

2023 UNIVERSITY EVALUATION: Oregon Institute of Technology (ORS 352.061)



Source: Oregon Institute of Technology

TABLE OF CONTENTS

INTRODUCTION

Legislative Mandate	3
Evaluation Process	4
Statewide Context	4
Local Conditions and Mission	6
Economic and Community Impact	7

ACCREDITATION

11

STUDENT ACCESS AND SUCCESS

14

AFFORDABILITY

19

ACADEMIC QUALITY AND RESEARCH

21

COLLABORATION

23

SHARED ADMINISTRATIVE SERVICES

28

FINANCIAL HEALTH ASSESSMENT

30

BOARD OF TRUSTEES

37

CONCLUSION

40

INTRODUCTION

This report is guided by Oregon Revised Statute 352.061, which requires that the Higher Education Coordinating Commission (HECC) submit to the Legislative Assembly an evaluation of public universities listed in ORS 352.002. Each public university must be evaluated in the manner required by this section once every two years. The purpose of this 2023 report is to evaluate the contributions of Oregon Institute of Technology (Oregon Tech) to 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) and Roadmap for Oregon Postsecondary Education and Training (<https://www.oregon.gov/highered/policy-collaboration/Documents/Featured/Strategic-Roadmap-2021.pdf>).

The report relies on a combination of accreditation reports, self-assessments conducted by the university on criteria jointly developed with the HECC, and state and federal data. This is Oregon Tech's fifth evaluation, and as such, it builds on the descriptive benchmarks identified in the 2021 Report. It is a formative document that 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 inception. 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 established individual governing boards at the University of Oregon (UO) and Portland State University (PSU). It also established a time frame for Oregon State University (OSU) to establish an individual governing board, which it subsequently did. House Bill 4018 (2014) and Senate Bill 80 (2015) authorized the establishment of independent governing boards at Western Oregon University (WOU), Southern Oregon University (SOU), Oregon Institute of Technology (Oregon Tech) and Eastern Oregon University (EOU) and abolished the Oregon University System. SB 270 and subsequent legislation required the Higher Education Coordinating Commission (HECC) to conduct an evaluation of the public universities. During the 2017 Legislative Session, the legislature amended ORS 352.061 requiring the HECC to evaluate each public university once every two years. The evaluation criteria are codified in Oregon Revised Statute (ORS) 352.061.

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

- a) A report on the university's achievement of outcomes, measures of progress, goals and targets;
- 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); and,

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 the provision 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, 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 and compacts, and the principles stated in this section.

This year the HECC evaluated the four technical and regional universities (TRUs): Western Oregon University (WOU), Southern Oregon University (SOU), Eastern Oregon University (EOU), and Oregon Institute of Technology (Oregon Tech).

EVALUATION PROCESS

In an effort to approach the first evaluation cycle in a collaborative manner, the HECC formed a work group comprising university provosts, the Inter-Institutional Faculty Senate, Oregon Education Investment Board staff, HECC staff, 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 process. After final review and consideration of stakeholder feedback, the HECC adopted the framework on September 10, 2015.

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.

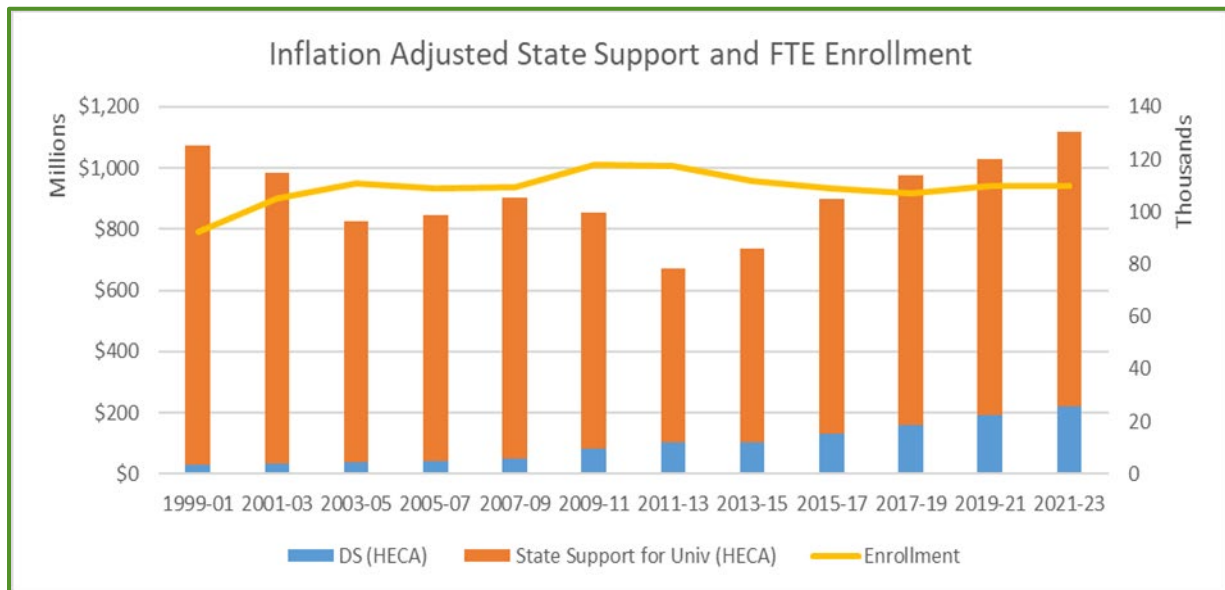
This report is focused on the legislative charge and the HECC’s primary areas of emphasis as indicated in its Strategic Plan. This report is not a comprehensive evaluation. It reflects the narrower scope of legislative issues of interest, incorporating findings from accreditation studies where there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

STATEWIDE CONTEXT

Funding History

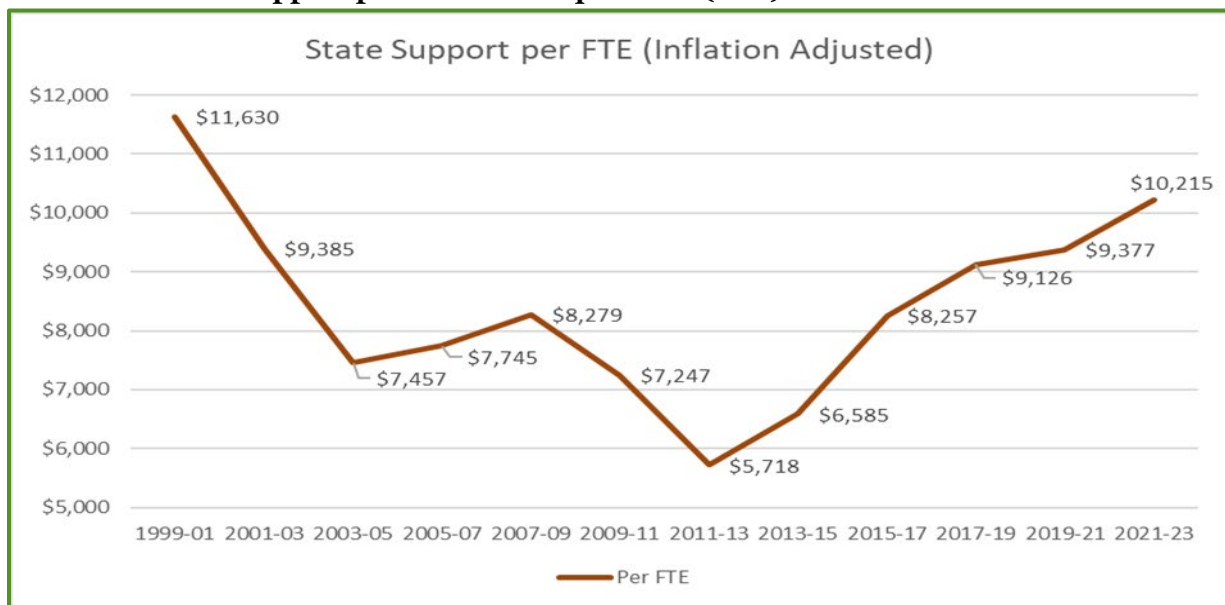
Over the past several biennia, state funding for public universities has not kept pace with enrollment or inflation. While recent investments have moved the needle in a positive direction, additional funding is necessary to support institutions as they work to increase the graduation and completion rates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

Figure 1: Public University Funding



Source: HECC (2023; *figures adjusted for inflation)

FIGURE 2: State Support per Full Time Equivalent (FTE) Enrolled Student



Source: HECC (2023; *figures adjusted for inflation)

Governance Changes

Senate Bill 270 (2013) 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 were 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. After July 1, 2019 the universities were no longer mandated to offer the same scope and value for each of the employee benefits referenced in the statute (ORS 352.129), but are still required to participate in a shared administrative arrangement for the provision of the benefits. Those benefits are outlined in a later section of this report (Shared Administrative Services).

Local Conditions and Mission

Oregon Tech locations throughout the Northwest include the main campus in rural southern Oregon at Klamath Falls, an urban campus in Wilsonville, a Seattle¹ site that offers specific degree options to Boeing employees, 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, data science, cybersecurity, technology, natural sciences, business and management, and a variety of health professions. Recognized as the only public polytechnic university in the Northwest, over time Oregon Tech has broadened its activities to include the delivery of a doctorate in physical therapy, and graduate programs in Engineering, Civil Engineering, Manufacturing Engineering Technology, Renewable Energy Engineering, Marriage and Family Therapy, Allied Health, and Applied Behavior Analysis.

