

2025 UNIVERSITY EVALUATION: Oregon Institute of Technology (ORS 352.061)



Source: Oregon Institute of Technology

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INTRODUCTION

This report is guided by Oregon Revised Statute (ORS) 352.061, which requires the Higher Education Coordinating Commission (HECC) to submit to the Legislative Assembly an evaluation of public universities listed in ORS 352.002. Each public university must be evaluated once every two years. The purpose of this 2026 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 2024-2029 Strategic Plan.

The report relies on a combination of accreditation reports, self-assessments and framework responses submitted by Oregon Tech, and state and federal data. This is the sixth biennial evaluation of Oregon Tech. It builds on the descriptive benchmarks and findings in prior evaluations while incorporating academic-year 2023-24 and 2024-25 data, Fall 2025 enrollment information, and more recent accreditation or financial developments when they materially affect the Commission's assessment.

The evaluation signals areas of key interest to HECC that support Oregon's higher education objectives: student success and completion; access and affordability across socioeconomic, racial/ethnic, and regional groups; academic quality and research; financial sustainability; economic and workforce contributions; and continued collaboration across institutions. It also reviews the work of the university's governing board under the criteria set forth in ORS 352.025. The report is not intended to be a comprehensive institutional review against the university's own mission; that broader assessment is undertaken through institutional accreditation and other university processes.

Legislative Mandate

Passed by the Oregon Legislature in 2013, Senate Bill 270 established individual governing boards at the University of Oregon and Portland State University and created a path for Oregon State University to establish its own governing board. House Bill 4018 (2014) and Senate Bill 80 (2015) authorized independent governing boards at Western Oregon University, Southern Oregon University, Oregon Institute of Technology, and Eastern Oregon University and accompanied the dissolution of the Oregon University System.

In 2017, the Legislature amended ORS 352.061 to require HECC to evaluate each public university once every two years. ORS 352.061(2) requires the evaluation to report on institutional outcomes, measures of progress, goals, and targets; assess progress toward the statewide mission for education beyond high school; and assess university governing boards against the findings in ORS 352.025, which includes the following provisions:

- Provide transparency, public accountability, and support for the university.
- Remain close to, and closely focused on, the individual university.
- Do not negatively affect public universities that do not have governing boards.
- Lead to greater access and affordability for Oregon residents without disadvantaging Oregon students relative to out-of-state students.
- Act in the best interests of both the university and the State of Oregon as a whole.
- Promote the academic success of students in support of statewide postsecondary goals.

ORS 352.025 also recognizes that, even under independent governing boards, there are benefits to a coordinated public university system, including economies of scale and continued sharing of services. The Legislature retains responsibility for monitoring the success of governing boards and their stewardship of state assets.

Evaluation Process

HECC developed the university evaluation framework through a collaborative workgroup beginning in 2015. University provosts, faculty representatives, state staff, and other institutional stakeholders participated in defining the purpose, scope, structure, and data elements of the evaluation. The

Commission adopted the framework in September 2015 and has continued to refine the process as institutional and statewide priorities have evolved.

A balanced assessment of Oregon’s public universities does not lend itself to a purely mechanical approach. HECC uses consistent statewide measures while also considering institutional mission, geography, program mix, student population, accreditation findings, financial context, and current conditions. The evaluation therefore integrates quantitative data with university narrative and documentary evidence to provide a focused assessment of each institution’s contribution to statewide goals.

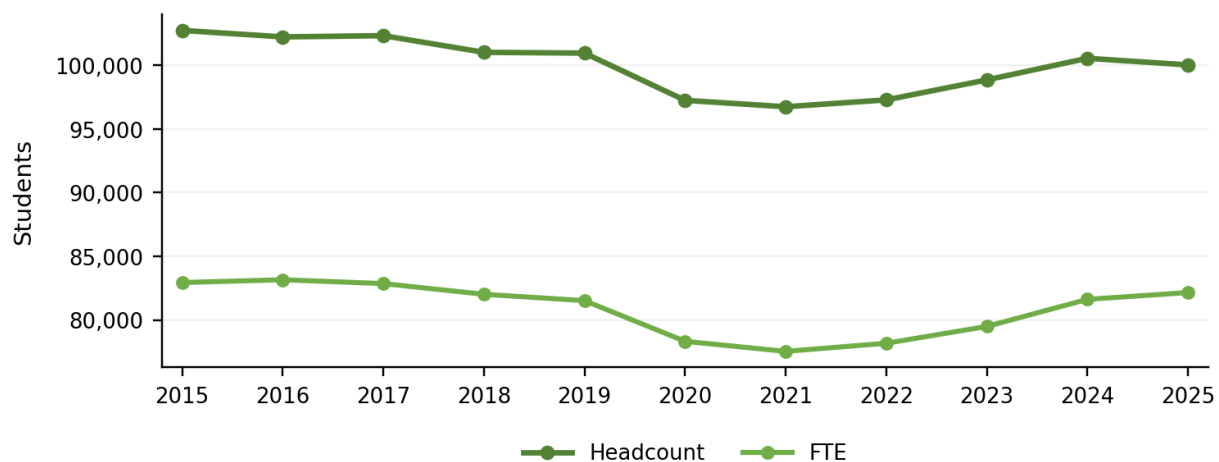
For this cycle, HECC requested two years of framework information and current institutional narrative, supplemented the framework with centralized student data and financial analysis, and presented preliminary two-page summaries to the Commission in August 2026. The comprehensive evaluation incorporates subsequent institutional clarification and additional analysis. Where a university’s data or narrative uses a definition that differs from a HECC measure, this report relies on the definition identified in the source and avoids treating unlike measures as directly comparable.

