HIGHER EDUCATION COORDINATING COMMISSION

2016 UNIVERSITY EVALUATION:
Oregon Institute of Technology

2016 UNIVERSITY EVALUATION: OREGON INSTITUTE OF TECHNOLOGY

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INTRODUCTION

This report is guided by Oregon Revised Statute 352.061, which requires that the Higher Education Coordinating Commission (HECC) conduct an annual evaluation of the public universities in the state. The purpose of this report is to evaluate the contributions of Oregon Institute of Technology (Oregon Tech) to State of Oregon (State) objectives for higher education as articulated in statute and in the HECC's Strategic Plan (https://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC-StrategicPlan_2016.pdf). The report relies on a combination of accreditation reports, self-assessments conducted by the University (Oregon Institute of Technology) on criteria jointly developed with the HECC, and state and federal data. This is the second annual report and as such it is a benchmark document that is formative in scope. It signals areas of key interest to the HECC that support the objectives of the State of Oregon: student success as measured by degree completion; access and affordability as measured by equity across socioeconomic, racial/ethnic and regional (urban/rural) groups; academic quality and research; financial sustainability; and continued collaboration across universities in support of the State's mission for higher education. Additionally, the report describes how Oregon Tech's Board of Trustees has operated since its formation in July 2015. The form and content of subsequent annual evaluations will be guided by feedback from legislators, the public, and the universities about how to improve the usefulness of this process and product.

LEGISLATIVE MANDATE (SB 270)

Passed by the Oregon Legislature in 2013, Senate Bill 270 (SB 270) (2013) established individual governing boards at the University of Oregon (UO) and Portland State University (PSU). It also established a process for the other five Oregon public universities to establish individual governing boards, which they subsequently did. In addition, the bill required the Higher Education Coordinating Commission (HECC) to conduct annual evaluations of the universities. The stipulations required by the bill are codified in Oregon Revised Statute (ORS 352.061).

ORS 352.061(2) stipulates that the HECC's evaluations of universities must include:

a) A report on the university's achievement of outcomes, measures of progress, goals and targets; and
b) An assessment of the university's progress toward achieving the mission of all education beyond high school as described in ORS 350.014 (the 40-40-20 goal).

Finally, ORS 352.061(2) (c) also requires that the HECC assess university governing boards against the findings set forth in ORS 352.025, including that governing boards:

a) Provide transparency, public accountability and support for the university.
b) Are close to and closely focused on the individual university.
c) Do not negatively impact public universities that do not have governing boards.
d) Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students relative to out-of-state students.
e) Act in the best interests of both the University and the State of Oregon as a whole.
f) Promote the academic success of students in support of the mission of all education beyond high school as described in ORS 350.014 (the 40-40-20 goal).

For context, ORS 352.025 notes four additional Legislative findings:

a) Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system.
b) Even with universities with governing boards, shared services may continue to be shared among universities.
c) Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.
d) The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions, their compacts and the principles stated in this section.

EVALUATION PROCESS

In an effort to approach the first annual evaluation in a collaborative manner, in 2015 the HECC formed a work group comprised of university provosts, inter-institutional faculty senate, staff from the Chief Education Office, HECC staff, then-HECC Commissioner Kirby Dyess, and other university faculty and staff. The workgroup began meeting in February 2015 with a focus on understanding the purpose and scope of the evaluation as defined in statutes, the structure of the evaluation, and the process for the evaluation. As a result of these conversations, an evaluation framework was developed as a tool to assist in the evaluation process.

During its development, the framework was shared with various groups such as university presidents, university faculty senates, and others, to seek feedback and input on the framework. The framework was revised based on input and suggestions and three categories were identified as organizers. These included institutional focus areas, governance structure focus areas, and academic quality. Each category contained key metrics and performance measures of academic quality that were aligned with the newly-adopted student success and completion model indicators. After final review and consideration of stakeholder feedback, the HECC adopted the framework on September 10, 2015. The framework template is populated with data from the HECC Research Office and then verified by university offices for institutional research and data. All data included in this report is from the HECC unless otherwise indicated.

A balanced evaluation of whether Oregon's public universities are meeting the goals described for them by State law does not lend itself to a formulaic or mechanical approach. The Commission draws from contextual elements such as the State's fluctuating funding for higher education and changing student demographics to help explain data in the framework, and progress towards goals. The Commission also leverages other evaluations already undertaken by universities including self-studies, accreditation reports and the work of boards of trustees to provide a perspective that is uniquely focused on each institution's contribution to serving the State's higher education mission under the new governance model.

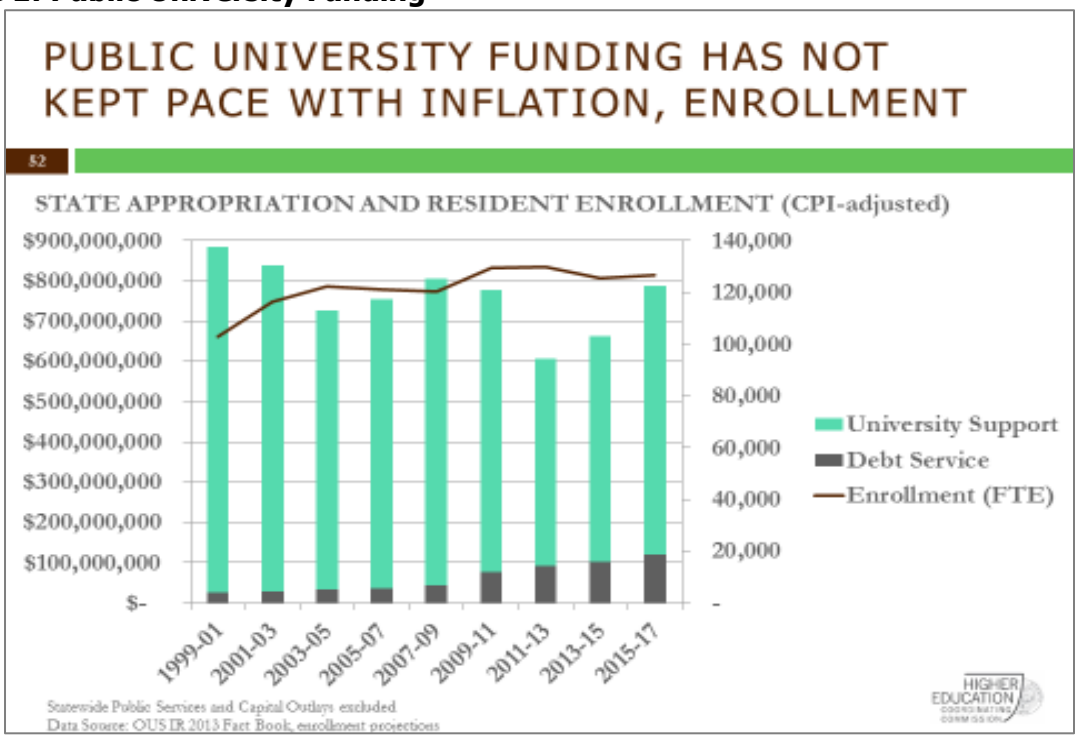
This report is focused on the legislative charge and the HECC's primary areas of emphasis as indicated in its Strategic Plan. This report is not a comprehensive evaluation. It reflects the narrower scope of legislative issues of interest, incorporating findings from accreditation studies where there is overlap.

STATEWIDE CONTEXT

Funding History

Over the past several biennia, state funding for public universities has not kept pace with enrollment or inflation. While recent investments have moved the needle in the right direction, additional funding is necessary to support institutions as they work to increase the graduation and completion rates for a growing diverse population.

Figure 1: Public University Funding



Governance Changes

Senate Bill 270 outlines the benefits that are to be achieved from having public universities with governing boards that are transparent, closely aligned with the university's mission, and that "act in the best interest of both the university and state of Oregon as a whole." In addition, the Legislature found that there are benefits to having economies of scale and as such, universities were granted the ability to continue participation in shared service models. It is important to note that all public universities are required to participate in group health insurance, a select set of group retirement plans, and collective bargaining through July 1, 2019, per ORS 352.129.