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, 96 percent of graduates report employment in their degree field or enrollment in graduate programs within six months of graduation (Career Services, 2017-19). Oregon Tech is known for employing technology directly on campus. Its Klamath Falls campus has two on-site power plants, including a large solar array and geothermal power station that provide both electric power and heat for campus, significantly reducing the university's "carbon footprint."

ORS 350.075 and 350.085 require the HECC to review and approve public university mission statements. Oregon Tech's Board of Trustees adopted its new mission statement on May 30, 2019, and it was approved by the HECC on August 8, 2019. The mission of Oregon Tech is reproduced here:

MISSION:

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

¹ The La Grande dental hygiene site is closed due to MODA Health's ceasing support of the campus. The last class graduated in March 2017.

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.

ECONOMIC AND COMMUNITY IMPACT

Oregon Institute of Technology

Oregon Tech is the only polytechnic university in the Pacific Northwest, providing the state with roughly 700, career-ready graduates each year. Oregon Tech's campuses include a main campus in the rural Klamath Falls region, bringing STEM opportunities to the area, as well as an urban campus in Wilsonville, which provides opportunities for direct industry experience with the local tech sector.

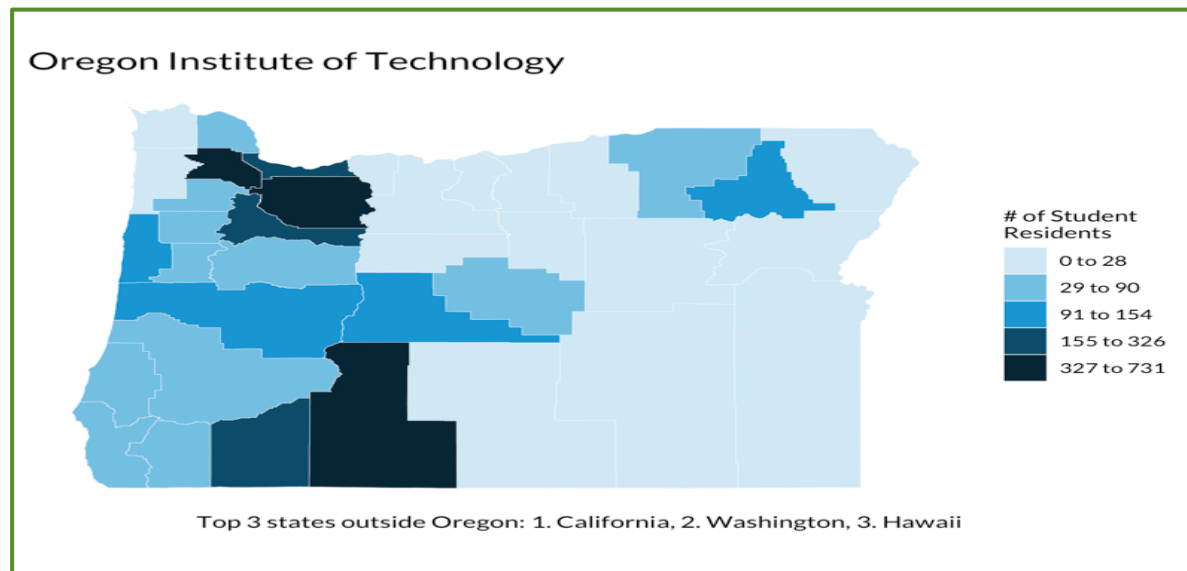
Oregon Tech provides the state and the county with a wealth of high-skill graduates at a reasonable cost to students. Based on the U.S. Department of Education's College Scorecard, Oregon Tech's average annual enrollment costs to graduate salary ratio is the third lowest in the state among reported institutions (30 cents per dollar earned), with graduates earning 20 percent above the national average salary upon graduating. Five years after completion Oregon Tech graduates have the highest salary of any Oregon public university or college by a significant margin according to HECC Higher Education Snapshot data. (<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>). Further, according to an analysis by Opportunity Insights the Mobility Rate, a measure of economic mobility for students who come from the families in the lowest income quintile and reach the highest income quintile, at Oregon Tech exceed all other Oregon colleges and universities, public or private. ²

Oregon Tech educates thousands of students in academic and technical programs each year. The University offers more than 40 degree programs and certificates in their College of Engineering, Technology, and Management, and College of Health, Arts, and Sciences. Most Oregon Tech students come from counties closest to where the university's campuses are located, such as Washington, Clackamas, and Klamath counties.

²

[https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2019/9%20and%2010%20October%202019/Oregon%20Higher%20Education%20Commission%20Presentation%2010.10.19%20vfinal5%20\(002\)%20AMY.pdf](https://www.oregon.gov/highered/about/Documents/Commission/COMMISSION/2019/9%20and%2010%20October%202019/Oregon%20Higher%20Education%20Commission%20Presentation%2010.10.19%20vfinal5%20(002)%20AMY.pdf)

EXHIBIT 1. OREGON TECH MAP OF STUDENT ORIGIN BY COUNTY



Source: ECONorthwest

Oregon Tech Supports High Paying Jobs that Benefit the Region

Oregon Tech, during fiscal year 2021 – 2022, supported 1,899 direct jobs and produced \$286.4 million in economic output across Oregon. University operations also supported important secondary impacts such as local vendors and small business jobs who contract with Oregon Tech (indirect) at all campus locations. Spending by both direct and indirect employees in the respective local economies, which supported 1,760 direct, indirect, and induced (total effect) jobs in Klamath County, 489 total effect jobs in Clackamas and Washington Counties, and a total of 2,555 total effect jobs across the state.³

EXHIBIT 2. OREGON TECH FY2021-22 TOTAL ECONOMIC AND FISCAL IMPACT ESTIMATES BY REGION (\$ VALUES IN \$MILLIONS)

	Klamath County	Marion County	Clackamas & Washington Counties	Columbia County	State of Oregon
Jobs Supported Annually	1,760	62	489	78	2,555
Labor Income Generated	\$ 91.4	\$ 2.6	\$ 19.0	\$ 3.3	\$ 124.5
Total Economic Output Created	\$ 204.4	\$ 5.7	\$ 44.9	\$ 7.8	\$ 286.4
State and Local Tax Revenue	\$ 15.0	\$ 0.2	\$ 2.6	\$ 0.2	\$ 18.7
Federal Tax Revenue	\$ 13.9	\$ 0.5	\$ 3.2	\$ 0.3	\$ 19.2

Note: The “State of Oregon” geography is not equivalent to the sum of the four proceeding geographies
Source: Analysis by BEACON Economics using the IMPAN model

³ Source: BEACON Economics (July 2023), *Oregon Institute of Technology 2023 Economic, Fiscal, and Social Impact Analysis*

EXHIBIT 3. TOTAL IMPACTS OF OREGON TECH BY IMPACT TYPE AND REGION IN FY 2021-22

Region	Klamath County	Marion County	Clackamas & Washington Counties	Columbia County	State of Oregon
Employment Impacts: Full-Time, Part-Time, and Seasonal Jobs Supported Annually					
Direct Effect	1,314	49	401	65	1,899
Indirect Effect	157	5	38	6	260
Induced Effect	289	8	50	7	397
Total Effect	1,760	62	489	78	2,555
Labor Income Impacts (\$Millions)					
Direct Effect	\$ 69.7	\$ 1.8	\$ 13.3	\$ 2.8	\$ 90.0
Indirect Effect	\$ 7.6	\$ 0.3	\$ 2.6	\$ 0.3	\$ 14.1
Induced Effect	\$ 14.1	\$ 0.5	\$ 3.1	\$ 0.3	\$ 20.4
Total Effect	\$ 91.4	\$ 2.6	\$ 19.0	\$ 3.3	\$ 124.5
Economic Output Impacts (\$Millions)					
Direct Effect	\$ 135.3	\$ 3.3	\$ 27.6	\$ 5.5	\$ 176.2
Indirect Effect	\$ 25.9	\$ 1.1	\$ 8.3	\$ 1.2	\$ 48.5
Induced Effect	\$ 43.1	\$ 1.4	\$ 9.1	\$ 1.1	\$ 61.7
Total Effect	\$ 204.4	\$ 5.7	\$ 44.9	\$ 7.8	\$ 286.4

Note: The “State of Oregon” geography is not equivalent to the sum of the four preceding geographies

Source: Analysis by BEACON Economics using the IMPAN model

University Upgrades Support Regional Jobs Across the State- Student and Visitor Spending Converge on Campus

Total expenditures for Oregon Tech in 2021-22 reached just under \$141 million, driven primarily by operations (\$61.1 million) and student spending (\$47.3 million). Students and visitors spend money on food, room and board, local transport, merchandise, athletic events and various other goods and services. Capital expenditures and visitor spending accounted for \$31.7 million and \$0.4 million respectively in statewide expenditures. Approximately 73 percent of the University’s statewide expenditures occurred in Klamath County, due in large part to the size of the Oregon Tech Klamath campus and number of students attending school in-person in that region. Nonetheless, spending by Oregon Tech throughout the entire state is substantial, and that spending ripples out through the local economy, benefiting many other industries and subsectors. ⁴

⁴ Source: BEACON Economics (July 2023), *Oregon Institute of Technology 2023 Economic, Fiscal, and Social Impact Analysis*