Statewide Context

Oregon’s public universities operate under independent governing boards while remaining part of a coordinated statewide higher education system. The institutions share many of the same pressures: demographic change, uneven enrollment recovery, rising operating costs, student affordability, workforce demand, and the cost of maintaining academic and administrative capacity. Recent state investments have increased support for public universities and financial aid, but institutional sustainability continues to depend on the interaction of enrollment, tuition revenue, state funding, expenditure growth, and the ability to align programs and operations with changing student and workforce needs.

The technical and regional universities also participate in statewide academic coordination, transfer work, public-university councils, and selected shared administrative services. During the current cycle, EOU, Oregon Tech, SOU, WOU, and Portland State University received targeted state financial-sustainability funding for projects intended to reduce ongoing costs, increase revenue, improve recruitment and retention, and evaluate opportunities for shared administrative functions.

Figure 1: Oregon Public University Headcount and FTE Enrollment, Fall 2015-2025



Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2. Headcount and FTE totals include all Oregon public universities and OSU-Cascades.

Governance Changes

ORS 352.025 recognizes both the benefits of institution-specific governing boards and the continuing advantages of statewide coordination and economies of scale. Many administrative services that were once

centralized under the Oregon University System are now provided institutionally, through USSE, through inter-institutional agreements, or through outside vendors. The universities continue to collaborate through retirement-plan administration, collective bargaining, treasury and debt services, risk management, academic pathways, transfer policy, shared procurement, and other joint work.

Local Conditions and Mission¹

Oregon Tech is Oregon's public polytechnic university. Its principal campus is in Klamath Falls, with a Portland-Metro campus in Wilsonville and additional program delivery in Salem, Seattle, and online. The university's academic identity is centered on applied, professionally focused education in engineering, technology, health professions, business, and applied sciences.

Hands-on and project-based learning is central to the institution's mission. Academic programs are closely linked to industry and professional practice through laboratories, clinical experiences, internships, applied research, and partnerships. The university's Klamath Falls location extends STEM and health-professions access in a rural region, while its Portland-Metro presence connects students and faculty to employers in the state's largest metropolitan labor market.

Oregon Tech has continued to expand enrollment during the current evaluation cycle while also undertaking budget reductions and administrative changes intended to improve long-term financial sustainability. Its role in statewide workforce preparation is reinforced by specialized professional accreditation, community-college pathways, health-sector partnerships, and the Oregon Manufacturing Innovation Center Research and Development (OMIC R&D).

Oregon Tech's program mix is intentionally concentrated in applied and professionally oriented fields. Its polytechnic model emphasizes laboratories, clinical education, senior projects, internships, co-ops, and industry engagement as mechanisms for connecting academic work to workforce preparation.

The university also uses its campuses and research partnerships as applied-learning environments. Its Klamath Falls campus has long incorporated geothermal and solar resources, and its research and industry partnerships support work in renewable energy, manufacturing, transportation, health, and engineering.

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

Economic Impact

Oregon Tech is the only polytechnic university in the Pacific Northwest, with a more than \$300 million annual statewide economic impact. The university supports more than 2,500 jobs and delivers the highest reported return on investment for students among Oregon public universities, 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 workforce pipeline for the state and the region 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

¹ Source: University mission, strategic-planning, and current evaluation materials. <https://www.oit.edu/about/mission-statement>

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.

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.

Table 1: Oregon Tech Reported Economic Impact Measures

Measure	Reported Impact
Statewide economic impact	More than \$286 million (2023 Beacon analysis)
Jobs supported statewide	More than 2,500
Career-ready graduates	Approximately 700 annually
Primary locations	Klamath Falls and Portland-Metro
Mission emphasis	Engineering, health, technology and applied sciences

Source: Beacon Economics, Oregon Institute of Technology 2023 Economic, Fiscal, and Social Impact Analysis; Oregon Tech 2024-25 evaluation framework.

Workforce and Alumni Contributions

Oregon Tech’s workforce role is unusually direct because a large share of its programs prepare students for specific technical, engineering, health, and applied-professional occupations. The institution reports roughly 700 career-ready graduates each year and emphasizes employer-connected learning, professional accreditation, and applied research as part of its polytechnic model.

Five years after graduation, 68.3 percent of resident graduates from the 2017-18 cohort were employed in Oregon. Oregon Tech also continues to point to strong wage and return-on-investment outcomes for its graduates. Those outcomes are relevant to economic impact because they reflect the value of the institution’s concentration in high-demand and comparatively high-wage fields.

Oregon Tech’s impact is distributed across multiple locations. Klamath Falls anchors a rural STEM and health-professions presence, while the Portland-Metro campus links students and faculty with employers in the state’s largest metropolitan labor market. OMIC R&D and other applied-research partnerships further connect academic work to manufacturing and industry needs.

Regional and Community Role

Oregon Tech’s regional role combines rural access in Klamath Falls with an industry-facing presence in the Portland metropolitan area. Its community impact is reinforced by clinical and health partnerships, STEM outreach, dual credit, community-college agreements, and applied research. These activities extend the university’s impact beyond enrolled degree-seeking students and connect institutional capacity to regional workforce and innovation needs.

Sources: Oregon Tech 2024-25 evaluation framework; Beacon Economics, 2023 Economic, Fiscal, and Social Impact Analysis. The current framework characterizes statewide impact as more than \$300 million; the published Beacon analysis reported approximately \$286 million, so this report does not treat those figures as identical.