Local Conditions and Mission

Oregon Tech locations throughout the Northwest include the main campus in Klamath Falls, an urban campus in Wilsonville, the Oregon Tech Seattle and La Grande[1] sites, which offer specific degree options, and the Dental Hygiene degree completion partnership with Chemeketa Community College on its Salem campus. Oregon Tech's academic programs emphasize professional, accredited bachelor's and master's degree programs in engineering, computing, technology, management, and allied health. Recognized as the only public polytechnic university in the Northwest, over time Oregon Tech has broadened its activities to include the delivery of graduate programs in Engineering, Civil Engineering, Manufacturing Engineering Technology, Renewable Energy Engineering, and Marriage and Family Therapy.

The practical application of theory in real world situations underscores all Oregon Tech academic programs. Students experience hands-on learning through labs, projects, internships, externships, and research, guided by faculty and staff who retain their professional connections to applicable industries and disciplines. Oregon Tech programs lead to careers in health professions, renewable energy, environmental science, information technology, engineering, engineering technology, communication, psychology, and management. Due to the degree emphases and educational methodologies, 88 percent of graduates report employment in their degree field or enrollment in graduate programs within six months of graduation (Year Seven Self Study 2016). Oregon Tech is known for employing technology directly on campus. Its Klamath Falls campus is the only university campus in the world that generates all of its electric and heat resources entirely through a combination of geothermal and solar sources. (http://www.oit.edu/docs/default-source/board-of-trustees-documents/2016-meetings/february/3-4-oit-report_2-2-econorthwest.pdf?sfvrsn=2)

ORS 350.075 and 350.085 require the HECC to review and approve public university mission statements. At its April 14 and June 9, 2016, meetings the HECC reviewed and approved the University's mission statement. The mission and core themes of Oregon Tech are reproduced here:

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

[1] The La Grande dental hygiene site is closing due to MODA Health ceasing support of the campus. The last class graduates in 2017.

OVERALL EVALUATION

This report is formative and focuses on the areas of interest identified by the Legislature and in alignment with the HECC's Strategic Plan. It is not intended to be a comprehensive evaluation of Oregon Tech. A more comprehensive assessment and review of academic and institutional quality is available from the Northwest Commission on Colleges and Universities (NWCCU), which accredits Oregon Tech and other universities in Oregon. Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has been found to have the necessary resources available to achieve its stated purposes through appropriate educational programs, and to be substantially doing so, and which provides reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation. This section draws on the relevant parts of NWCCU reports, supplemented with information on economic and community impact (identified from Oregon Tech sources). Other components of NWCCU reports are incorporated elsewhere, as appropriate.

Oregon Institute of Technology was established 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 in 1966, Oregon Tech has emphasized professional, accredited programs in engineering, computing, technology, management, and allied health. Recognized as the only public institute of technology in the Northwest, Oregon Tech has broadened its activities to include the delivery of graduate programs. Current graduate degree program offerings include Engineering, Civil Engineering, Manufacturing Engineering Technology, Renewable Energy Engineering, Allied Health, and Marriage and Family Therapy. A graduate certificate in Applied Behavior Analysis is also offered (Year Seven Self Study 2016).

Oregon Tech is the home of the Oregon Center for Health Professions and the Oregon Renewable Energy Center, including the Geo-Heat Center. Through these centers, the university supports major activities in allied health and the health sciences, as well as the development of renewable energy.

Oregon Tech also delivers a variety of undergraduate degrees and courses through Oregon Tech Online (formerly Distance Education), including specialized degree completion programs offered to working professionals throughout the nation. Oregon Tech Online has experienced significant growth in web-based curricula, growing 67 percent in headcount in the last five years.

In July 2015, Oregon Tech was affirmed for accreditation with the NWCCU following its Year Seven Evaluation (Mission Fulfillment and Sustainability). The following information is drawn from the NWCCU Report NWCCU 7-5-2016 OIT Accreditation Reaffirmed 7 Year Evaluation (002).pdf.

The NWCCU commended the librarians of Oregon Tech for their extraordinary support of faculty, students, and individual courses as well as for their contributions to curriculum development, academic departments, and numerous departmental and institutional committees. The Commission also found Oregon Tech's commitment to ensuring physical facilities that are safe, secure, sufficient, attractive and sustainable

noteworthy. Oregon Tech was also applauded for its outreach to communities in support of a broader community impact in spite of continuing financial challenges. The Commission lauded the Financial Aid staff for their initiative to improve financial literacy to student loan recipients, and commended the faculty, staff and students for the high degree of positive involvement in the academic processes of the institution such as general education, assessment, teaching support, planning, student support and advising, and governance.

In affirming accreditation, the NWCCU requested that Oregon Tech address the first two recommendations that came out of the evaluation in an Ad Hoc report due in spring 2017. These two recommendations, indicated below, are areas that did not meet the NWCCU's criteria for accreditation.

1) Oregon Tech is to complete, approve and execute an agreement between the Institution and the Foundation that clearly defines the relationship between the two institutions.
2) Oregon Tech is to develop, enforce and document enforcement of a policy for Credit for Prior Learning assessment that clearly meets the criteria of Standard 2.C.7 of the NWCCU Accreditation Manual.

The remaining three recommendations, indicated below, are indicative of areas in which Oregon Tech is substantially in compliance but could improve. The NWCCU requested that Oregon Tech address these areas in spring 2019 AD Hoc Report.

1) Oregon Tech is to utilize planning and assessment effectively to guide Core Theme enactment, decision making, resource allocation and capacity and engage and enable input by constituents.
2) Oregon Tech regularly review its assessment processes to ensure that they appraise authentic achievements and yield meaningful results that lead to improvement.
3) Oregon Tech engage in a regular, systematic, participatory, self-reflective and evidence-based assessment of its accomplishments.

Table 1: Individual Programs in Oregon Tech are Accredited by Professional Organizations

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

Source: HECC (2016)

ECONOMIC AND COMMUNITY IMPACT

Oregon Tech commissioned ECONorthwest to estimate the economic contributions of its capital expenditures and operations in Oregon for the year ending June 30, 2015 ("FY15"). The Report on which this section is based can be found at http://www.oit.edu/docs/default-source/board-of-trustees-documents/2016-meetings/february/3-4-oit-report_2-2-econorthwest.pdf?sfvrsn=2.

In this analysis, all of the economic outputs reported are "gross" impacts instead of "net" impacts. The estimates ECONorthwest provided in their report represent an upper bound for economic activity that is attributable to Oregon Tech in FY15. ECONorthwest notes that while the results are meaningful, they do not necessarily reflect the creation of *new* jobs or income in the regional economy.

FIGURE 1. BY THE NUMBERS – LOCAL AND REGIONAL IMPACTS

Klamath County

342 Oregon Tech employees	**2.16** Jobs supported region-wide for every direct job at Oregon Tech	**692** Total jobs associated with Oregon Tech
2.2% Percent of jobs in the county supported by Oregon Tech	**$28.4 million** Amount of income in the county supported by Oregon Tech	**2.4%** Percent of income in the county supported by Oregon Tech
	$75 million Total output in the County by Oregon Tech	

Portland Region

68 Number of Oregon Tech employees	**4.10** Jobs supported region-wide for every direct job at Oregon Tech-Wilsonville	**279** Total jobs supported by Oregon Tech in the Portland Metro
$12.9 million Total region-wide income supported by Oregon Tech		**$32.4 million** Total output in Portland Metro by Oregon Tech-Wilsonville

Note: Portland Region denotes Multnomah, Washington, and Clackamas Counties.

LOCAL AND REGIONAL IMPACTS

Oregon Tech is the only polytechnic university in the Pacific Northwest, providing Oregon and the region with roughly 700 prepared, career-ready graduates each year.

Oregon Tech provides Oregon with a wealth of high-skill, in-demand graduates at a reasonable cost and thus high return on investment to students. Based on the U.S. Department of Education's College Scorecard, Oregon Tech's average annual enrollment costs to graduate salary ratio is the lowest in the state among reported institutions (28 cents per dollar earned), with graduates earning 46 percent above the national average salary 10 years after starting the program.