**EXHIBIT 4. TOTAL EXPENDITURES OF OREGON TECH BY TYPE AND REGION IN FY2021-22
(\$MILLIONS)**

Expenditure Category	Klamath County	Marion County	Clackamas & Washington Counties	Columbia County	State of Oregon
Construction/Capital	\$ 28.2	\$ -	\$ 0.3	\$ 3.3	\$ 31.7
Employee Comp.	\$ 41.6	\$ 0.9	\$ 10.4	\$ 1.0	\$ 54.5
Other Operations	\$ 1.7	\$ 1.4	\$ 0.2	\$ 0.1	\$ 6.6
Operations (Total)	\$ 43.3	\$ 2.3	\$ 10.6	\$ 1.1	\$ 61.1
Student Spending	\$ 31.4	\$ 0.1	\$ 6.7	\$ 0.1	\$ 47.3
Visitor Spending	\$ 0.4	\$ -	\$ -	\$ -	\$ 0.4
Total Expenditures	\$ 103.3	\$ 2.4	\$ 17.6	\$ 5.6	\$ 140.5

Note: The “State of Oregon” geography is not equivalent to the sum of the four proceeding geographies
Source: Analysis by BEACON Economics using the IMPAN model

ACCREDITATION

This report is formative and focuses on the areas of interest identified by the Legislature and in alignment with the HECC's Strategic Plan. A comprehensive assessment and review of academic and institutional quality is available from the Northwest Commission on Colleges and Universities (NWCCU) that 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 the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Reviews are structured as a cyclical process of continuous improvement. NWCCU accreditation occurs on a seven-year cycle that consists of four parts: Annual Reports each year; Mid-Cycle self-review and peer review in the third year; Policies, Regulations, and Financial Review (PRFR) in sixth year; and Evaluation of Institutional Effectiveness (EIE) self-review and peer review in the seventh year. This section draws on relevant parts of NWCCU reports that are identified as of interest to the Legislature and in alignment with the HECC Strategic Plan.

As of their most recent evaluation, Oregon Tech is substantially compliant with the Standards, Policies, and Eligibility Requirements of the Northwest Commission on Colleges and Universities. Oregon Tech submitted its Year 7 Evaluation of Institutional Effectiveness in Spring 2023. NWCCU accepted the report in July 2023 and issued four commendations with four recommendations for continuous improvement.

The Northwest Commission recommends that Oregon Institute of Technology:

Recommendation 1: Spring 2023 Evaluation of Institutional Effectiveness - Develop decision-making structures and processes, which are documented and publicly available, and which include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. (2020 Standard(s) 2.A.4)

Recommendation 2: Spring 2023 Evaluation of Institutional Effectiveness - Employ faculty and staff, 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. (2020 Standard(s) 2.F.3)

Recommendation 3: Spring 2023 Evaluation of Institutional Effectiveness - Use an ongoing and systematic evaluation process to inform and refine its institutional effectiveness and assign resources. (2020 Standard(s) 1.B.1)

Recommendation 4: Spring 2023 Evaluation of Institutional Effectiveness - Provide 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. (2020 Standard(s) 1.B.3)

A required ad hoc report was submitted and accepted in Fall 2023 about the implementation of the new Doctor of Physical Therapy program.

The next evaluation for Oregon Tech is an Ad Hoc report with a visit in Spring 2025 to review progress on the four recommendations from Spring 2023 Evaluation of Institutional Effectiveness. Mid-Cycle Review

is to occur in Spring 2026. All reports, records of official NWCCU actions and accreditation materials are available [institutional accreditation web page](#).

Individual programs at Oregon Tech that are accredited by professional organizations:

TABLE 1: 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 JRCDCMS	2021	Some modifications required for pregnancy policy
8	Diagnostic Medical Sonography B.S.	CAAHEP JRCDCMS	2021	Some modifications required for pregnancy policy
9	Echocardiography B.S. Degree Completion	CAAHEP JRCDCMS	2021	Some modifications required for pregnancy policy
10	Echocardiography B.S.	CAAHEP JRCDCMS	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

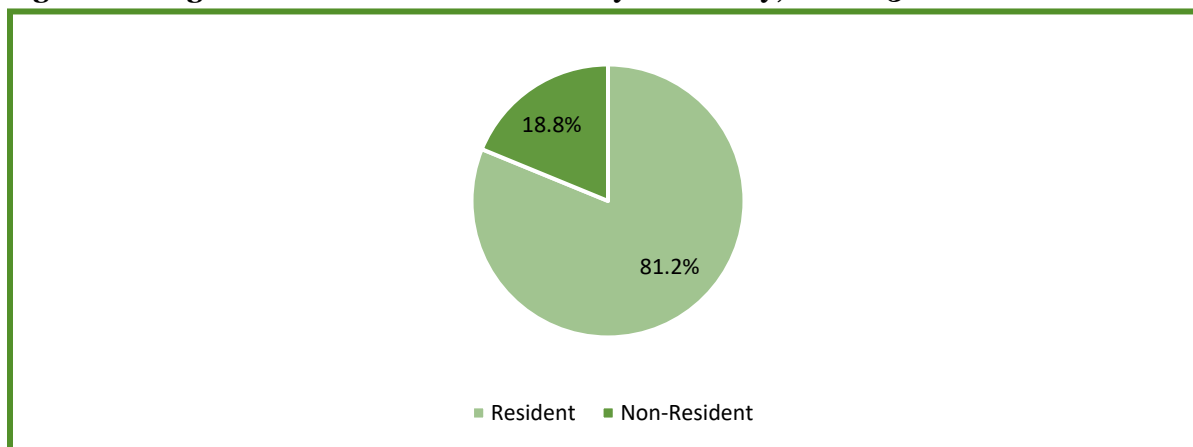
STUDENT ACCESS AND SUCCESS

Undergraduate enrollment rose in fall 2023 for the first time since the pandemic, according to the latest report from the National Student Clearinghouse Research Center. The report found that undergraduate enrollment grew 1.2 percent in fall 2023 compared to the prior year³.

Oregon has a similar pattern, with slight variation across its public universities, in seeing statewide enrollment surpassing pandemic-era figures. This section of the report is focused on tracking trends in enrollment, completion outcomes, and demographic variances.

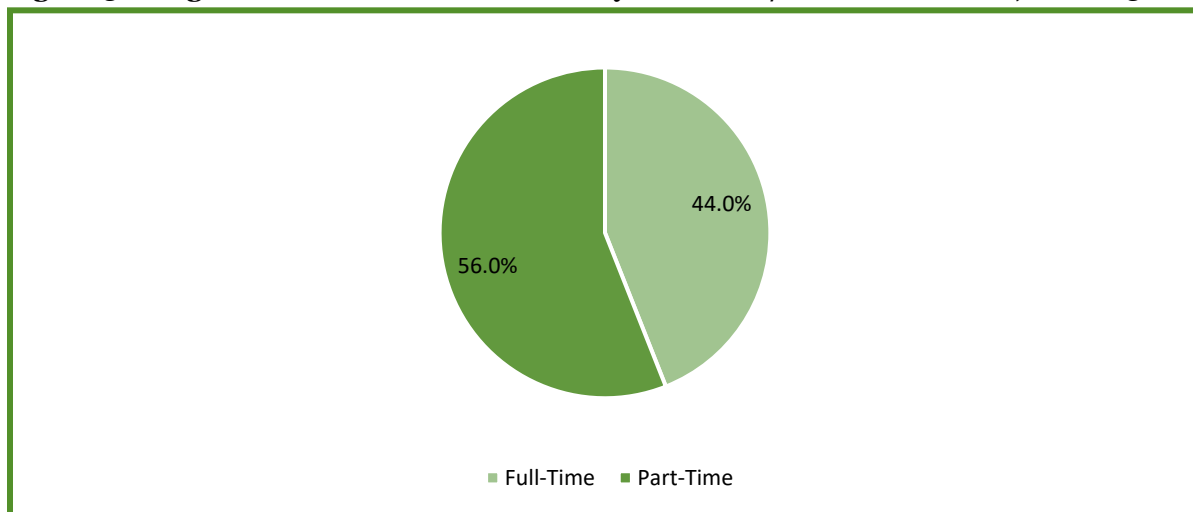
The majority of Oregon Tech students during the 2022-23 academic year (81.2 percent) were residents. During the 2022-23 academic year, the majority (56.0 percent) of students attended part-time, though a significant amount of Oregon Tech's part-time students are non-degree seeking high school students.

Figure 2: Oregon Tech Student Enrollment by Residency, 2022-23



Source: HECC (2023)

Figure 3: Oregon Tech Student Enrollment by Full-Time/Part-Time Status, 2022-23



Source: HECC (2023)

³ <https://www.insidehighered.com/news/students/retention/2024/01/24/enrollment-rising-first-time-pandemic>

Following a near decade of enrollment increases, fall 2021 experienced a significant drop in headcount enrollment, 7.8 percent year-over year. Since that pandemic-era decline, Oregon Tech’s enrollment has picked back up. Oregon Tech is the only Technical and Regional University (TRU) in Oregon to have a positive enrollment increase over the last 10 years (19.6 percent), regardless of the year-over-year decline between 2020 and 2021. Full Time Equivalent (FTE) enrollment has remained largely unchanged over the last decade. To these ends, Oregon Tech’s FTE for fall 2023 newly admitted undergraduates has fallen by 10.3 percent when compared to their last evaluation in 2021.

