 5 students enrolled in the class, one student did not submit any homework and did not take the final exam. He was given an "I" grade, which converted to "C" after he submitted the rest of his work.
202001	11077	24.0	1. Student with grade D has not submitted several homework assignments. To resolve this issue, I intend to work with students and to learn why and where they are lacking. Students have done reasonably well in exams. (4%) 2. Students with grade F have not submitted several homework assignments and also had not taken any exam. To resolve this issue, I intend to work with students and to learn why and where they are lacking and what is prompting them to miss lectures and exams. (4%) 3. To reduce the withdrawal rate, I intend to work with struggling students and to encourage them to stay in the class. (16%)
202001	10354	31.8	This course is taken as a required course by BES students and as a general lab science elective. Nationally, DFWI rates in an intro science course like this tend to be high. One thing that I am doing to combat this is allowing students to resubmit some of their work based on feedback so that they develop a mastery of the skills I am teaching. Additionally, this course was taught during social distancing which altered the lab and classroom experience greatly.
202001	10100	28.0	Two of Seven students received incomplete grades due to medical reasons or online learning difficulties. There is no equity gap.

A34. University Divisions and Colleges Leadership

This appendix presents information on the divisions' leadership followed by the leadership of the academic colleges.

Division of Academic Affairs

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Carrie Dickson, Director, Online Operations Instructional Design

Carleen Drago, Director, Educational Partnerships

Wendy Ivie, University Registrar

Thomas Keyser, Dean, College of Engineering, Technology and Management

Tracey Lehman, Director, Financial Aid

Josephine Ness, Director, Admissions

Deanne Pandozzi, Director, Academic Advising & Retention

Dan Peterson, Dean, College of Health, Arts, and Sciences

Ken Sartain, Budget Director, Academic Affairs

John Schoppert, University Librarian

Farooq Sultan, Institutional Research

Christopher Syrnyk, Executive Director, Honors Program

Division of Finance and Administration

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Thomas Arce, Director, Student Involvement & Belonging

Karen Blevins, Director, Payroll Services

Vivian Chen, Director, Procurement, Contract Services and Risk

Anna Clark, Assistant Director, Budget and Planning

Thom Darrah, Director, Facilities Management Services, Capital Planning

Lori Harris, Assistant Director, Business Affairs Office

Sarah Henderson-Wong, Assistant Director, Benefits

Fred Kowalski, Director, IT Security and Compliance

Michelle Meyer, Director, Audit and Compliance

Tony Richey, Chief Technology Officer

Victoria Seward, Manager, Accounting Operations

Karissa Sultan, Manager, Accounts Receivable

Division of Student Affairs

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Edward Daniels, Director, Campus Safety & Parking Services

Dr. Mandi Clark, Director, Housing and Residence Life

Josie Hudspeth, Interim Executive Director, Portland Metro Student Services

Dr. Jennifer James, Interim Director, Disability Services and Testing Center

Gaylyn Maurer, Administrative Director, Integrated Student Health Center

Don Stockton, Director, Veteran Student Services

Doug Tripp, Director, Resilience, Emergency Management and Safety

John Van Dyke, Director, Athletics

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Division of University Advancement

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Krista Darrah, Manager, Operations

Lacy Jarrell, Executive Director, Marketing and Communications

Mira Wonderwheel, Director, Development

COLLEGE OF ENGINEERING, TECHNOLOGY, AND MANAGEMENT

College Leadership

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Roger Lindgren, Chairperson, Department of Civil Engineering

Hallie Neupert, Chairperson, Department of Business Management

Tim Pasang, Chairperson, Department of Manufacturing and Mechanical Engineering and Technology

Scott Prahl, Chairperson, Department of Electrical Engineering and Renewable Energy

Jack Walker, Chairperson, Department of Geomatics

About the College

The College of Engineering, Technology, and Management (ETM) is a multidisciplinary college offering degree programs at multiple locations in the Pacific Northwest. Most students enroll at one of the two main campuses in Klamath Falls or Portland-Metro (in Wilsonville). Additionally, Oregon Tech offers its Manufacturing and Mechanical Engineering and Technology degrees to employees of The Boeing Company at sites in the Puget Sound area.

The College of ETM provides students with the hands-on experience and knowledge they need to be successful in their careers. On average, 96 percent of Oregon Tech graduates are employed or enrolled in graduate school within six months of graduating.

COLLEGE OF HEALTH, ARTS, AND SCIENCES

College Leadership

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Jamie Kennel, Chairperson, Department of Emergency Medical Services

Maria Lynn Kessler, Chairperson, Department of Humanities & Social Sciences

Tiernan Fogarty, Chairperson, Department of Mathematics

Richard Carson, Chairperson, Department of Medical Imaging Technology

Caroline Doty, Chairperson, Department of Medical Laboratory Science

Nate Bickford, Chairperson, Department of Natural Sciences

Michael Gilinsky, Chairperson, Department of Respiratory Care & Polysomnography

About the College

The College of Health, Arts, and Science provides programs and courses in (1) the health sciences, such as dental hygiene, medical imaging technology, medical laboratory science, paramedic education, respiratory care, and polysomnography, (2) the humanities, social sciences, communication, and mathematics, and (3) biology and the pre-professional programs leading to graduate work in medicine, dentistry, veterinary medicine, and other graduate level health professions. These excellent programs are guided and nurtured by full-time as well as a number of well-qualified practicing professionals as part-time and adjunct faculty members who serve Oregon Tech students within the College of Health, Arts, and Sciences and through service courses for all students.