The most common approach for measuring economic impacts captures the short-run economic contributions associated with a university's current operations and capital spending, as well as spending by students and visitors to its campuses. This captures the benefits (in terms of dollars and jobs) to the local and regional businesses as students and visitors travel to campus and spend money at hotels, restaurants, apartments,

grocery stores, etc. This information included here describes the economic impacts associated with Oregon Tech's student, payroll, and capital expenditures during FY15. ECONorthwest measured the various economic impacts of Oregon Tech across three geographies: Klamath County, Clackamas County, and the Portland Metro area. The three types of economic impacts are as follows:

1. **Direct Impacts** are those associated with the payroll and employment. They also include the direct output of the activities associated with the university, which is estimated using an expenditure approach that sums labor and non-labor operating expenses.

2. **Indirect Impacts** are the goods and services purchased for operations and by students and visitors. This spending generates the first round of indirect impacts. Suppliers will also purchase additional goods and services; this spending leads to additional rounds of indirect impacts. Because they represent interactions among businesses, these indirect effects are often referred to as supply-chain impacts.

3. **Induced Impacts** are the purchases of goods and services from household incomes. The direct and indirect increases in employment and income enhance the overall purchasing power in the economy, thereby inducing further consumption. Employees at the university, for example, will use their income to purchase groceries or take their children to the doctor. These induced effects are often referred to as consumption-driven impacts.

TABLE 3. TOTAL ECONOMIC IMPACTS FOR KLAMATH AND CLACKAMAS COUNTIES, FY15

	Direct	Indirect	Induced	Total
Employment	410	365	190	966
Labor Income	$35,651,668	$10,267,141	$6,239,442	$52,158,251
Value Added	$35,651,668	$24,927,144	$11,535,091	$72,113,903
Output	$42,365,705	$36,308,983	$20,269,597	$98,944,285

TABLE 7. IMPACTS BY MAJOR INDUSTRY SECTOR

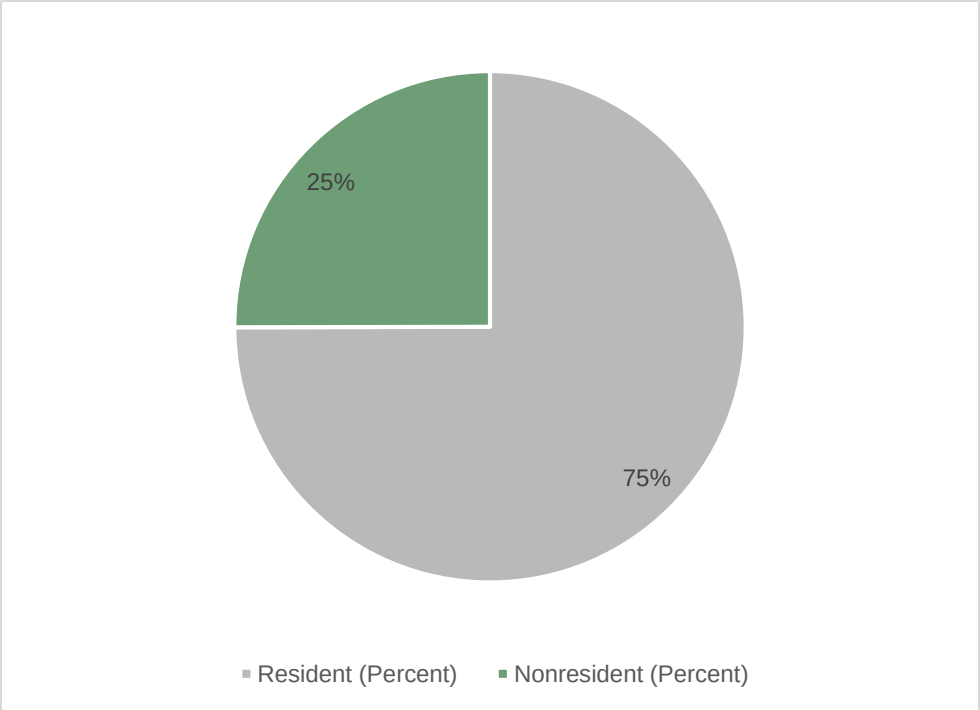
Industry	Klamath Falls	Clackamas County	Portland Metro
Agriculture	$32,457	$8,991	$23,501
Construction	$1,298,470	$330,030	$553,067
Government	$36,094,403	$7,140,581	$7,584,281
Manufacturing	$131,396	$50,532	$422,653
Mining	$8,233	$3,656	$18,839
Service	$26,512,632	$13,578,220	$18,616,191
Trade	$3,045,573	$1,159,428	$1,718,744
Other	$3,131,950	$1,097,455	$2,388,485
Total	**$67,123,164**	**$22,271,438**	**$28,937,276**

STUDENT ACCESS AND SUCCESS

Nationally, enrollment in higher education has generally declined since its peak during the Great Recession. Oregon sees a similar pattern with some variation across institutions, particularly in the enrollment and completion rates for low income, minority, and rural students. Oregon Tech has somewhat gone against this downward enrollment trend, showing positive growth in enrollment in the last several years from its various campuses and sites, specifically at its Wilsonville campus, Online campus, and in its college-credit offerings to high schools. This section of the report is focused on trends in enrollment and completion outcomes.

For the 2015-16 academic year the majority (75 percent) of Oregon Tech students were residents. Half of Oregon Tech students attend full-time, and half part-time.

Figure 2: Oregon Tech Student Enrollment by Residency, Fall 2015

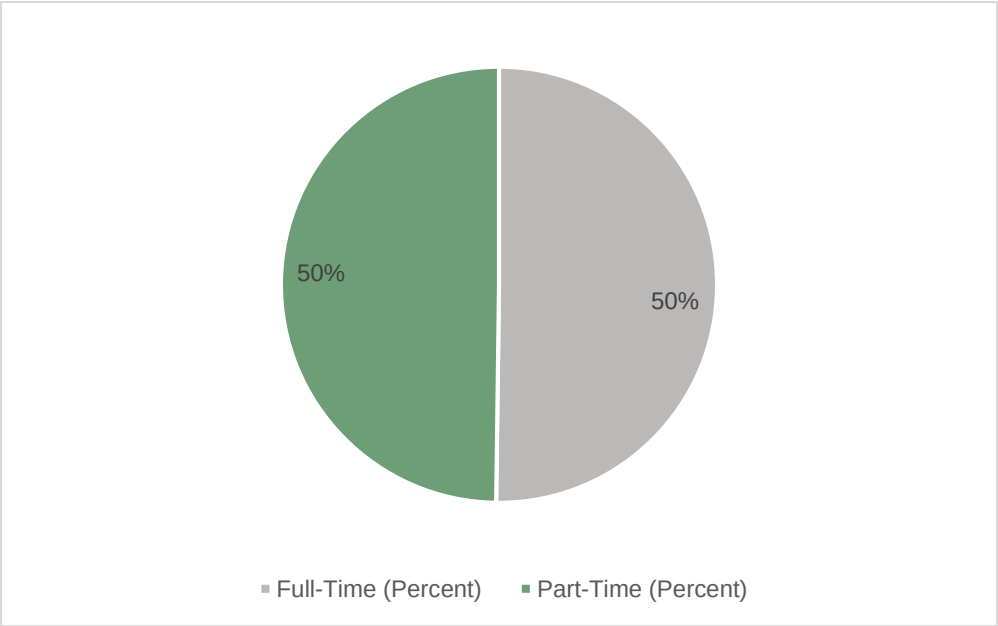


Source: HECC (2016)

Continuing a decade of enrollment increases, fall 2016 saw continued strong enrollment growth across the board from the previous fall: for non-residents (9.9 percent), residents (9.1 percent), and overall (9.3 percent).

While single year enrollment changes do not constitute a trend on their own, they are generally consistent with longer term enrollment patterns at Oregon Tech. Over the last decade, Oregon Tech's total enrollment has grown by more than 57.7 percent (from 3,318 in 2007 to 5,232 in 2016). Much of that growth has been concentrated in Oregon Tech's non-resident population, which has increased 100 percent over the time period, compared to a 47 percent increase in resident enrollment.