Fall of	Non-Resident	Resident	Total
2009	984	2,943	3,927
2010	852	2,945	3,797
2011	887	3,024	3,911
2012	1,011	2,990	4,001
2013	1,175	3,239	4,414
2014	1,114	3,159	4,273
2015	1,161	3,625	4,786
2016	1,276	3,956	5,232
2017	1,260	4,230	5,490
2018	1,212	4,129	5,341
2019	1,163	4,156	5,319
2020	1,085	4,240	5,325
2021	959	3,951	4,910
2022	926	3,987	4,913
2023	851	4,260	5,111

While overall enrollment figures have varied, there are discernible changes within specific demographics. For instance, there has been a decrease in enrollment among certain groups such as Non-Resident Aliens, Asian, Black Non-Hispanic, and students who identify with Two or more races (not Underrepresented Minorities). On the other hand, Hispanic enrollment has shown a modest increase over this period. Moreover, the data indicates a substantial rise in enrollment among students who identify with Two or more races (Underrepresented Minorities) category, suggesting successful efforts toward fostering diversity and inclusion. These insights underscore the importance of targeted recruitment and support initiatives to ensure equitable representation and support for all students.

Table 2: Oregon Tech Headcount Enrollment by Race/Ethnicity

Race/ Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Change Fall 2022 to Fall 2023
Non-Resident Alien	87	59	64	50	-14
American Indian/ Alaska Native	65	61	60	55	-5
Asian	446	408	362	344	-18
Black Non-Hispanic	109	96	122	84	-38
Hispanic	683	642	787	799	12
Pacific Islander	25	20	24	31	7
Two or more races, Underrepresented Minorities	151	121	154	186	32
Two or more races, not Underrepresented Minorities	68	52	79	148	69
White Non-Hispanic	3,565	3,327	3,173	3,243	70
Unknown	126	124	88	171	83
URM	1033	940	1,147	1,155	8

Source: HECC (2023)

However, data from the class of 2016 show Oregon Tech is challenged by closing equity gaps when it comes to Pell Grant recipients and underrepresented minorities graduation rates. The four and six-year graduation rates for Oregon Tech's first-time freshmen who entered in fall 2016 are as follows:

Table 3: Four-Year and Six-Year Graduation Rate, First-Time, Full-Time Freshmen Entering Oregon Tech in Fall 2016

	Four-Year Graduation Rate	Six-Year Graduation Rate
All Students	30.1 %	63.0 %
Underrepresented Minorities	16.7 %	51.9 %
Pell Grant Recipients	20.9 %	62.8 %

Source: HECC (2023)

*Fall 2014 cohort is the latest year of available data.

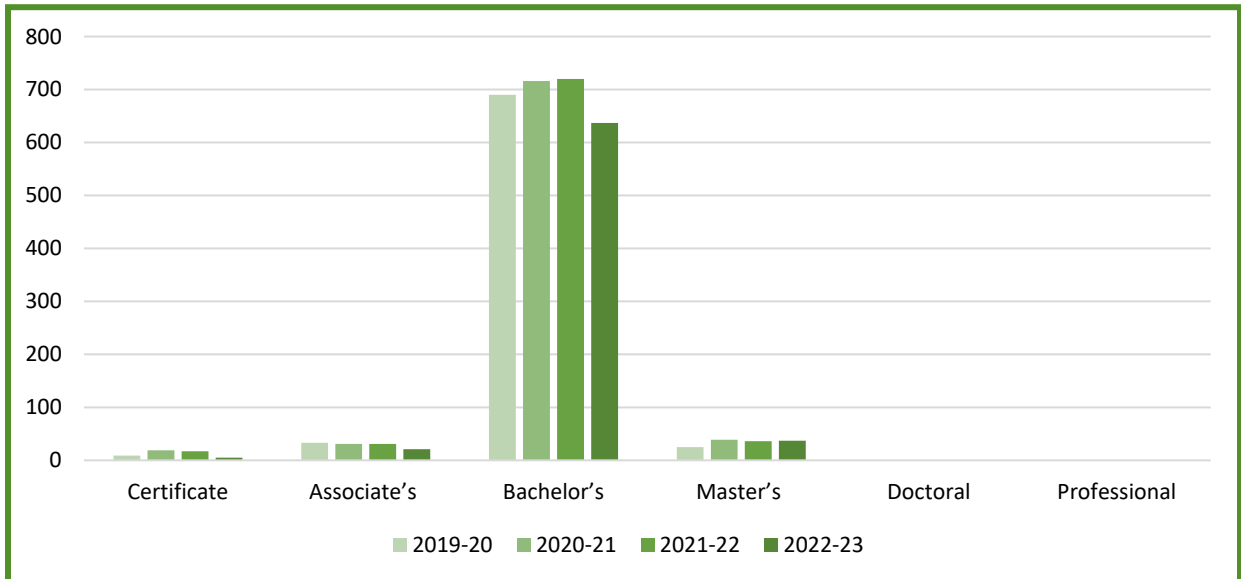
The number of bachelor's degrees awarded to resident students has been fluctuating and took a sharp decrease year-over-year between 2021-22 and 2022-23.

Table 4: Oregon Tech Student Completions by Award Type

	2019-20	2020-21	2021-22	2022-23
Certificate	9	19	17	5
Associate's	33	31	31	21
Bachelor's	690	716	720	637
Master's	25	39	36	37
Doctoral	-	-	-	-
Professional	-	-	-	-

Source: HECC (2023)

Figure 4: Oregon Tech Student Completions by Award Type



Source: HECC (2023)

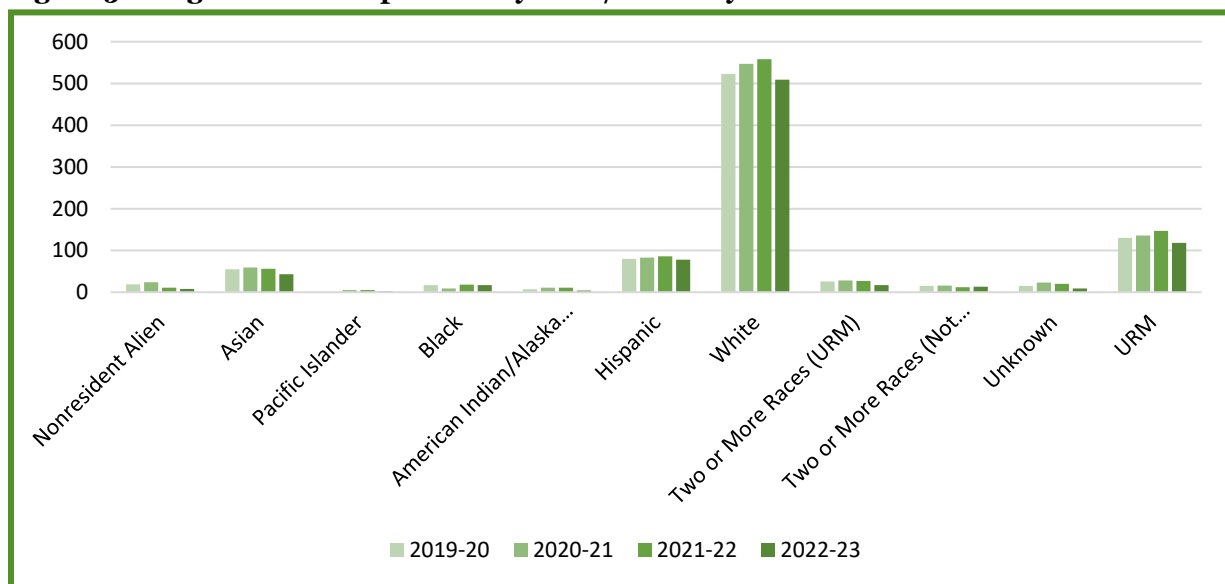
Oregon Tech saw an across-the-board increase in total students graduating between 2019-20 and 2020-21, except for Black students. Under-represented minority students, on average, have increased year-over-year since the 2017-18 academic year.

Table 5: Oregon Tech Completions by Race/Ethnicity

Race/ethnicity	2019-20	2020-21	2021-22	2022-23
Nonresident Alien	19	24	11	8
Asian	55	59	56	43
Pacific Islander	0	5	5	2
Black	17	9	18	17
American Indian/Alaska Native	7	11	11	4
Hispanic	80	83	86	78
White	523	547	558	509
Two or More Races (URM)	26	28	27	17
Two or More Races (Not URM)	15	16	12	13
Unknown	15	23	20	9
URM	130	136	147	118

Source: HECC (2023)

Figure 5: Oregon Tech Completions by Race/Ethnicity



Source: HECC (2023)

AFFORDABILITY

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

Many students and prospective students at Oregon Tech (OIT), like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. While state funding for public universities has increased substantially in Oregon over the last decade (more than all but a couple of other states in the country), increasing institutional expenses and decreasing enrollment at most institutions have put substantial pressure on tuition in spite of sizable increases in state investment.

That shift has been particularly acute in Oregon in recent years. Net tuition and fee revenue represents two-thirds of total educational and general (E&G) revenue for the state's universities. This means students are paying the majority of the cost of their education while the state and institution funds the remaining one third. This is almost the reverse of the student experience a generation ago. Resident undergraduate tuition and fees at Oregon Tech's Klamath Falls campus have increased 49.6% in the last 10 years, including increases of 4.3% and 4.7% in 2022-23 and 2023-24 respectively.⁴ Specifically in 2023-24 tuition increased 4.9% at both OIT's Klamath Falls and Wilsonville campuses and fees increased by 3.5 % at OIT's Klamath Falls campus and by 8.0% at OIT's Wilsonville campus.⁵ Resident graduate students have faced similar increases.