ACCREDITATION

A comprehensive assessment of academic and institutional quality is provided through accreditation by the Northwest Commission on Colleges and Universities (NWCCU), which accredits Oregon’s public universities. Accreditation is an institution-wide peer-review process focused on mission fulfillment, student learning and achievement, institutional effectiveness, governance, resources, and continuous improvement. Accreditation applies to the institution as a whole and does not replace specialized professional accreditation for individual programs.

NWCCU’s current seven-year cycle includes annual reporting, a Mid-Cycle Review, a Policies, Regulations, and Financial Review, and an Evaluation of Institutional Effectiveness, with ad hoc reporting or visits when the Commission determines additional evidence is necessary. HECC uses accreditation findings as an external source of evidence while maintaining a separate statutory focus in this evaluation.

Oregon Tech is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The university states that institutional accreditation applies to all campuses and operations, including Klamath Falls, Portland-Metro, Salem, Seattle, and Online. Institutional accreditation was most recently reaffirmed in summer 2023 following the Year Seven Evaluation of Institutional Effectiveness.

The 2023 review resulted in four recommendations for improvement. Oregon Tech's 2025 Ad Hoc review fulfilled recommendations related to decision-making structures and systematic institutional-effectiveness evaluation, while recommendations concerning sufficient faculty and staff capacity and inclusive planning remained for continued work. Oregon Tech completed its Year Three Mid-Cycle Review in spring 2026. The university's current accreditation materials identify a follow-up Ad Hoc Report in Spring 2027 addressing the remaining recommendations.

Oregon Tech maintains extensive specialized program accreditation across engineering, engineering technology, geomatics, business and management, dental hygiene, medical laboratory science, emergency medical services, respiratory care, medical imaging, and related health-professions programs. The current university and program pages identify accrediting bodies that include ABET, IACBE, CODA, CAAHEP and related review committees, NAACLS, CoARC, and other profession-specific accreditors.

Status of 2023 Recommendations

Table 2: Oregon Tech NWCCU Recommendations Reviewed in 2025

Recommendation	2025 Status
1 - Decision-making structures and processes	Fulfilled
2 - Sufficient faculty and staff capacity	Continued - Needs Improvement
3 - Ongoing and systematic institutional-effectiveness evaluation	Fulfilled
4 - Inclusive planning and resource allocation	Continued - Needs Improvement

The 2026 Mid-Cycle Review was submitted in February 2026. Oregon Tech’s report notes that the remaining recommendations are scheduled for review through an Ad Hoc Report with Visit in Spring 2027, followed by the regular Year Six review in Spring 2029 and Year Seven review in Spring 2030.

Specialized and Professional Accreditation

Program Area	Accreditor / Status
Engineering and engineering technology	ABET commissions, as applicable
Business and management	International Accreditation Council for Business Education (IACBE)
Dental Hygiene	Commission on Dental Accreditation (CODA)
Medical imaging / sonography / echocardiography	CAAHEP and applicable review committees
Medical Laboratory Science	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Respiratory Care	Commission on Accreditation for Respiratory Care (CoARC)
Emergency Medical Services / Paramedic	CAAHEP / CoAEMSP as applicable

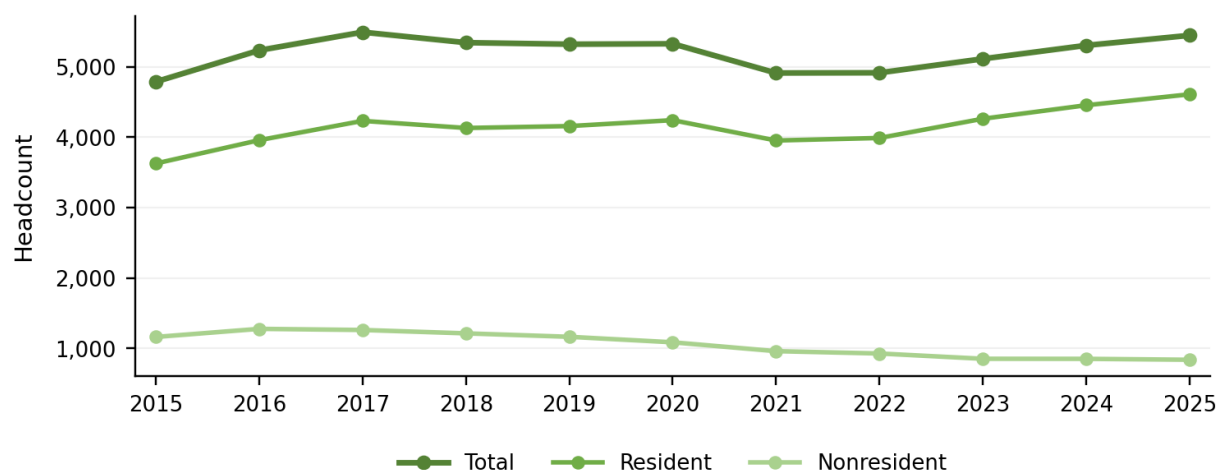
Current institutional accreditation information: <https://www.oit.edu/provost/accreditation>

STUDENT ACCESS AND SUCCESS

This section tracks enrollment, student characteristics, retention, graduation, transfer outcomes, degree completion, and post-graduation employment. The primary sources are the HECC Office of Analytics and Strategy workbooks submitted for the 2025 evaluation cycle. The analysis uses multiple workbook tabs and time horizons to distinguish short-term movement from longer-term trends. Unless otherwise noted, fall enrollment is fourth-week headcount and FTE follows HECC's standard credit-hour methodology.