Figure 3: Oregon Tech Student Enrollment by Full-Time/Part-Time Status, Fall 2015



Source: HECC (2016)

Of the Oregon Tech students enrolled in fall 2016, 987 were newly admitted undergraduates, compared to 956 newly admitted undergraduates in the previous academic year. The fall 2016, non-resident newly admitted class increased by 18.6 percent from the previous year, while the number of newly-admitted resident students decreased by three percent. Of the 4,786 students enrolled in Oregon Tech in fall 2015, 15.4 percent (724) were from underrepresented minority populations. Among the resident student population, underrepresented minority students constituted 20 percent.

For fall 2016, the proportion of underrepresented minority students increased to 16.7 percent (overall) and 22.3 percent (residents). There was an increase in enrollment in every category by race/ethnicity for underrepresented minority students, and especially so for Black Non-Hispanic and Hispanic students.

Table 2: Oregon Tech Headcount Enrollment by Race/Ethnicity, Fall 2014, 2015, and 2016

Race/ Ethnicity	Fall 2014	Fall 2015	Fall 2016	Change Fall 2015 to Fall 2016
Non-Resident Alien	43	78	92	14
American Indian/ Alaska Native	49	52	60	8
Asian	234	282	353	71
Black Non-Hispanic	58	74	104	30
Hispanic	357	397	503	106
Pacific Islander	27	27	29	2
Two or more races, Underrepresented Minorities	144	174	176	2
Two or more races, not Underrepresented Minorities	70	88	96	8
White Non-Hispanic	3,139	3,313	3,506	193
Unknown	152	78	313	235

Source: HECC (2016)

Different student populations do not perform and graduate at similar rates. Underrepresented minority students graduate at rates that are 6-10 percentage points less than the rate for the overall student population. The four- and six-year graduation rates for OIT's First Time Freshmen who entered in fall 2009 are as follows:

Table 3: Four-Year and Six-Year Graduation Rate, First-Time, Full-Time Freshmen Entering OIT in Fall 2009

	Four-Year Graduation Rate	Six-Year Graduation Rate
All Students	23.4 %	54.0 %
Underrepresented Minorities	17.6 %	44.1 %
Pell Grant Recipients	23.4 %	54.9 %

Source: HECC (2016)

*Fall 2009 cohort is the latest year of available data. Includes students who completed at any Oregon public university.

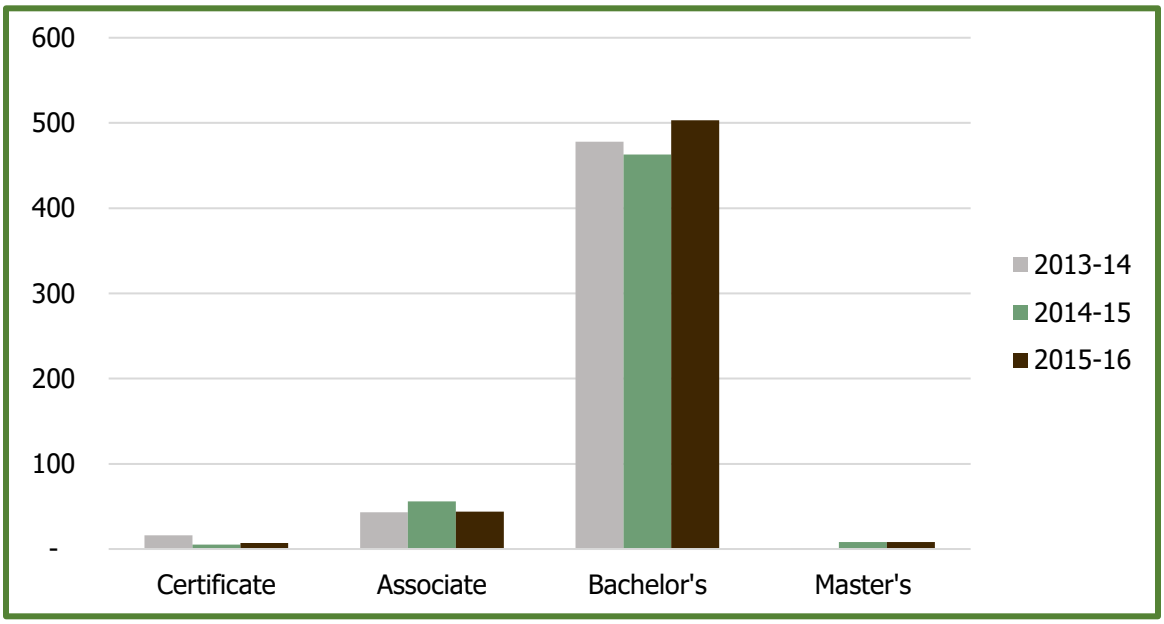
The number of bachelor's degrees awarded to resident students increased notably from 2015 to 2016 (nine percent). Oregon Tech awarded 12 fewer associate's degrees. Oregon Tech does not offer doctoral or professional degrees.

Table 4: OIT Resident Student Completions by Award Type

	2013-14	2014-15	2015-16
Certificate	16	5	7
Associate's	43	56	44
Bachelor's	478	463	503
Master's	1	8	8
Doctoral	-	-	-
Professional	-	-	-

Source: HECC (2016)

Figure 4: Oregon Tech Resident Student Completions by Award Type



Source: HECC (2016)

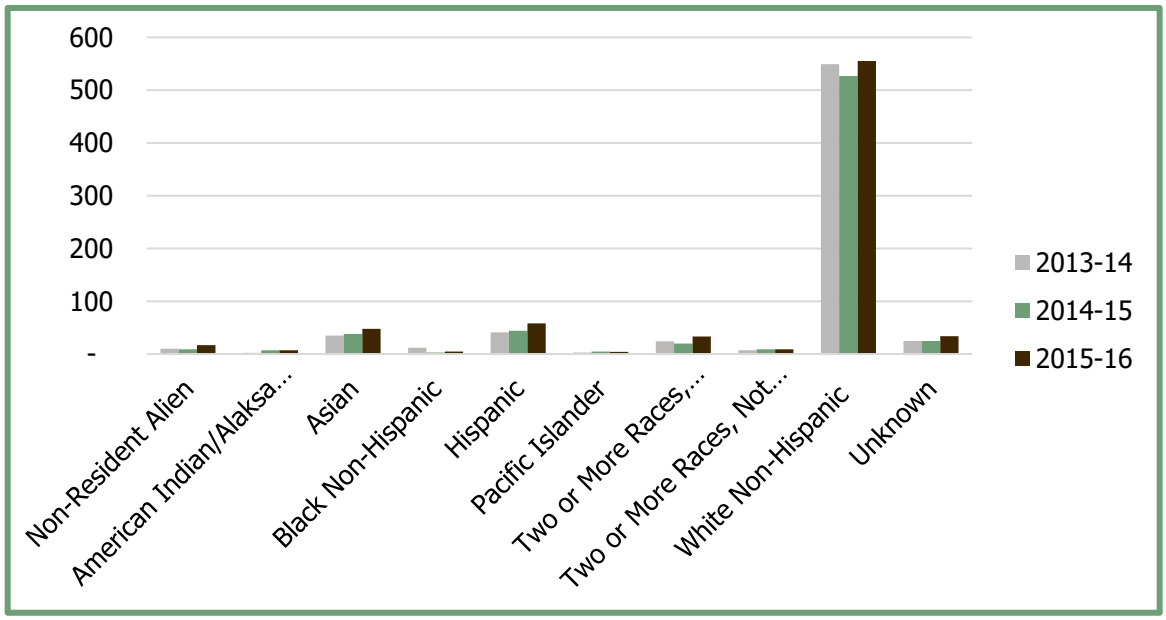
Oregon Tech saw an increase of seven percent in the number of students graduating in 2016 compared to the year before. Of underrepresented minorities, Hispanic students were the only ones to see a significant improvement. Other under-represented groups essentially remained flat or declined.