Students, however, do have access to financial aid at Oregon Tech. In addition to need-based federal and state financial aid programs (Pell and the Oregon Opportunity Grant), Oregon Tech students benefit from OIT's significant commitment of institutional resources to scholarships, remissions, and tuition discounts. In the 2022-23 academic year, OIT recorded \$6,599,836 in tuition remissions (18.3% of gross tuition charges), which is a 13.1% increase over the prior year. The year prior, the 2021-22 academic year, OIT recorded \$5,836,744 in tuition remissions (15.9% of gross tuition charges).

Oregon Tech also engages in a number of targeted programs designed to increase access and completion among targeted populations.⁶ For example, OIT's Presidential Scholarship awards students with high school or college GPAs above 3.0 varying amounts of aid based on their academic credentials. OIT's leadership and diversity scholarship awards up to \$2,000 a year for residents or WUE students (and \$3,000 for non-residents) from traditionally underserved backgrounds who have a history of involvement and leadership in their community.

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 on campus living expenses at its Klamath Falls campus annually at \$15,729, more than the cost of tuition and fees.⁷

⁴ Source: <https://www.oit.edu/college-costs/tuition-fees> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees).

⁵ A full-time resident undergraduate student (taking 45 credits per year or 15 credits for each of three terms) Oregon Tech will pay \$10,492 in tuition at both campuses and \$2,195 in fees at the Klamath Falls campus or \$609 in fees at the Wilsonville campus for a total annual cost of \$12,687 at the Klamath Falls campus and \$11,101 at the Wilsonville campus.

⁶ Source: <https://www.oit.edu/college-costs/scholarships>

⁷ Source: <https://www.oit.edu/admissions/freshman/cost>

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. According to the HECC's OIT scorecard for the 2021-22 academic year,⁸ 54% of OIT's students were unable to meet expenses with expected resources, family contributions, student earnings and grant aid, compared to a statewide average of 47%.⁹ Average earnings among bachelor's degree recipients five years after graduation were \$70,639, compared to a statewide average of \$57,087. The average debt among graduates was \$22,500, compared to a statewide average of \$20,728 and 29% of OIT students had federally supported loans, compared to a statewide average of 32%. According to the College Scorecard, during the 2021-22 academic year, 33% of students received Pell Grants.¹⁰

⁸ Source: <https://www.oregon.gov/highered/research/Documents/Snapshots/OIT-Snapshot.pdf>

⁹ Statewide averages from: <https://www.oregon.gov/highered/research/Documents/Snapshots/Statewide-Snapshot.pdf>

¹⁰ https://collegescorecard.ed.gov/school/?209506-Oregon_Institute_of_Technology

ACADEMIC QUALITY AND RESEARCH

The HECC relies on four key areas to track academic quality and research at each institution: regular external accreditation reviews to assess each institution's progress in meeting its stated mission, vision and goals; evidence of regular academic program review to improve quality; regular faculty evaluation and opportunities for professional development; and institutional reports of research activity evidenced by research expenditures. Research contributions are also reflected in economic impact and collaborations both discussed elsewhere in this report.

Oregon Tech has clearly established processes and oversight committees for a variety of academic priorities: (<https://www.oit.edu/sites/default/files/2022/documents/REV%205%202022-0113%20Standing%20Committees%202021-22.pdf>)

- Curriculum Planning Commission (CPC)
- Graduate Council
- Commission on Assessment
- General Education Advisory Council (GEAC) Standing Committee
- Academic Standards Committee (Faculty Senate) <http://www.oit.edu/faculty-staff/resources/faculty-senate/committees>
- University Research Committee

Oregon Tech also has established processes for program reduction and elimination (Program Reduction and Elimination Policy (PREC) <https://www.oit.edu/sites/default/files/2020/documents/program-reduction-and-elimination-oit-20-050.pdf>)

Faculty evaluation and professional development are fundamental to sustaining academic quality. Oregon Tech has clearly defined processes for faculty evaluation (see <https://www.oit.edu/sites/default/files/2020/documents/faculty-evaluation-policy-oit-21-040.pdf>)

Faculty Evaluation Policy <https://www.oit.edu/sites/default/files/2020/documents/faculty-evaluation-policy-oit-21-040.pdf>

Faculty Evaluation Form <https://www.oit.edu/sites/default/files/2020/documents/faculty-evaluation-policy-oit-21-040.pdf>

Oregon Tech's mission has a strong focus on excellence in instruction but also expects applied research and industry engagement.

Professional development is encouraged and resources are allocated in support of this. Ways in which Oregon Tech faculty currently engage in professional development include seeking grant opportunities, presentations at conferences and workshops, publishing scholarly work in journals, applied research, and participating in professional societies, to name a few. Faculty members often support student teams in competitive projects or engagement with industry partners and professional societies outside the scope of normal classroom activities. Many Oregon Tech faculty also have long established ties to various industries and research laboratories. While scholarship of the faculty has traditionally tended to fall in areas that enhance course content and promote excellence in teaching, new tenure track faculty are

expected to engage in applied research, often with industry and are particularly encouraged to include undergraduate students.

Two great examples of the above fall into the applied research category.

1. **Oregon Renewable Energy Center (OREC).** The OREC mission is to enhance development and promote availability of renewable energy through Energy Systems Engineering, Applied Research, Technical Assistance and Information Dissemination, Academic Degree Programs and Industrial Training and Development. The vision is to grow the Oregon Renewable Energy Center into a vibrant, globally recognized preeminent center that expands the use of renewable energy and serves the needs of local, state and regional renewable energy industries and people.

Oregon Tech and OREC focuses on applied research that falls within Technology Readiness Levels 3 – 7, and combines the capabilities of faculty, graduate and undergraduate students working with companies that want to move beyond basic research to prototype development, testing and simulations in relevant environments, and applicability of designs to manufacturing processes. OREC is a perfect demonstration of Oregon Tech's support of faculty professional development through applied research that supports its teaching mission.

2. Student and faculty innovation grant funds. The Oregon Tech Foundation supports innovative projects involving interdisciplinary teams of faculty and students to solve problems with grants up to \$50,000. An example of a funded project involved measurement of air quality degradation due to wildfire activity, locations and the subsequent effects on numbers of respiratory related hospitalizations. This involved faculty and students in medical sociology, respiratory care and environmental chemistry.

Other professional development activities for faculty include:

Advance Credit Program (ACP)/Dual Credit-

Oregon Tech embraces ACP/Dual Credit and incorporates this effort in the fulfillment of its mission. Faculty in academic departments are given the opportunity to participate as liaisons in Dual Credit.

Summer Productivity Grants – These grants are awarded each summer for a variety of professional development activities. The results have been overwhelming not only in terms of development, but 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 National Institute for Transportation and Communities grants.

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 November 2018, the presidents of Southern Oregon University (SOU), Oregon Institute of Technology (Oregon Tech), Rogue Community College (RCC) and Klamath Community College (KCC) formed the Southern Oregon Higher Education Consortium (SOHEC), Oregon's first regional coalition of colleges and universities. Partners established the consortium to prompt discussion about what kinds of economic growth are needed in southern Oregon, what industries the institutions should help support or attract, and how higher education can best align to meet those needs. During the past few years SOHEC has created a website, shared housing, explored collaborative academic programming, worked on developing dual admission, improved transfer and developed or implemented additional programs. 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 7: 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)	P
Public Information Officers (PIOs)	P
Legislative Advisory Council (LAC)	P
Cooperative Contracting(<i>note: taking part in State contracts</i>)	P
Capital Construction Services	P
OWAN	P
NERO Network	P
RAIN	N/P
Orbis Cascade Alliance	P
ONAMI	N/P
Oregon Manufacturing Innovation Center (OMIC)	P with PSU, OSU, PCC
National Institute for 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

STEM Partnerships: South Metro-Salem STEM Hub (SMSP) and Southern Oregon STEM Hubs, NASA Space Grant Consortium, MESA	P with 6 other higher education partners and 16 school districts for SMSP, including OSU/NASA P with SOU and two other higher ed partners and 5 school districts for Southern Oregon P with PSU for MESA coordination in South Metro-Salem region and Klamath Falls
Educational Partnerships and Outreach	P - Articulations agreements with 17 community colleges in Oregon and nearby states and dual enrollment agreements with 6 community colleges
Office of Academic Agreements	P - Articulations agreements with 25 community colleges in Oregon and nearby states and dual enrollment agreements with 5 community colleges
Academic Agreements	P with PSU for engineering and with SOU for Applied Psych/Applied Behavior Analysis
KCC and CCAF Partnerships	Created pathway to Tech and Management online degree through Community College of the Airforce Badger to Owl connection partners with KCC to encourage completion of associates degree and incentivizes matriculation to Oregon Tech. Base to Bachelor's KCC partnership to encourage Air Force personnel to complete AGS with KCC and matriculate to Oregon Tech.

Oregon Tech has dual enrollment agreements with the following community colleges: Chemeketa, Clackamas, Klamath, Linn-Benton, Mt. Hood, and Portland. Through these agreements students can co-enroll at each institution and combine credits to receive full-time financial aid status. Students who are

dually enrolled can view their degree audit, have access to advisors, utilize library and other services at each institution.

Reverse transfer agreements executed with partner community colleges allow Oregon Tech to forward the Oregon Tech transcripts of students close to an associate degree to the Community College where they evaluate it for degree completion. Many students have been awarded an associate degree after they transferred to Oregon Tech through these agreements.