Between Fall 2023 and Fall 2025, total headcount at Oregon Tech increased from 5,111 to 5,444 students, a change of 333 students (6.5 percent). Over the same period, FTE changed from 2,897.8 to 3,132.3. These measures are related but not identical; institutions with substantial dual-credit, part-time, online, or nontraditional enrollment can experience different movement in headcount and FTE.

Figure 2: Oregon Tech Fall Headcount Enrollment by Residency, 2015-2025



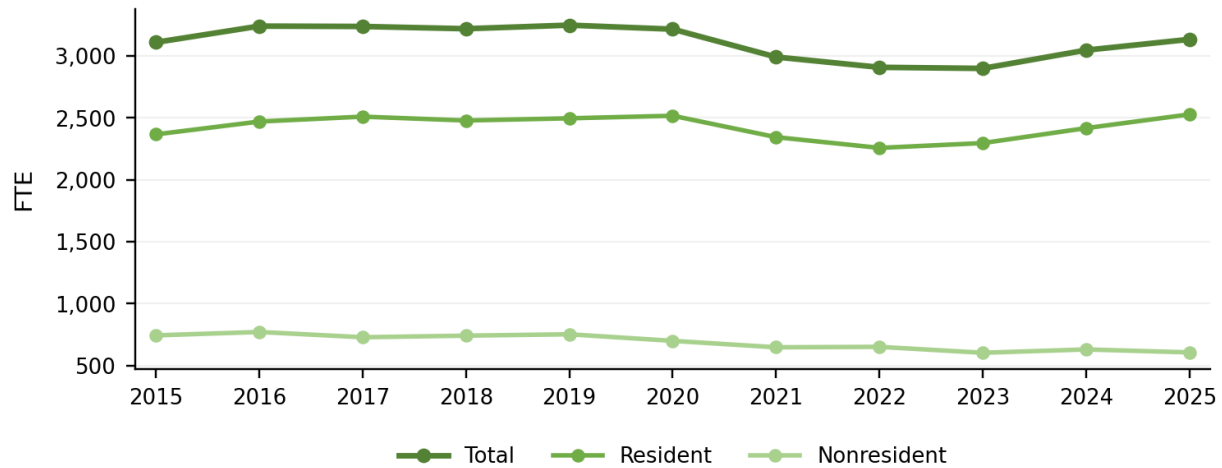
Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2.

Table 3: Oregon Tech Fall Headcount Enrollment by Residency, 2015-2025

Fall	Resident	Nonresident	Total
2015	3,625	1,161	4,786
2016	3,956	1,276	5,232
2017	4,230	1,260	5,490
2018	4,129	1,212	5,341
2019	4,156	1,163	5,319
2020	4,240	1,085	5,325
2021	3,951	959	4,910
2022	3,987	926	4,913
2023	4,260	851	5,111
2024	4,452	850	5,302
2025	4,607	837	5,444

Source: HECC Office of Analytics and Strategy, 15-Year Headcount by Residency tab.

Figure 3: Oregon Tech Fall FTE Enrollment by Residency, 2015-2025



Source: HECC Office of Analytics and Strategy, 15-Year FTE by Residency tab.

Current Enrollment Profile

Table 4: Oregon Tech Fall 2024 Enrollment Profile

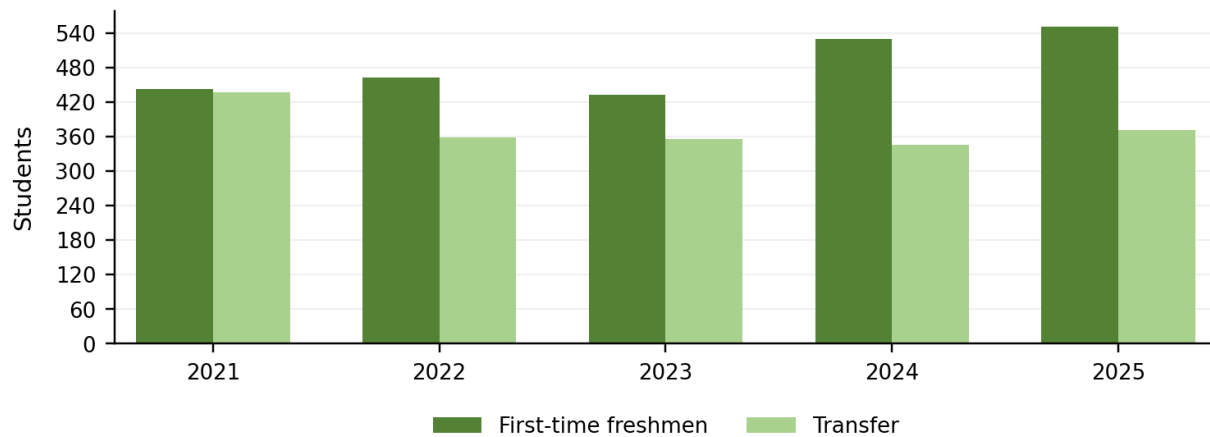
Measure	Headcount	Share of Enrollment
Resident	4,452	84.0%
Nonresident	850	16.0%
Full-time	2,255	42.5%
Part-time	3,047	57.5%
Undergraduate	5,162	97.4%
Graduate - Master's	119	2.2%
Graduate - Doctoral/Professional	21	0.4%
Pell Grant recipients	1,201	22.7%
Underrepresented minorities	1,208	22.8%

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 1, Current Year Data - Pell Update.