Table 5: Oregon Tech Completions by Race/Ethnicity

Source: HECC (2016)

Race/Ethnicity	2013-14	2014-15	2015-16
Non-resident alien	10	9	17
American Indian/ Alaska Native	2	7	7
Asian	35	38	48
Black Non-Hispanic	12	3	5
Hispanic	41	44	58
Pacific Islander	3	5	4
Two or more races, Underrepresented Minorities	24	20	33
Two or more races, not Underrepresented Minorities	7	9	9
White Non-Hispanic	549	527	555
Unknown	25	25	34
Source: HECC (2016)			

Figure 5: Oregon Tech Completions by Race/Ethnicity



Source: HECC (2016)

AFFORDABILITY

Among the factors that the HECC is required (under ORS 352.065 and 352.025(1)(d) to evaluate for public universities is whether universities remain affordable for Oregon residents. The following constitutes our evaluation of the Oregon Institute of Technology's affordability.

Many students and prospective students at Oregon Tech, like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. Public defunding of higher education is a national trend that is shifting a majority of the burden of paying for a college education to students and their families. That shift has been particularly acute in Oregon in recent years. Partly as a result of state funding cuts, resident undergraduate tuition and fees at the Oregon Tech increased 53.8 percent in the last 10 years, including increases of 4.5 percent and 3.0 percent in 2015-16 and 2016-17 respectively.[2] Specifically in 2016-17 tuition increased 3.0 percent and fees increased 3.0percent[3]. Resident graduate students have faced similar increases.

Students, however, do have access to financial aid at the Oregon Tech. In addition to need-based federal and state financial aid programs (Pell and the Oregon Opportunity Grant), Oregon Tech students benefit from its significant commitment of institutional resources to scholarships, remissions, and tuition discounts.

Tuition, however, tells only a small part of the affordability story. The total cost of attendance for students includes significant expenses associated with housing, food, transportation, and textbooks. Oregon Tech estimates the average student budget for living expenses annually – $12,455 for the 2016-17 academic year[4] – exceeds resident tuition.

While it is natural to view affordability primarily in terms of the student's direct cost associated with their enrollment, a larger perspective takes into account whether the student completes his or her degree, does so in a reasonable period of time, and has earning potential commensurate with the debts that might have been incurred. Median earnings of federal loan recipients 10 years after first enrolling at OIT are $52,000. For OIT students who leave the university with federal loan debt, the median federally-backed debt load is $25,323. According to the College Scorecard, 45 percent of undergraduate students at OIT borrowed from federally supported loans.

ACADEMIC QUALITY AND RESEARCH

The introduction of a new state budget model that provides incentives for growth in enrollment and graduation outcomes has triggered concerns across various sectors that the pursuit of economic sustainability may adversely affect academic quality and research. A concern is that institutions might be tempted to lower

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[2] Source: http://www.oit.edu/college-costs/tuition-fees and http://www.oit.edu/college-costs/tuition-fees as well as historical OUS tuition data.

[3] A full-time resident undergraduate student at Oregon Tech will pay an estimated $7,543 in tuition and $1,560 in fees during the current academic year. Students at Oregon Tech's Wilsonville campus will pay the same tuition but only $417 in fees.

[4] Source: http://www.oit.edu/college-costs/tuition-fees split between $8,705 in room and board and $3,750 in book and supplies/other personal expenses.

standards in order to recruit and graduate more students. In light of this concern, there is interest in sustaining rigorous academic quality across all institutions. In partnership with all public universities, the HECC relies on regular external accreditation reviews, and collaborative partnerships with organizations such as the State Higher Education Executive Officers Association (SHEEO) and the Association of American Colleges and Universities (AACU) to pursue promising initiatives to develop nationally normed outcomes to assess and track student learning and post-graduation success.

Oregon Tech has clearly established processes and oversight committees for curriculum planning (see www.oit.edu for details).

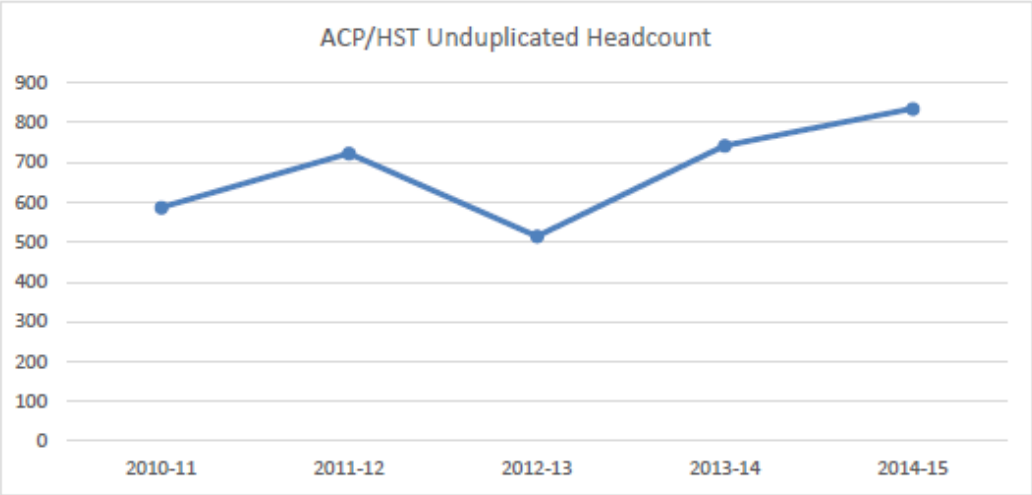
Oregon Tech also has established processes for program reduction and elimination (Program Reduction and Elimination Policy (PREC) http://www.oit.edu/docs/default-source/human-resources-documents/faculty-policies-and-procedures/program-reduction-and-elimination---oit-20-050.pdf?sfvrsn=2)

Faculty evaluation and professional development are fundamental to sustaining academic quality. Oregon Tech has clearly defined processes for faculty evaluation (see http://www.oit.edu/docs/default-source/human-resources-documents/faculty-policies-and-procedures/faculty-evaluation-policy---oit-21-040.pdf?sfvrsn=4).

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

Professional development activities for faculty include:

> ACP/Dual Credit-
> Oregon Tech embraces ACP/Dual Credit and incorporates this effort in the University Core Themes which guide the university in the fulfillment of its mission. Core Theme #3: Statewide Educational Opportunities is measured by the number of high school students who will have access to ACP opportunities. Since 2010 the Oregon Tech ACP as steadily increased as indicated in the charts below and preliminary reports for 2016 support greater increase.



Unduplicated Headcount

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

Faculty in academic departments are given the opportunity to participate as liaisons in Dual Credit and the University is looking at mechanisms by which these efforts will be captured on a much larger scale as professional development. Currently faculty are paid stipends for participation based on the number of teachers they interact with.

Summer Productivity Grants - During the summer 2016, the Provost's Leadership Team awarded 18 summer productivity grants totaling $50,000 for a variety of professional development activities to be accomplished by October 1, 2016. The results were overwhelming not only in terms of development, but in terms of also additional acquisition of funds via outside grants. Two examples of work that have led to outside grant funding are listed here:

1. Proposal for Applied Behavior Analysis (ABA) training which resulted in an Oregon Talent Council grant for development of an ABA Autism Training program.
2. Proposal for Using Sustainable, Natural Pozzolans from the Eruption of Mt. Mazama for Soil Stabilization and Gravel Roadway Dust Mitigation, which resulted in an NITC grant.

RESEARCH ACTIVITY

Partnerships with other higher education institutions in the region and across the state, in a variety of research center collaborations, create opportunities for faculty and students to engage in cutting edge research and applications in a variety of fields. Some of these collaborative research opportunities are described in the Collaboration section above, as is Oregon Tech's underlying pedagogy of practical application of theory in real world situations.