Oregon Tech collaborates closely with community college partners to develop articulation agreements. These formal agreements require faculty at each institution to align curriculum to maximize credit transfer for students. These agreements are reviewed and renewed yearly to reflect curricular changes. This also allows the alignment discussions to be on-going and robust. Oregon Tech partners with partner Community Colleges in creating articulation agreements that are student-centered by maximizing course transfer. Agreements and general transfer guides are easily accessible on the Oregon Tech website. Oregon Tech is home to the South Metro-Salem STEM Partnership Hub (SMSP). The partnership's objective is to model instructional practices to develop a career ready, diverse, and adaptable workforce that enhances the regional economy and community. Oregon Tech has partnered with six other higher education partners and sixteen school districts for SMSP, including OSU/NASA. Oregon Tech has developed partnerships with Southern Oregon University, two other higher education institutions and five school districts. In addition, Oregon Tech has partnered with Portland State University in an Oregon MESA program. The partnership provides coordination in South Metro-Salem and Klamath Falls regions.

Oregon Tech has entered into a Memorandum of Understanding (MOU) with Pacific University for a Pharmacy Degree Bridge program for Oregon Tech students to pursue.

Oregon Tech has developed and implemented an effective dual credit program, providing support and training to high school teachers to meet the qualifications needed to teach college credit courses for the university. Through this program, the university has partnered with seventy-nine high schools throughout the state of Oregon to offer dual credit programming to high school students.

Pathways

Transfer student success is a key area of focus both in Oregon and nationally. The statutes outlining goals for transfer student success and cooperation between Oregon's higher education sectors (ORS 350.395, 350.400, 350.404, 350.412, and 348.470) are the framework for HECC's continued partnership with the seven public universities and seventeen community colleges. Recent policy discussions between 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 state-level policies and processes to ensure that students may apply credits earned upon transfer from community college to university (e.g., the Associate of Science Oregon Transfer–Business, or ASOT Business) research that resulted from House Bill 2525 (2015) and the subsequent HB 2998 (2017) report 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 (aka “native students”). Public universities are working with community colleges to improve advising and information on career pathways to reduce the excess number of community college credits taken. Moreover, despite the best efforts of advisors, faculty, and administrators, some students who complete statewide degrees—such as the ASOT–Business are ill-served if they transfer into

certain majors. Excess credits may transfer as electives, but they sometimes fail to apply to a student's major. Because major requirements at the university level can change, community college students' and advisors' efforts at effective degree planning are negated by these excess credits.

The passage of HB 2998 in 2017 required the HECC to work closely with both public universities and community colleges to create a new framework for statewide transfer, a Core Transfer Map (CTM) of at least 30 credit hours of general education, and a process for the creation of Major Transfer Maps (MTMs) in major fields of study to aid transfer students in moving smoothly into university study, with fewer lost or excess credits. Public university and community college faculty, registrars, institutional researchers, and administrators have been advisors and participants to the HB 2998 implementation process, adding insight and value to the Major Transfer Maps. These partners continue to work closely with HECC staff and the institutions to move this work forward. One area that the public universities have participated in has been by nominating faculty to serve on MTM subcommittees (e.g., in Computer Science, Business, English Literature, Biology, and Elementary Education).

Related to transfer student success, programming to provide college credit in high school, or accelerated learning, has also benefited from enhanced statewide collaboration amongst Oregon's public universities and 17 community colleges in 2020-21 and 2021-22. The HECC convened an Oversight Committee for High School Based College Credit Partnerships and the Advanced Placement and International Baccalaureate Policy Workgroup both have support and representation from all seven public universities. Implementing 340.310, 350.075, and OAR 715-017-0005, the groups ensure that college credit earned in high school is transferrable and supports student pathways to postsecondary degrees and certificates. State approval of high school-based college credit partnership programs promotes transparency, educational equity, and comprehensive advising so that students may access, earn, and transfer these credits smoothly. State approval of programs, through peer review, confirms that a college course taught on campus and the college course taught in a high school are essentially the same, and treated the same when transferred.

College credit articulations at Oregon's public universities are also on record for Advanced Placement (AP) and International Baccalaureate (IB) exams. Articulation tables are published by HECC with advice from the AP/IB Policy Workgroup. This process has led to more transparent and better aligned articulations list, with the expectation that over time articulations will become increasingly similar among community colleges, comprehensive regional universities, and larger research universities. In the online table, a student can find out how a particular AP exam subject and score articulates to all 24 public postsecondary institutions in Oregon as well as to which core transfer map content area that articulation applies.

In the 2021 legislative session, Oregon passed Senate Bill 233 that further supports the work of statewide transfer through the establishment of a Transfer Council to implement Common Course Numbering (CCN). The Commission submitted its first progress report to the legislature on SB 233 in March 2022. One notable change to the legislative requirements was a decrease in the number of MTMs to be approved from three per calendar year to one until calendar year 2026. The intent behind this temporary change is to allow faculty to spend time aligning learning outcomes, credits, and course numbers at the course level.

Starting in spring 2022, four faculty subcommittees (Communication, Math, Statistics, and Writing) and one systems and operations subcommittee began meeting regularly to work on aligning 10 of the most transferred courses between public colleges and universities in Oregon. For seven months, these subcommittees—composed of 96 faculty and staff—logged over 100 hours in meetings to discuss,

collaborate, and vote on aligning these courses. The result of these meetings is a guiding framework for common course numbering and the first round of statewide aligned courses in the history of higher education in Oregon. This framework will also be useful for programs that offer college credit in the high school.

All seven public universities and 17 community colleges are in the process of adopting these courses for the 2023-24 catalog, as per the requirements of SB 233 (2021).

Oregon Tech, like most public colleges and universities in Oregon, offer dual credit opportunities to high school students. Below is a table displaying dual-credit students as a percentage of all Oregon resident undergraduates, by institution, during the 2022-23 academic year:

Table 8: Dual Credit Students as a Percentage of All Oregon Resident Undergraduates, 2022-23

EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
32.2%	59.8%	0.0%	12.8%	45.5%	0.0%	38.9%	16.8%

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 non-participation)

Table 8: Shared Administrative Services

Provider	University Response
University Shared Services Enterprise (USSE, hosted by OSU)	
Financial Reporting	P
Capital Asset Accounting (currently only Oregon Tech) ¹	N/P
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement*)	P
Collective Bargaining *	P
Information Technology/5 th Site ²	N/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) ²	P
Endowment Services	N/P
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	P
Legislative Fiscal Impact Statement Support	P (OCOP)
Risk Management Analyst (TRUs only)	N/A
Public University Fund Administration	P
Oregon Institute of Technology	
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

Notes:

- (1) USSE SOW for capital asset services ended effective June 30, 2023 and was not renewed due to staffing changes as USSE.
- (2) Information Technology/5th site ended effective June 30, 2021; Fiscal Year 2020 – 2021 was the last year of service participation for the TRUs as USSE no longer offers this service.

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 former 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.

President Naganathan chairs the Oregon Council of Presidents (OCOP), and senior administrators routinely participate in Statewide Provost Council, the VPFA group, etc.

Oregon Tech collaborates with the Oregon Health & Science University (OHSU) to offer Emergency Medical Services and Medical Laboratory Science degrees at the university's Portland Metro campus. A new collaboration for a Doctor of Physical Therapy program is a new joint degree with OHSU that accepted the first student cohort in summer 2023.

Oregon Tech is host to the Oregon Manufacturing Innovation Center Research and Development (OMIC R&D). The Center, a consortium of industry, academia, and government, engages in research to advance manufacturing innovation from product concept design, to prototyping, testing, and development of innovative manufacturing methods. Oregon Tech, Oregon State University and Portland State University are university members of the consortium.

FINANCIAL HEALTH ASSESSMENT

This section of Oregon Tech’s evaluation includes an overview of key financial ratios and other data commonly used to understand the strength of a public institution’s financial position and its operating performance. Financial monitoring is conducted by HECC staff on an annual basis, and this section reflects high-level summaries of that report. A final version of the Financial Conditions Report will be submitted to the HECC Commission and to the Oregon Legislature in April of 2024.

Within the Financial Conditions Report, to provide warning of potential financial instability for policy makers, the financial sustainability of each institution is assessed using currently available data. The analysis includes both quantitative and qualitative factors for appropriate context. The metrics are measured over time to understand emerging trends.

Several factors can lead to an increased risk of predictable financial instability and are therefore used in this analysis. These factors include a sharp decline in enrollment, a decline in select financial ratios over time, and an increased reliance on a single revenue source.¹¹ The select financial ratios include the operating margin, primary reserve, and viability ratio. All of the ratios are explained in more detail within the Financial Conditions Report. An assessment of the trend for each is included in Table 1.

The assessment of the metrics is based on work conducted by the National Association of College and University Business Officers (NACUBO) in conjunction with public accounting firm Baker Tilly. Their work establishes the financial condition of the institution relative to the measurement of each metric. The financial condition is noted as stable, struggling 1, struggling 2, or in crisis. The condition noted for the financial ratios in Table 1 is an assessment based on the condition of the individual ratios.

Table 9: Trend in Metrics

	Enrollment	Financial Ratios	Reliance on State Funding
EOU	Struggling 2	Stable	Stable
OIT	Struggling 2	Stable	Stable
OSU	Stable	Stable	Stable
PSU	Struggling 2	Stable	Stable
SOU	Struggling 2	Struggling 1	Stable
UO	Stable	Struggling 1	Stable
WOU	In Crisis	Struggling 1	Stable
Source: Enrollment is from the HECC Office of Research and Data. The financial ratios are based on data from IPEDS while the reliance on state funding and other factors are based on data from annual financial statement audits and surveys reported to the HECC.			

¹¹ Kelchen, Robert. “Examining the feasibility of empirically predicting college closures.” Economic Studies at Brookings, 2020, <https://www.brookings.edu>.