Newly Admitted Undergraduates

New student volume helps indicate the strength and composition of the future enrollment pipeline. The HECC workbook separates first-time freshmen from transfer students, allowing the evaluation to distinguish changes in traditional direct-entry recruitment from transfer enrollment.

Figure 4: Oregon Tech Newly Admitted Undergraduates by Entry Path, Fall 2021-2025



Source: HECC Office of Analytics and Strategy, Newly Admitted Undergraduates by Entry Path tab.

Table 5: Oregon Tech Newly Admitted Undergraduates, Fall 2021-2025

Fall	First-Time Freshmen	Transfers	Total New Undergraduates
2021	443	437	880
2022	463	358	821
2023	433	356	789
2024	530	346	876
2025	551	371	922

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2, Newly Admitted Undergraduates by Entry Path tab.

Oregon Tech is the only TRU in this cycle with sustained headcount growth from Fall 2023 through Fall 2025. A large under-18 population reflects the institution's substantial dual-credit activity, which materially increases headcount relative to FTE and should be considered when comparing enrollment levels with institutions that enroll fewer high-school students.

Enrollment by Race and Ethnicity

The current HECC framework identifies underrepresented minority students as students who identify as Black, Hispanic, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or as two or more races including at least one of those categories. The table below shows recent movement across the same categories used in the evaluation workbook.

Table 6: Oregon Tech Headcount Enrollment by Race/Ethnicity

Race/Ethnicity	Fall 2023	Fall 2024	Fall 2025	Change
Nonresident Alien	50	60	43	-7
American Indian/Alaska Native	55	45	46	-9
Asian	344	392	400	+56
Black	84	77	115	+31
Hispanic	799	877	953	+154

Race/Ethnicity	Fall 2023	Fall 2024	Fall 2025	Change
Native Hawaiian/Pacific Islander	31	26	28	-3
White	3,243	3,338	3,377	+134
Two or More Races, URM	186	183	235	+49
Two or More Races, not URM	148	146	162	+14
Unknown	171	158	85	-86
URM subtotal	1,155	1,208	1,377	+222
Total	5,111	5,302	5,444	+333

Source: HECC Office of Analytics and Strategy, Headcount by Ethnicity (10-year) tab.

Age and Student Level

The Fall 2025 age distribution provides additional context for institutional mission and modality. It is particularly useful for interpreting institutions with large dual-credit populations or substantial adult and graduate enrollment.

Table 7: Oregon Tech Fall 2025 Enrollment by Age

Age Group	Headcount	Share
Under 18	2,037	37.4%
18-24	2,397	44.0%
25-29	382	7.0%
30-35	227	4.2%
Over 35	401	7.4%
Unknown	0	0.0%

Source: HECC Office of Analytics and Strategy, Fall Enrollment by Age and Student Level tab.

Retention, Graduation, and Transfer Outcomes

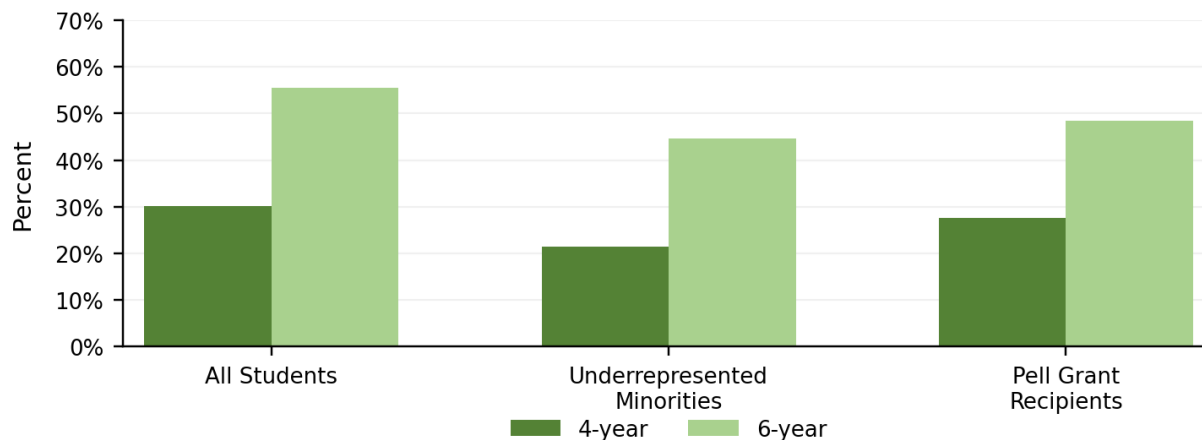
HECC's graduation-rate methodology includes students who begin at the institution and subsequently complete at another Oregon public university. Retention similarly includes students who remain enrolled at the original institution or transfer and enroll at another Oregon public university in the following fall. These definitions are intended to capture statewide student progress rather than only institutional persistence.

Table 8: Oregon Tech Graduation Rates, Fall 2018 First-Time/Full-Time Cohort

Student Group	4-Year	5-Year	6-Year
All Students	30.2%	49.5%	55.6%
Underrepresented Minorities	21.4%	38.9%	44.6%
Pell Grant Recipients	27.7%	43.8%	48.5%

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 1, Current Year Data - Pell Update.

Figure 5: Oregon Tech Four- and Six-Year Graduation Rates, Fall 2018 Cohort



Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 1.