COLLABORATION

There are a number of joint administrative, academic and governance efforts to maintain collaboration across institutions. Faculty at all public universities are represented at the Inter-Institutional Faculty Senate (IFS), which is made up of elected senate representatives from each institution. The IFS serves as a voice for all faculties of these institutions in matters of system wide university concern. In addition, Oregon Tech engages in a number of collaborative initiatives with other universities and partners, as indicated below (*P* indicates Participation, N/P indicates Non-Participation):

Table 6: Oregon Institute of Technology Collaborative Initiatives Participation

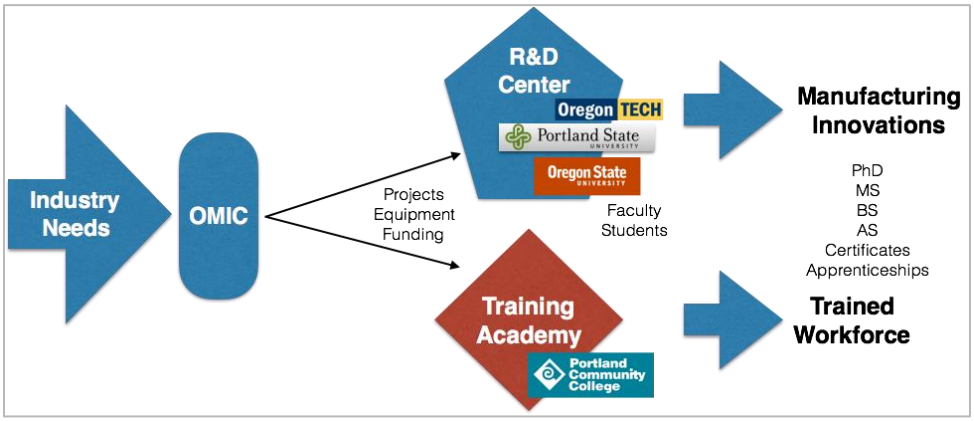
Other University Collaborations	University Response
Public University Councils:	
Presidents Council	P
Provosts Council	P
Vice Presidents for Finance and Administration (VPFAs)	P
General Counsels (GCs)	N/P Oregon Tech does not have a General Counsel. Utilizes outside council as needed
Public Information Officers (PIOs)	P
Legislative Advisory Council (LAC)	P
Cooperative Contracting *(note: taking part in State contracts)*	N/P
Capital Construction Services	N/P
OWAN	P
NERO Network	P
RAIN	N/P
Orbis Cascade Alliance	P Oregon Tech Library Director is on board of directors
CAMCOR at UO	P
Oregon Manufacturing Innovation Center (OMIC)	P
Oregon Renewable Energy Center and Geo-Heat Center OREC)	P with other university centers depending on the project
National Institute of Transportation and Communities (NITC)	P with PSU, UO, University of Utah, University of South Florida
Population Health Management Research Center (PHMRC)	P with Klamath County Public Health and OHSU
Rural Health Initiative	P with Sky Lakes Medical Center and OHSU
ONAMI	N/P

RESEARCH

Oregon Manufacturing Innovation Center (OMIC) is an ambitious industry-university collaboration aimed at shaping the future of manufacturing in the State of Oregon. This applied research and training center brings together industry, government and academia as partners. Six founding industry partners have already provided letters of financial commitment; four Oregon public academic institutions are founding partners: the Oregon Institute of Technology, Portland State University (PSU), Oregon State University (OSU), and Portland Community College (PCC); and a wide variety of government and private entities are stakeholders and key partners in the initiative including the UO as an education partner, Oregon Legislature, the Office of the Governor, Oregon Employment Department, Business Oregon, Greater Portland Inc., Columbia County, and the City of Scappoose.

The university partners will work on applied research projects as directed and funded by the member manufacturing companies. In addition, the academic partners will provide learning opportunities and pathways for students and professionals. All partners will benefit from the sharing of equipment, space and inter-institution expertise.

OMIC is a perfect demonstration of Oregon Tech's leadership in applied research that supports its teaching mission. Oregon Tech has the flexibility and drive to work through complex logistical obstacles and relationships to collaborate with industry, government and academic partners to bring OMIC to fruition.



Oregon Tech is collaborating with OHSU and Sky Lakes Medical Center on two collaborative projects, a Rural Health Initiative and a Population Health Management Research Center (PHMRC). The Rural Health Initiative is a strategic partnership to accelerate the education of inter-disciplinary teams of emerging rural health professionals to fulfill OHSU's and Oregon Tech's educational and public service missions, provide opportunities for health occupations students to practice in rural settings, and provide high-quality health care services at Sky Lakes Medical Center and other providers to rural Oregonians. Oregon Tech will develop three new health occupations degree programs and OHSU and Sky Lakes will provide clinical practice sites, integrating newly educated professionals into their rural health settings.

In addition, Oregon Tech will operate the PHMRC, in partnership with OHSU and Klamath County Public Health, to provide inter-professional educational research opportunities for OHSU Rural Campus Cohort and

Oregon Tech students (PHM, Health Informatics, Geomatics and other disciplines). Program Director Dr. Sophie Nathenson takes an innovative approach to training students in population health management, using her background in medical sociology. PHM students at Oregon Tech put the sociological model of population health into practice, exploring social determinants of health from the local to the global. All participants are participating in the Blue Zones initiative in Klamath Falls, supported by the Cambia Health Foundation.

Oregon Tech has been a leader in the formation of the South Metro-Salem STEM Hub and the Southern Oregon STEM Hub. The South Metro-Salem STEM Partnership (SMSP) is a collaboration of 16 school districts, three community colleges, three universities (Oregon Tech, George Fox, Pacific), and an array of out-of-school programs and business and community partners that is focused on increasing student access and success in STEM fields. These STEM Hubs have shared principles that are aligned with Oregon Tech's mission for applied hands-on learning and community engagement. The STEM partnerships build strong bonds among schools, colleges, universities, businesses and community partners to provide sustained enrichment in STEM teaching practices and provide students with advanced educational experiences, career exploration, and mentorship.

This year, the state of Oregon funded the expansion of two functions developed by the Oregon Tech-led South Metro-Salem STEM Hub, providing access to all school districts in the state to both Oregon Connections, a portal to match teachers with industry professionals who can provide experiential learning in their K12 classrooms, and the STEM Oregon website that allows statewide sharing of STEM professional development and learning opportunities for students, teachers and families.

PATHWAYS

One area of collaboration that does present some challenges, both in Oregon and nationally, is student transfer success. The statutes outlining goals for transfer student success and cooperation between Oregon's higher education sectors (ORS 341.430 & ORS 348.470) are the framework for HECC's continued partnership with the seven public universities. Recent policy discussions between the institutions and HECC give this sustained work a renewed focus: more and better statewide data on transfer student outcomes and potential statewide solutions where persistent barriers exist.

Although Oregon has good state level policies and processes to ensure that students may apply credits earned upon transfer from community college to university (the Associate of Arts Oregon Transfer degree, for example), research that resulted from House Bill 2525 (2015) revealed that community college transfer students on the whole often face challenges in completing an intended major, which result in excess accumulated credits, increased tuition costs, and debt. Statewide, community college transfer students graduate with more "excess" credits than their direct entry counterparts. In addition, despite the best efforts of advisors, faculty, and administrators, some students who complete statewide degrees such as the AAOT are ill served if they transfer into certain majors. Credit requirements at the university level can change without notice, which can hinder community college students and advisors in effective degree planning.

Statewide, 42 percent of students entered who entered an Oregon public university in fall 2015 did so from a community college or other transfer institution.[5] [Oregon Tech enrolled nearly 62 percent of its students as transfers in that same period].

Oregon Tech participated in many statewide transfer student success initiatives, including the HB 2525 workgroup – contributing key research and shaping the final report. Oregon Tech recently concluded a three-year effort to remake its university general education core around a set of institutional learning outcomes, similar to the AAC&U LEAP Essential Learning Outcomes. This project was in part spurred by the need to make transfer pathways more visible to students and advisors. Oregon Tech, as a transfer serving institution, works closely with its community college partners: Klamath Community College, Rogue Community College, and Portland Community College (among others). Oregon Tech has recently begun investigating joining Western Oregon and Blue Mountain Community College in the Interstate Passport (http://www.wiche.edu/passport), a learning outcomes based framework for lower division general education transfer.

Table 7: Admitted Undergraduate Enrollment by Entry Pathway Fall Fourth Week Enrollment, 2015

	Undergrad first time freshman		Undergrad Transfer		Total Admitted Undergraduate enrollment*
Institution	**N**	**%**	**N**	**%**	
EOU	1,038	37.8%	1,706	62.2%	2,744
OIT	1,270	38.1%	2,063	61.9%	3,333
OSU	14,594	66.4%	7,379	33.6%	21,973
OSU-CASC	53	6.4%	772	93.6%	825
PSU	6,337	34.5%	12,019	65.5%	18,356
SOU	2,353	54.4%	1,971	45.6%	4,324
UO	15,777	78.8%	4,255	21.2%	20,032
WOU	2,989	63.6%	1,711	36.4%	4,700
Total	**44,411**	**58.2%**	**31,876**	**41.8%**	**76,287**

Source: HECC (2016)

* Excludes graduate enrollment, non-admitted undergraduate enrollment, and post-baccalaureate enrollment. NB: These are data from SCARF source for all percentages.