An explanation of the trend for each metric is included below.

- **Enrollment** – when looking at enrollment through the lens of fall, fourth week FTE for all students including undergraduate and graduate, resident and non-resident, all but OSU and UO have experienced recent declines.
- **Financial Ratios** – Considering the operating margin, most are struggling to balance expenses within available revenue from year to year. Meanwhile, long-term capacity seems to be an issue for several of the regional universities.
- **Reliance on State Funding** – The reliance on state funding, as measured by the percentage of E&G fund (general fund) revenue provided by the state, has increased for all but OSU.
- **Other Factors** – There are no known ongoing investigations or sanctions for any of the universities. Some of the universities have had recent challenges publishing an annual financial report in a timely manner. Also, there has been recent leadership turnover at some of the universities affecting key leadership positions including president, provost, and chief financial officer.

Enrollment

Stable, if not growing, enrollments over time are integral to an institution's financial health. Net tuition revenue is typically the largest source of operating (or general fund) revenue. Also, the distribution of state funding is influenced by the enrollment and completion of resident students.

Large fluctuations in enrollment from year to year can cause revenue volatility. Credit rating agencies rely on enrollment trends to determine student demand and market position, both of which are factors in ratings analysis. The recent trend in fall, fourth week FTE enrollment for all students is included in Table 2.

Table 10: Trend in Enrollment

	2019-20	2020-21	2021-22	2022-23	Two-year Trend	Condition
EOU	2,133	2,124	2,050	1,973	(7%)	Struggling 2
OIT	3,247	3,214	2,990	2,907	(10%)	Struggling 2
OSU	27,120	27,013	27,575	28,585	6%	Stable
PSU	18,816	17,428	16,522	15,668	(10%)	Struggling 2
SOU	4,029	3,512	3,321	3,264	(7%)	Struggling 2
UO	22,105	21,263	21,781	22,706	7%	Stable
WOU	4,068	3,769	3,300	3,069	(19%)	In Crisis

Source: Fall, fourth week FTE for all students from the HECC Office of Research and Data.

Condition Associated with Fall FTE Enrollment Trend (Two-Year Trend)	
Stable	Increasing or relatively stable (i.e., <2% decrease)
Struggling 1	Decreased by 2 to 5%
Struggling 2	Decreased by 5 to 10%
In Crisis	Decreased by >10%
Source: NACUBO/Baker Tilly, Path to Sustainability Project, 2023.	

The trends outlined within the Financial Conditions Report focus on four areas: demographics and market demand, inflation, revenues and expenses, and state funding. The key takeaways include:

- Enrollment headwinds and uncertainty regarding long-term student demand might continue to suppress the growth of operating revenue.
- Higher inflation compared to the historical long-term average might lead to an acceleration in the growth of expenses over the short-term.
- Financial sustainability is based on balanced budgets and capacity building. Both will be challenging if the growth in revenue does not keep pace.
- Recent increases in state funding are having a positive impact on affordability but have not altered the long-term transfer of cost burden from state to student.

Demographics and Market Demand

Enrollment is a key revenue driver. The forecasted demographics of Oregon suggest several headwinds exist for enrollment in the future. The implication is that the financial sustainability of the institutions will not be served well by expectations of substantially higher enrollments of resident students under age 25. The outlook does not appear promising.

The number of students in K-12 in Oregon has declined 5.1% between 2018-19 and 2022-23¹² while the number of annual high school graduates in Oregon is projected to decline five percent through 2037¹³. Also, the number of Oregon residents aged 18 through 24, typically those college aged, is projected to increase by just under 12,000 (about 2.0 – 2.5%) total through 2033 while decreasing as a percentage of the overall population to 9.6% as show in table 9.¹⁴ Recent national projections from the US Census Bureau show the population of those aged 18 to 24 potentially remaining below the historical proportion through the end of the century.¹⁵

¹² Oregon Statewide Report Card for 2022-23, Oregon Department of Education, November 2023.

¹³ WICHE, Knocking at the College Door: Projections of High School Graduates, 2020.

¹⁴ Oregon Department of Administrative Services, Office of Economic Analysis, Oregon Economic and Revenue Forecast, Table C.2, Population Forecast by Age and Sex, March 2024.

¹⁵ US Census Bureau, 2023 National Population Projections, <https://www.census.gov/programs-surveys/popproj.html>, February 2024.

Table 11: Projection of Oregonians Aged 18-24			
	Age 18-24	Total Population	Proportion
1980	329,407	2,641,218	12.5%
1990	305,400	2,860,375	10.7%
2000	380,040	3,431,100	11.1%
2010	410,686	3,837,300	10.7%
2020	422,713	4,243,959	10.0%
2025	426,206	4,333,600	9.8%
2030	437,361	4,461,400	9.8%
2033	434,624	4,546,600	9.6%
Variance, 2020 to 2033	11,911	302,641	
	2.8%	7.1%	
Source: Oregon Department of Administrative Services, Office of Economic Analysis, Oregon Economic and Revenue Forecast, Table C.2, Population Forecast by Age and Sex, March 2024.			

At the same time, Oregon’s population is getting increasingly diverse in terms of race and ethnicity. The Hispanic population in Oregon is the largest historically underrepresented group and growing rapidly. Since the year 2000, the Hispanic population has doubled, with the Asian, Hawaiian and Pacific Islander (AHPI) population not far behind. An overwhelming proportion of them are children and young adults¹⁶ with many being the first generation in college.

Meanwhile, uncertainty remains regarding long-term student demand. The college-going rate of Oregon high school graduates has declined from 65% to 56% during the past decade¹⁷. The Oregon Employment Department projects the share of all jobs in Oregon that require a bachelor’s degree or higher in the next decade will be largely unchanged¹⁸. And the adult-learner population nationally has migrated toward “cheaper, more flexible, and quicker-to-advance-through online courses provided by a narrow cadre of [for-profit] institutions capable of investing in expensive marketing campaigns”.¹⁹

Inflation

Inflation is a key cost driver. Although there are varying perspectives on inflation, the focus here is on the consumer price index for urban consumers (CPI-U). The growth in the CPI-U over time often correlates to the expected increase in wage and benefit expense which represents the majority of institution spending. Table 10 includes a summary of the growth in CPI-U over time for both the western region and the national average.

¹⁶ Oregon’s Demographic Trends, DAS Office of Economic Analysis, July 2019.

¹⁷ HECC Annual Report of Key Performance Measures, November 2023.

¹⁸ Damon Rundberg, Oregon Employment Department, Enrollment at Oregon’s Public Universities, December 2021.

¹⁹ Dan Bauman, Colleges Were Already Bracing for an Enrollment Cliff. Now There Might be a Second One. The Chronicle of Higher Education, February 7, 2024.

Table 12: Growth in Inflation Over Time					
	National Average	Annual Variance	Western Region	Annual Variance	Gap, Western and US
2014	236.7	1.6%	240.2	1.9%	1.5%
2015	237.0	0.1%	243.0	1.2%	2.5%
2016	240.0	1.3%	247.7	1.9%	3.2%
2017	245.1	2.1%	254.7	2.8%	3.9%
2018	251.1	2.4%	263.3	3.3%	4.8%
2019	255.7	1.8%	270.4	2.7%	5.7%
2020	258.8	1.2%	275.1	1.7%	6.3%
2021	271.0	4.7%	287.5	4.5%	6.1%
2022	292.7	8.0%	310.5	8.0%	6.1%
2023	304.7	4.1%	323.8	4.3%	6.3%
Annual Growth Rate	2.6%		3.0%		
Source: US Bureau of Labor Statistics, Consumer Price Index for all Urban Consumers (CPI-U), Western Region and US City Average, not seasonally adjusted, annual for 2013-2023, base period is 1982-84=100.					

Although the year-to-year increases are similar, inflation in the western region of the country has grown faster than the national average leading to a larger gap in price levels between the two. Also, although inflation spiked recently to 8.0% during the start of the pandemic it has now fallen to 3.3% year over year as of January 2024 for the western region²⁰. Higher inflation compared to the historical average could lead to an acceleration of spending in the short-term.

Revenues and Expenses

Balancing expenses with available revenues is important to achieving the mission in the short-term and developing the capacity for mission relevance over the long-term. Table 11 includes the trend in total revenues and expenses over time for institutions across the nation and in Oregon specifically. This includes public, four-year, degree-granting institutions including health-related institutions like OHSU. In both cases, the annual growth in total expenses is outpacing inflation by roughly 2.0%. Meanwhile, the annual growth in total expenses has also been outpacing the annual growth in revenues both nationally and in Oregon.

²⁰ US Bureau of Labor Statistics, Western Information Office, News Release, February 13, 2024.

Table 13: Revenues and Expenses of Public Institutions
(In thousands, four-year, degree-granting)

	United States		Oregon	
	Revenues	Expenses	Revenues	Expenses
2013	260,804,459	247,487,802	4,764,046	4,529,658
2014	284,827,420	259,448,393	5,114,910	4,812,288
2015	278,731,047	270,180,051	5,489,487	4,822,125
2016	296,983,424	289,582,547	6,050,138	5,711,518
2017	321,444,429	305,363,799	6,048,885	5,723,589
2018	338,605,331	319,772,061	6,301,501	6,036,895
2019	345,618,668	334,251,664	6,762,762	6,282,519
2020	357,858,493	351,185,532	7,168,842	6,788,077
2021	425,234,001	351,740,563	7,462,396	6,933,318
2022	396,768,584	382,971,620	7,565,360	7,392,230
Annual Growth Rate	4.3%	4.5%	4.7%	5.0%

Source: US Department of Education, NCES, IPEDS (trend generator), finance component data, fiscal years 2013 through 2022, four-year, degree granting institutions. Unadjusted for inflation.