Table 9: Oregon Tech Retention and Transfer Outcomes

Student Group	First-Year Retention - Fall 2023 Cohort	Transfer Graduation within Four Years - Fall 2018 Cohort
All Students	70.7%	65.2%
Underrepresented Minorities	61.9%	66.1%
Pell Grant Recipients	58.9%	66.5%

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 1.

For the Fall 2018 cohort, the six-year graduation-rate difference between all students and underrepresented minority students was 11.0 percentage points, while the difference between all students and Pell Grant recipients was 7.1 percentage points. Transfer graduation outcomes were generally closer to the overall institutional rate, illustrating the importance of examining direct-entry and transfer populations separately.

Degree and Credential Completion

Degree and credential completion is reviewed alongside enrollment because changes in completion volume can reflect both institutional performance and the size and composition of entering cohorts. The long-term workbook includes resident and nonresident completions by award type; the table below combines residency categories to show total awards.

Table 10: Oregon Tech Completions by Award Type

Academic Year	Certificates	Associate	Bachelor's	Master's	Doctoral/Professional
2021-22	17	31	720	36	0
2022-23	5	21	637	37	0
2023-24	17	20	657	29	0
2024-25	44	16	599	29	0

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2, Degrees by Award Type (10-year) tab.

Figure 6: Oregon Tech Bachelor's and Master's Degree Completion, 2021-22 to 2024-25



Source: HECC Office of Analytics and Strategy, Degrees by Award Type (10-year) tab.

For 2024-25, the current evaluation workbook separately identifies 599 undergraduate degrees and 29 master's degrees. Of the undergraduate degrees, 134 were awarded to underrepresented minority students and 270 to Pell Grant recipients.

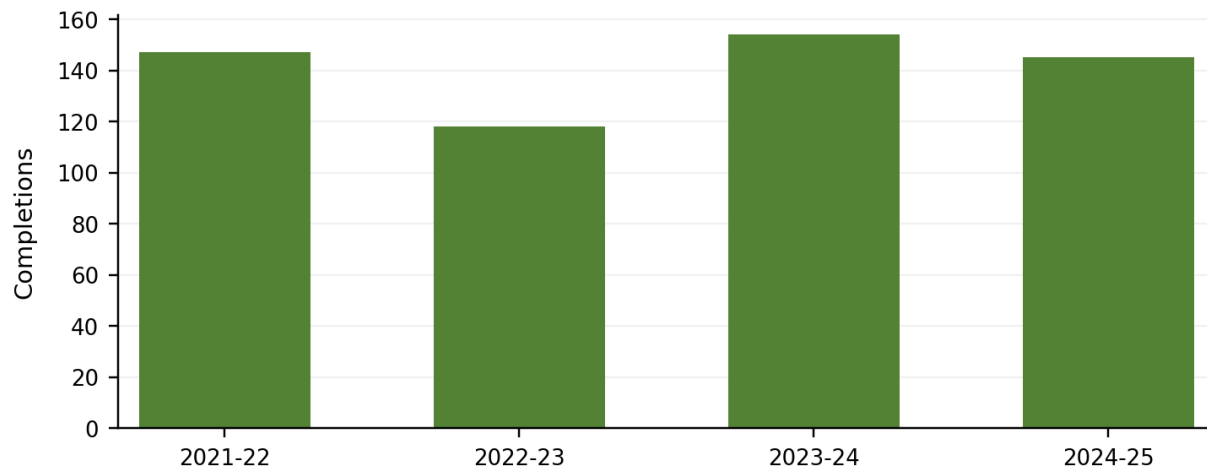
Completions by Underrepresented Minority Status

Table 11: Oregon Tech Underrepresented Minority Completions - All Award Types

Academic Year	URM Completions
2021-22	147
2022-23	118
2023-24	154
2024-25	145

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2, Degrees by Race/Ethnicity (10-year) tab. URM totals combine the categories used in the HECC framework.

Figure 7: Oregon Tech Underrepresented Minority Completions, 2021-22 to 2024-25



Source: HECC Office of Analytics and Strategy, Degrees by Race/Ethnicity (10-year) tab. URM totals combine the categories used in the HECC framework.

Employment in Oregon After Graduation

Five years after graduation, 68.3 percent of resident graduates from the 2017-18 cohort were employed in Oregon, based on matched HECC and Oregon Employment Department data. This indicator provides one measure of the institution's contribution to Oregon's workforce. It does not capture graduates employed outside the state, some self-employed individuals, or graduates continuing their education, and should therefore be interpreted as a state-employment measure rather than a comprehensive employment rate.

AFFORDABILITY

Affordability, more specifically the affordability rate, is a key performance measure used in tracking the factors that contribute to student attainment and equity in alignment with Oregon's higher education goals. As a result, it is a consideration in the university evaluation process. This section includes a discussion of student costs and provides information on the affordability rate over time.

Tuition and fee rates can vary based on several factors including a student's academic year (or cohort), declared major, and residency. The governing boards have authority to set tuition and fee rates; however, they must seek HECC approval for any annual increase of greater than five percent for undergraduate, resident tuition and mandatory fees. Tuition and fee setting is complex with ORS 352.103 laying out requirements for an annual process at each university which requires staff and student participation.

Table A shows the trend in undergraduate, resident tuition and mandatory fees for the past decade unadjusted for inflation. This is for full-time students taking 45 credits over three terms in a given academic year. Differential tuition and course fees are not included. The average annual increase across all Oregon public universities over this period is 4.5 percent, with an average annual increase of 4.7 percent for OIT, compared to consumer inflation of 3.7 percent.