[5] HECC Office of Research and Data, "University Student Data" http://www.oregon.gov/highered/research/Pages/student-data-univ.aspx

SHARED ADMINISTRATIVE SERVICES

Oregon Tech also engages collaboratively in a number of administrative services with other universities and partners, as indicated in the table below. (P indicates participation; NP indicates)

Table 8: Shared Administrative Services

Provider	University Response
University Shared Services Enterprise (USSE, hosted by OSU)	
Financial Reporting	P
Capital Asset Accounting (currently only OIT)	P
Payroll & Tax Processing (includes relationship with PEBB, PERS/Federal retirement*)	P
Collective Bargaining *	P
Information Technology/5th Site	P
Treasury Management Services:	
Legacy Debt Services-Post Issuance Tax Compliance	P
Legacy Debt Services-Debt Accounting	P
Non-Legacy Debt Services	P
Bank Reconciliations (and other ancillary banking services)	P
Endowment Services	P
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	P
Legislative Fiscal Impact Statement Support	P
Risk Management Analyst (TRUs only)	P
Public University Fund Administration	P
University of Oregon	
Retirement Plans *	P
Legacy 401(a) Plan	P
Legacy 403(b) Plan	P
Optional Retirement Plan (ORP)	P
Tax-Deferred Investment (TDI) Plan	P
SRP Plan	P
Public University Risk Management and Insurance Trust (Risk Management)	P

*All public universities are required to participate in group health insurance, a select set of group retirement plans, and collective bargaining through July 1, 2019, per ORS 352.129

Stemming from the passage of SB 270 and the University Shared Services Workgroup of 2013, as well as subsequent legislation found in ORS 352.129, the seven public universities created the University Shared Services Enterprise (USSE), a service center hosted by Oregon State University. USSE offers a fee-for-service

model for many back-office functions previously offered by the OUS Chancellor's Office. ORS 352.129 mandates participation by the independent universities in certain services offered by USSE until July 1, 2019. These mandated services include group health insurance, a select set of group retirement plans, and collective bargaining. All universities, including Oregon Tech, continue to participate in these mandated services.

FINANCIAL METRICS

This section of Oregon Tech's evaluation includes an overview of key high-level financial ratios which are viewed as "industry standard" metrics for understanding the strength of a public institution's balance sheet and its operating performance. These ratios cannot be viewed in isolation from each other, or as a single snapshot in time, but as a continually unfolding story. Like any entity, Oregon Tech's ability to fulfill its mission is dependent on its long-term financial health. The financial ratios examined in this section provide information on the financial flexibility possessed by the institution at the balance sheet date and yearly operating results compared to the size of the enterprise. Both types of measures should be understood in the context of the institution's overall strategy and its capacity to effectively execute on that strategy.

Standard benchmarks for each ratio are presented alongside calculated ratios for the institutions. These benchmarks are for demonstration purposes only. It is important to recognize the best comparison in assessing financial stability for an institution may not be peer institutions or national benchmarks, but may be a comparison to the institution itself over time.

In some cases, the effort of tracking institutional financial stability through ratios is complicated by changes in accounting standards and practices. For example, effective in the 2014-15 fiscal year, Governmental Accounting Standards Board (GASB) Statement No. 68 attempts to improve pension-related accounting and financial reporting. This change in the presentation of pension-related financial information impacts several of the ratios used in this evaluation. As such, the ratios are presented in two different ways: inclusive of the impacts of GASB 68 and exclusive of those impacts. The former will show significant changes in ratios from 2013-14 to 2014-15, as only 2014-15 and more recent fiscal year ratios are impacted as a result of GASB 68. The following narrative will focus on the ratios that exclude GASB 68, as it allows for a longer-term view of the institution's financial performance. Future evaluations are likely to focus on ratios that include GASB 68 since a longer, three-year comparison will be possible.

Oregon Institute of Technology Ratios (No GASB 68)				
Ratio	**FY 14**	**FY 15**	**FY 16**	**Benchmark**
Viability Ratio	50.00%	59.00%	85.00%	>125.00%
Primary Reserve Ratio	40.00%	43.00%	53.00%	>40.00%
Net Operating Revenues Ratio	-6.19%	-7.37%	6.51%	>4.00%
Return on Net Assets Ratio	0.63%	5.61%	100.41%	>6.00%
Debt Burden Ratio	4.55%	4.97%	5.41%	<5.00%

The viability ratio measures one of the most basic elements of financial health: expendable net assets available to cover debt should the institution need to immediately settle its obligations. Ideally, an institution would have enough expendable resources immediately available to more than cover debt. While OIT's viability ratio has

improved over the past two years, it falls short of this capability. Creation of additional debt could slow progress on this improving metric and, therefore, should be carefully considered and monitored by the institution.

OIT's primary reserve ratio increased in FY16 from FY15. The primary reserve ratio compares expendable net assets to total expenditures, providing a snapshot of how long the institution could continue operations without the ability to generate revenues from those continuing operations. A trend analysis of the primary reserve ratio indicates whether an institution has increased its net worth in proportion to the rate of growth in its operating size. The increasing trend in OIT's primary reserve ratio from FY15 to FY16 suggests the institution is growing operating expenses slower than revenues.

The net operating revenues ratio indicates whether total operating activities for the fiscal year generated a surplus or created a deficit. It attempts to demonstrate whether an institution is living within its available resources. OIT's ratio has improved since FY14, turning positive in FY16, indicating the institution is developing capacity to create a stronger fund balance or to make strategic operating investments.

The return on net assets ratio demonstrates whether an institution is financially better off than in previous years. It shows an institution's total economic return. A positive return on net assets ratio means an institution is increasing its net assets and is likely to have increased financial flexibility and ability to invest in strategic priorities. A negative return on net assets ratio may indicate the opposite, unless the negative ratio is the result of strategic investment in strategies that will enhance net assets in the future. While OIT shows a dramatic increase in its return on net assets ratio in FY16, that increase is primarily derived from accounting changes and does not allow for comparison to prior years. Specifically, debt associated with Article XI-G, Article XI-Q, COPs, and lottery bonds were shifted off of OIT's balance sheet to the State of Oregon due to the reorganization of the former Oregon University System, dramatically improving OIT's return on net assets for FY16.

Debt burden ratio demonstrates two factors: the extent to which an institution has used borrowed funds to finance its mission; and the relative cost of institutional borrowing to total operating expenditures. OIT's debt burden ratio rose above the standard benchmark of five percent in FY16. While not a cause for immediate concern, the growing debt burden ratio may require monitoring to ensure debt is not being overly relied upon to finance OIT activities and that the cost of debt is at a manageable level.

As explained earlier, several of the ratios presented are impacted by GASB 68. The ratios presented in the table below reflect financial statement figures compliant with GASB 68 for FY15 and FY16. FY14 is pre-GASB 68 and unadjusted. They are provided for informational purposes only.

Oregon Institute of Technology Ratios (With GASB 68)				
Ratio	**FY 14**	**FY 15**	**FY 16**	**Benchmark**
Viability Ratio	31.00%	54.00%	19.00%	>125.00%
Primary Reserve Ratio	14.00%	30.00%	9.00%	>40.00%
Net Operating Revenues Ratio	-14.20%	-2.74%	-14.70%	>4.00%
Return on Net Assets Ratio	-9.70%	27.99%	88.40%	>6.00%
Debt Burden Ratio	2.50%	3.59%	3.60%	<5.00%

BOARD OF TRUSTEES

The Boards of Trustees at each public university and their respective university constituents are continuing the process of developing effective working relationships. The Commission continues to recommend that the areas that all Boards should be attentive to include timing and access, for example not scheduling meetings during exams, or when classes are not in session; and encouraging feedback by making an effort to allow non-board members to weigh in early on in the meetings rather than having to sit out the whole meeting. At Oregon Tech, the Board of Trustees and faculty continue to work on joint understandings of appropriate access.