Removing OHSU and focusing solely on Oregon public universities, the trending is different as shown in Table 12. Total expenses are growing slightly faster than inflation (3.1% compared to 3.0%), with total revenues growing faster than expenses. However, the type of revenue is important.

Operating revenue is generated from the direct provision of services and includes net tuition and fees, grants and contracts, and auxiliary enterprises. Non-operating revenue includes government appropriations, financial aid grants, investment earnings, and gifts. The growth in non-operating revenue has allowed operating revenue to grow slower than expenses.

Table 12 shows that over the past decade, enrollment declines have suppressed the growth in operating revenue. The growth in non-operating revenue, particularly state funding, has made up the difference. With financial sustainability based on balanced budgets and capacity building, accomplishing both will be challenging if the growth in revenue cannot keep pace with the growth in expenses.

Table 14: Oregon Public Universities (In millions)

	Operating Revenue	Non-Operating Revenue	Total Revenues	Expenses
2014	1,780.5	565.3	2,345.8	2,458.6
2015	1,882.9	623.1	2,506.0	2,437.2
2016	1,930.8	702.3	2,633.1	2,865.9

2017	2,017.5	731.4	2,748.9	2,858.2
2018	2,094.0	724.9	2,818.9	2,988.7
2019	2,135.6	840.6	2,976.2	3,064.5
2020	2,096.3	930.4	3,026.7	3,196.1
2021	1,979.2	976.9	2,956.2	3,134.0
2022	2,263.4	1,030.8	3,294.2	3,231.6
Annual Growth Rate	2.7%	6.9%	3.8%	3.1%

Source: From audited annual financial reports as collected by HECC staff. Unadjusted for inflation.

State Funding

State funding for the public universities has grown during the past decade. This is mainly due to the growth in funding for the public university support fund (PUSF) which has increased from \$522.8 million during the 2013-15 biennium to \$1 billion during the 2023-25 biennium. Along with additional investments in state financial aid programs, this has allowed for recent improvements in student affordability as noted in the HECC's annual Key Performance Measures (KPM) Report.²¹

However, state funding for higher education in Oregon has trailed the national average over time as shown in Table 13 which includes data for both the two-year and four-year sectors. This has led to a greater reliance on tuition and fee revenue in Oregon compared to the national average. Students today are bearing a larger share of the cost burden than previous generations.

Table 15: National Comparisons

	Educational Appropriations per FTE (Adjusted for Inflation)			Net Tuition as % of Total Education Revenue	
	US	Oregon	Variance	US	Oregon
1980	\$9,949	\$8,098	(19%)	20.9%	24.8%
2001	\$11,381	\$8,755	(17%)	28.9%	35.9%
2013	\$8,072	\$4,799	(31%)	47.5%	62.3%
2018	\$9,153	\$6,045	(24%)	47.1%	60.2%
2022	\$10,625	\$8,571	(16%)	41.7%	53.7%
2023	\$11,565	\$8,411	(15%)	39.7%	53.6%
Variance, 1980 to 2023	\$1,616/16%	\$313/4%		18.8%	28.8%

Source: State Higher Education Finance Survey, SHEEO, Tables 3.2 and 4.3, 2023. Funding per FTE is adjusted for inflation to current dollars using the Higher Education Cost Adjustment (HECA). Educational appropriations include support funds (CCSF/PUSF), financial aid (OOG, Promise), and property taxes.

²¹ HECC Annual Report of Key Performance Measures, measures 9 and 10, November 2023.

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 through the whole meeting.

Governing Board Focus Area	Evaluation Question	Supporting Narrative (documentation may include links to materials on board website)	Data Source
Transparency (ORS 352.025(1)(a))	Board meets at least quarterly. ORS 352.076(7).	The Oregon Tech Board of Trustees meets at least quarterly and posts its minutes and documents on its dedicated webpage. https://www.oit.edu/trustees	Board of Trustees
	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).	Public meeting notice is provided for all official board meetings.	Board of Trustees
	The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).	The board secretary ensures the board meets all Public Meeting and Record Laws.	Board of Trustees
	The Board has adopted bylaws. ORS 352.076(7).	Yes. They can be found here: https://www.oit.edu/trustees/bylaws-policies	Board of Trustees
Accountability (ORS 352.025(1)(a))	The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.	The Board conducts an annual review of itself, which includes onboarding, training, and budget responsibility. Additionally, both the full Board and the Finance and Facilities Committee, also sitting as the Audit Committee, routinely reviews quarterly financial reports of the university and regular	Board of Trustees

		interacts with the university's internal and external auditors. The Finance and Facilities Committee, also serving as the Audit Committee, meets quarterly, in advance of the quarterly full Board meeting. Monthly meetings are also held between the VP for Finance and Administration and the Chair of the Finance and Facilities Committee and Audit Committee.	
	The Board has established a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2)	Yes, in conjunction with the university's Tuition Recommendation Committee (TRC) which is comprised of six students representing both campus locations; the TRC website can be found here: https://www.oit.edu/finance-administration/tuition-recommendation-committee	Board of Trustees
	Board selects and regularly assess the university president. ORS 352.096.	The president undergoes an annual performance evaluation by the Board Chair and Vice Chair.	Board of Trustees
Engagement in the University's Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).	Yes.	Board of Trustees
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards the university's mission statement to the HECC. ORS 352.089(1).	Yes.	Board of Trustees
	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).	Doctor of Physical Therapy (2022) Master of Science Biomedical Sciences (2023) Master of Science in Natural Resources (2023)	Board of Trustees

Real Property Holdings (ORS 352.025 (2)(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.	Any real property acquired is held in the name of the State of Oregon, acting by and through the Board of Trustees of the Oregon Institute of Technology.	Board of Trustees
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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.

Oregon Tech is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and is fully on track with the 7-year NWCCU cycle for accreditation. Oregon Tech was first accredited by NWCCU in 1962. Following the institution's year seven self-evaluation and peer review in 2023 regional accreditation was reaffirmed. NWCCU accepted the report in July 2023 and issued four commendations with four recommendations for continuous improvement. Oregon Tech submitted its Ad Hoc report in Fall 2023. Mid-Cycle Review is to occur in Spring 2026.

Following a near decade of enrollment increases, fall 2021 saw headcount enrollment significantly drop by 7.8 percent year-over-year. Since that pandemic-era decline, Oregon Tech's enrollment has picked back up. Oregon Tech is the only Technical and Regional University (TRU) in Oregon to have a positive enrollment increase over the last 10 years (19.6 percent), regardless of the year-over-year decline between 2020 and 2021. Full Time Equivalent (FTE) enrollment has remained largely unchanged over the last decade. To these ends, Oregon Tech's FTE for fall 2023 newly admitted undergraduates has fallen by 10.3 percent when compared to their last evaluation. In academic year 2022-23, resident students made up 81.2 percent of the total student body and under-represented minority students accounted for 22.6 percent of the student body. The six-year graduation rate for Pell Grant recipients is 62.8 percent, the university's overall graduation rate of 63.0 percent and underrepresented minority students graduated at a rate of 51.9 percent over the same time period.

While state funding for public universities has increased substantially in Oregon over the last decade (more than all but a couple of other states in the country), increasing institutional expenses and decreasing enrollment at most institutions have put substantial pressure on tuition in spite of sizable increases in state investment. Resident undergraduate tuition and fees at Oregon Tech has increased 47.3 percent in the last 10 years, including increases of 2.5 percent and 4.8 percent in 2022-23 and 2023-24 respectively.²² Specifically in 2023-24 tuition increased 5.0 percent at both the Klamath Falls and Wilsonville campuses and fees decreased 0.4 percent at the Klamath Falls campus and increased 7.8 percent at the Wilsonville campus.²³ Resident graduate students have faced similar increases.

In the 2022-23 academic year, Oregon Tech recorded \$6,599,836 in tuition remissions (18.3 percent of gross tuition charges), which is a 13.1 percent increase over the prior year. The year prior, the 2021-22 academic year, Oregon Tech recorded \$5,836,744 in tuition remissions (15.9 percent of gross tuition charges).

²² Source: <https://www.oit.edu/college-costs/tuition-fees> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees).

²³ A full-time resident undergraduate student (taking 45 credits per year or 15 credits for each of three terms) Oregon Tech will pay \$10,502 in tuition at both campuses and \$2,195 in fees at the Klamath Falls campus or \$609 in fees at the Wilsonville campus for a total annual cost of \$12,490 at the Klamath Falls campus and \$11,111 at the Wilsonville campus.

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 on campus living expenses at its Klamath Falls campus annually at \$15,729, more than the cost of tuition and fees.²⁴

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. According to the HECC's Oregon Tech scorecard for the 2021-22 academic year,²⁵ 54 percent of Oregon Tech's students were unable to meet expenses with expected resources, family contributions, student earnings and grant aid, compared to a statewide average of 47%.²⁶

As noted at the outset, this report describes performance in several areas that are of particular importance to the HECC and to the State of Oregon. 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.

²⁴ Source: <https://www.oit.edu/admissions/freshman/cost>

²⁵ Source: <https://www.oregon.gov/highered/research/Documents/Snapshots/OIT-Snapshot.pdf>

²⁶ Statewide averages from: <https://www.oregon.gov/highered/research/Documents/Snapshots/Statewide-Snapshot.pdf>