Table A: Undergraduate, Resident Tuition and Mandatory Fees (Full-time enrollment, unadjusted for inflation)					
	Academic Year 2016-17	Academic Year 2025-26	Variance	Variance	Annual Growth Rate
OIT	\$9,103	\$13,760	\$4,657	51%	4.7%
Statewide	\$9,114	\$13,582	\$4,468	49%	4.5%
Source: HECC Office of Analytics and Strategy. Full-time represents 15 credits for undergraduates.					

Universities establish a total cost of attendance, or sticker price, which includes tuition and fees, books and supplies, room and board, and personal expenses. During 2023-24, tuition and related fees made up 41 percent of the total cost of attendance on average. Table B shows the change in the total cost of attendance for full-time students over the past decade unadjusted for inflation. The average annual increase across all Oregon public universities over this period was 3.4 percent, which is the same as the rate of consumer inflation.

Table B: Total Cost of Attendance (Full-time, unadjusted for inflation)					
	Academic Year 2014-15	Academic Year 2023-24	Variance	Variance	Annual Growth Rate
OIT	\$21,255	\$34,069	\$12,814	60%	5.4%
Statewide	\$23,832	\$32,292	\$8,460	35%	3.4%
Source: Public University Data Dashboard as published by the HECC Office of Analytics and Strategy, accessed January 13, 2026. Labeled as estimated cost of attendance for full-time.					

For most students, the total cost of attendance may be partially offset by financial aid including institution remissions and waivers. As a result, many students pay less than the sticker price. Table C shows the change in the average net price for full-time students after accounting for public financial aid and institutional aid. The average annual increase across all Oregon public universities over this period was 3.0 percent, which is less than the rate of consumer inflation. An estimated quarter of students do not apply for financial aid and an estimated one-third do not receive financial aid. Therefore, a fair number of students who do not receive need-based aid may experience a different net price than what is presented.

Table C: Average Net Price (Full-time, unadjusted for inflation)					
	Academic Year 2014-15	Academic Year 2023-24	Variance	Variance	Annual Growth Rate

OIT	\$13,037	\$20,813	\$7,776	60%	5.3%
Statewide	\$14,484	\$18,898	\$4,414	30%	3.0%
Source: Public University Data Dashboard as published by the HECC Office of Analytics and Strategy, accessed January 13, 2026. Labeled as estimated cost of attendance after public/institution aid.					

This data also suggests the average discount to the total cost of attendance has grown slightly over time for all public universities from 39 percent to 41 percent from 2014-15 to 2023-24. The average discount rate for OIT remained the same at 39 percent from 2014-15 to 2023-24.

The affordability rate is defined as the percentage of students, overall and by race/ethnicity, whose expected costs are greater than their expected resources. A higher number, therefore, indicates lesser affordability. It is measured by comparing the cost of attendance at a college or university with the expected financial resources available for each student including financial aid, the family's contribution, and an estimate of the student's earnings while enrolled. The cost of attendance data comes from the universities and includes estimates for the average, full-time student for tuition and fees, housing, books, supplies, transportation, and personal expenses. The cost of attendance does not include expenses that some students will face such as the cost of caring for children or other family members, health issues, and unexpected events.

Table D: Trend in Affordability Rate		
	Statewide	OIT
2014-15	63%	60%
2015-16	62%	60%
2016-17	61%	59%
2017-18	61%	63%
2018-19	60%	60%
2019-20	57%	59%
2020-21	54%	54%
2021-22	47%	54%
2022-23	50%	54%
2023-24	45%	51%
Source: Public University Data Dashboard as published by the HECC Office of Analytics and Strategy, accessed January 13, 2026.		

Table D includes the trend in the overall affordability rate for all seven public universities and OIT specifically. This data comes from the Public University Data Dashboard available on the HECC's website. Within the dashboard, the affordability rate can be further explored by race/ethnicity, Pell recipient status, geographic origin (urban, rural, mixed), and gender. Over time, the affordability rate has improved in part due to increased public financial aid and increased institutional aid. Expanded federal supports during the pandemic had an impact for a few years after 2020.

ACADEMIC QUALITY AND RESEARCH

HECC relies on four broad areas to track academic quality and research at each institution: regular external accreditation reviews; evidence of systematic academic program and curriculum review; regular faculty evaluation and opportunities for professional development; and institutional research, scholarship, or grant activity. These measures are not a substitute for peer accreditation or discipline-specific review, but they provide consistent points of assessment across Oregon's public universities.

Academic Governance and Program Review

Oregon Tech maintains formal structures for curriculum planning, graduate education, assessment, general education, academic standards, and research. The prior evaluation identified the Curriculum Planning Commission, Graduate Council, Commission on Assessment, General Education Advisory Council, Faculty Senate Academic Standards Committee, and University Research Committee as key structures. These committees support program development, review, assessment, and academic policy within the university's polytechnic model.

Program Reduction and Academic Stewardship

Oregon Tech also maintains an institutional policy for program reduction and elimination. This provides a formal process for considering academic changes when enrollment, demand, resources, or institutional priorities require review. The existence of an established process is especially relevant during a period in which the university is working to align staffing, course scheduling, and academic resources with enrollment and financial conditions.

Faculty Evaluation and Development

Oregon Tech has defined faculty-evaluation policies and procedures. Professional development is supported through grant development, conference participation, professional societies, scholarly publication, applied research, and industry-connected work. The university's instructional model also creates opportunities for faculty to integrate professional practice and applied research directly into student projects, laboratories, clinical work, and senior design experiences.