The Oregon Tech Board of Trustees held regular meetings on the following dates (see information regarding these meetings: http://www.oit.edu/trustees/meetings-events)

- January 20-21, 2015
- April 7, 2015
- July 9-10, 2015
- September 10-11, 2015
- October 9, 2015
- December 15, 2015
- February 22-23, 2016
- March 18, 2016
- May 6, 2016
- June 29-30, 2016

Public notices, agendas and meeting materials were posted on the Board's webpage and emailed to media, Foundation Board members, Alumni Committee members, President's Advisory Committee members, faculty, staff, students, and other interested parties in advance of each meeting (see information relative to the Board meetings: http://www.oit.edu/trustees/meetings-events)

Board meetings are duly noticed and publicized. All meetings, except for executive sessions as allowed by law, are open to the public, live-streamed, recorded and available for viewing on the Board's webpage. Meeting agendas and copies of materials are distributed at meetings and always posted on the Board's webpage. The Board complies with public records requests, in coordination with the University Board Secretary and Records Coordinator, in compliance with public records law (see copies of recordings and materials: http://www.oit.edu/trustees/meetings -events/recordings). The Board adopted bylaws on January 22, 2015. The document is published on the Board's webpage (see the Board's bylaws adopted in 2015: http://www.oit.edu/trustees/by laws-policies)

The founding Board created and signed a Values Statement. Each new Trustee reviews and signs an individual statement, agreeing to abide by the values (see more information on the Values Statement: http://www.oit.edu/trustees/members). The Board also established a standing Finance & Facilities (F&F) Committee, which also acts as the Audit Committee. The Board and the F&F Committee receive regular reports from the VPF&A including budget, investments, debt finance, tuition and fees, real property, personal property and risk management. The Board takes its fiduciary role seriously and has contracted with Clifton,

Larson, Allen for its required annual financial and single audits and has also contracted with the firm of Kernutt Stokes to perform internal audit services based on approved annual audit plans and to monitor its fraud, waste and abuse hotline reports.

The Board adopted policies on board committees and their responsibilities, debt management, delegation of authority reserving authority for certain transactions, operating budget fund balance, ethics and conflict of interest, performance of official business, presidential performance process, and tuition and fee setting process. The Board approved Resolutions on shared governance, establishing responsibilities of individual trustees including fiduciary responsibilities, and adopting the University mission statement and core themes (see all governing documents that are posted on the Board's webpage: http://www.oit.edu/trustees/bylaws-policies).

The Board adopted a policy on the Tuition and Fee Process on February 22, 2016, and amended the policy on June 30, 2016. The policy calls for a Tuition Recommendation Committee made up of six students representing both campuses appointed by the Associated Students of OIT (ASOIT) Presidents; and the chair of the Fiscal Operations Advisory Council with support from senior administrators. A minimum of one public forum, with broad notification, is required at each campus location to discuss and obtain input (see more information on the tuition and fee process: http://www.oit.edu/docs/default-source/board-of-trustees-documents/2016-meetings/june/policy-amended-tuition-and-fee-process-june-30-2016.pdf?sfvrsn=2).

On March 18, 2016, the Board approved a resolution acknowledging the President's decision to not pursue renewal of his contract, approving transition to new presidential leadership and authorizing the executive committee to approve a presidential transition plan, recommend interim or acting positions, and retain an executive search firm. On May 6, 2016, the Board appointed an Interim President. On June 30, 2016, the Board adopted a policy on the presidential performance process and is poised to assess the interim president in the spring of 2017 (see documents on the meetings referenced above and the policies relating to the presidential evaluation process: http://www.oit.edu/docs/default-source/board-of-trustees-documents/2016-meetings/june/policy-on-presidential-evaluation-process.pdf?sfvrsn=2).

The Board adopted the mission statement and core themes of the university on July 9, 2015, and amended the mission statement on June 8, 2016 (see documents related to amending the mission statement and core themes: http://www.oit.edu/docs/default-source/board-of-trustees-documents/2016-meetings/june/15-5-amended-mission-and-core-themes-signed.pdf?sfvrsn=2). The university's mission statement was forwarded to the HECC on June 8, 2016 for its approval on June 9, 2016 (see the mission statement: http://www.oit.edu/visitors-info/about/mission-statement).

The Board forwarded recommendations of approval to the HECC via the Provost's Council for a new Master of Science in Allied Health Program (July 9, 2015) and a Bachelor of Science in Mechanical Engineering at the Wilsonville campus (December 15, 2015).

Oregon Tech complies with ORS 352.025(2) (c). In 2016-17, OIT in partnership with the Oregon Business Development acquired property in Scappoose to house the Oregon Manufacturing Innovation Center (OMIC).

CONCLUSION

This report is guided by Oregon Revised Statute (ORS) 352.061 which requires that the HECC report on the university's achievement of outcomes, measures of progress, goals and targets; assess the university's progress toward achieving the mission of all education beyond high school, described in the 40-40-20 goal; and assess how well the establishment of its governing board comports with the findings of ORS 352.025. This report relies heavily on regularly conducted academic accreditation reports and the self-assessments prepared for these accreditation reviews, as well as on state and federal data. The contents of this report signal areas of alignment with the HECC Strategic Plan, which in turn supports the objectives of higher education for the State of Oregon.

The Northwest Commission on Colleges and Universities (NWCCU) last affirmed accreditation for Oregon Tech in July 2015 following its Year Seven Evaluation. Oregon Tech is on track with its accreditation cycle.

At least three trends emerge from a review of Oregon Tech's student data: growing enrollment, increasing diversity, increasing numbers of degrees awarded and a continuing achievement gap for underrepresented students. Over the last decade, Oregon Tech's total enrollment has grown by more than 57.7 percent (from 3,318 in 2007 to 5,232 in 2016). Much of that growth has been concentrated in Oregon Tech's non-resident population, which has increased 100 percent over the time period, compared to a 47 percent increase in resident enrollment. However, 75 percent of students enrolled at Oregon Tech in fall 2015 were Oregon residents.

Fall 2016 saw continued strong enrollment growth across the board from the previous fall: for non-residents (9.9 percent), residents (9.1 percent), and overall (9.3 percent). Of the 4,786 students enrolled in Oregon Tech in fall 2015, 15.4 percent (724) were from underrepresented minority populations. For fall 2016, the proportion of underrepresented minority students increased to 16.7 percent. There was an increase in enrollment in every category by race/ethnicity for underrepresented minority students, and especially so for Black Non-Hispanic and Hispanic students.

Oregon Tech maintains an increasing trajectory in the number of degrees awarded and an increase of seven percent in the number of students graduating in 2016 compared to the year before. However, while graduation rates for Pell Grant recipients match those of the overall population, underrepresented minority students lag the institutional average by 10 percentage points. Of underrepresented minorities, Hispanic students and underrepresented students who identify as belonging to two or more races were the only ones to see a significant improvement in degree completion. Other under-represented groups essentially remained flat or declined.

Partly as a result of state funding cuts, resident undergraduate tuition and fees at Oregon Tech increased 53.8 percent in the last 10 years, including increases of 4.5 percent and 3.0 percent in 2015-16 and 2016-17 respectively. The total cost of attendance for students includes significant expenses associated with housing, food, transportation, and textbooks. Oregon Tech estimates the average student budget for living expenses annually – $12,455 for the 2016-17 academic year – an amount which exceeds resident tuition.

In addition to need-based federal and state financial aid programs (Pell and the Oregon Opportunity Grant), Oregon Tech students benefit from significant commitment of institutional resources to scholarships,

remissions, and tuition discounts. Of Oregon Tech students who leave the university with federal loan debt, their average federally backed debt load is $25,323.

As noted at the outset, this report constitutes a benchmark against which to evaluate Oregon Tech's progress in the coming years. It does not strive to be a comprehensive evaluation of this complex and multi-faceted university; rather, it emphasizes several areas that are of particular importance to the HECC and to the State of Oregon today. In partnership with institutional leadership, legislators, and other stakeholders, the HECC will continue to consider modifications to this annual process and product in order to improve its usefulness to our universities and to the people of Oregon.

HIGHER EDUCATION
COORDINATING COMMISSION