Applied Research

Applied research is a distinctive component of Oregon Tech's mission. The Oregon Renewable Energy Center, OMIC R&D, sponsored projects, and faculty/student innovation activities connect teaching with industry and public-sector problems. Oregon Tech reported approximately \$7.87 million in research expenditures in 2023-24 and approximately \$7.31 million in 2024-25. These expenditures provide a quantitative indicator of research activity while the university's collaborative centers and industry partnerships illustrate its applied character.

Student-Faculty Innovation

The prior evaluation described foundation-supported student and faculty innovation grants and summer productivity grants as mechanisms for supporting interdisciplinary projects and professional development. The underlying purpose remains consistent with the university's current mission: faculty scholarship and applied research are expected to strengthen instruction, student experience, and external engagement rather than operate separately from the teaching mission.

Sources: University 2024-25 evaluation framework; 2023 HECC university evaluation for continuing institutional processes; current institutional academic and accreditation materials. Historical quantitative values are not carried forward unless identified as current.

COLLABORATION

Oregon law and the university-evaluation framework recognize that independent governing boards do not eliminate the benefits of coordination across the public higher education system. Collaboration includes statewide councils and governance, transfer and dual-credit pathways, joint academic programs, research partnerships, workforce initiatives, shared facilities, and work with community colleges, K-12 schools, Tribal governments, local governments, nonprofits, and industry.

Statewide Transfer and Pathways Work

Transfer student success has been a sustained area of statewide policy and institutional collaboration. Oregon's public universities and community colleges work through the Transfer Council and related faculty and operational groups on common course numbering, Major Transfer Maps, general-education alignment, transfer policy, and implementation issues. The purpose of this work is to reduce unnecessary credits, improve transparency for students, and create more predictable pathways between institutions.

High-school-based college credit and other accelerated-learning programs are another area of shared work. Public universities participate in statewide review and coordination intended to ensure that college credit earned in high school is appropriately aligned, transferable, and supported by clear information for students. The scale of these programs differs substantially by institution and is important context for both access and enrollment data.

University presidents, provosts, finance officers, general counsels, public-information officers, faculty representatives, and other institutional leaders also participate in statewide councils and networks. These groups provide ongoing venues for coordination on legislation, academic policy, finance, transfer, collective bargaining, research, operations, and emerging statewide issues.

Southern Oregon Higher Education Consortium

Oregon Tech participates in the Southern Oregon Higher Education Consortium with SOU, Rogue Community College, and Klamath Community College. The consortium provides a regional platform for transfer, shared programming, workforce alignment, and other collaboration among institutions serving southern Oregon.

Community College Pathways

Oregon Tech reports dual-enrollment agreements with Chemeketa, Clackamas, Klamath, Linn-Benton, Mt. Hood, and Portland community colleges and a new Umpqua Community College agreement beginning Fall 2026. The university also reports more than 60 articulation agreements with community-college partners. The Badger to Owl pathway with Klamath Community College provides advising and scholarship support for students who complete an associate degree and transfer to Oregon Tech.

Shared Programs and Facilities

Oregon Tech co-locates its Dental Hygiene bachelor's program at Chemeketa Community College in Salem. The university also collaborates with OHSU in health-related education, including the joint Doctor of Physical Therapy program and other professional pathways. These arrangements expand program access while using shared expertise and facilities.

Applied Research and STEM Partnerships

Oregon Tech hosts OMIC R&D, a consortium involving industry, government, and higher education. The university also participates in regional STEM partnerships and outreach with school districts and other postsecondary institutions, using applied science and engineering expertise to support workforce development and student pathways.

Re-Engagement and Shared Capacity

Oregon Tech participates with PSU, SOU, WOU, and EOU in a joint stopped-out-student re-engagement contract. The universities are also examining additional shared administrative functions as part of the state financial-sustainability investment.

Statewide Collaboration Participation

Table 12: Oregon Tech Statewide Collaboration Participation

Collaborative Activity	Oregon Tech Response
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	P
Capital Construction Services	P
OWAN	P
NERO Network	P (Note: NERO Network joined Link Oregon ~2020)
RAIN	P
Orbis Cascade Alliance	P
ONAMI	N/P
Other	N/P not indicated
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 MetroSalem region and Klamath Falls

Collaborative Activity	Oregon Tech Response
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.

Source: University 2024-25 evaluation framework. P = participation; N/P or NP = non-participation where provided by the institution.

SHARED ADMINISTRATIVE SERVICES

Following dissolution of the Oregon University System, the seven public universities created the University Shared Services Enterprise (USSE), hosted by Oregon State University, to provide selected back-office functions on a fee-for-service basis. Participation requirements and service offerings have changed over time, and universities now use a mix of USSE, institutionally provided services, inter-institutional agreements, and external vendors.

Evolution of the Shared-Service Model

The prior statewide shared-services assessment documented a substantial contraction in USSE over the decade following dissolution of the Oregon University System. In FY2015, USSE had approximately 32 staff and a \$4.8 million operating budget, and universities used an average of about eleven services. By FY2025, USSE budgeted approximately 5.2 FTE and \$1.3 million, with universities using an average of roughly six services. The change reflects universities bringing financial reporting, payroll-related functions, and information technology in-house or moving them to other providers while retaining selected common functions.

Table 13: Statewide USSE Context, FY2015 and FY2025

Measure	FY2015	FY2025
Approximate USSE staff	32 FTE	5.2 FTE
Approximate operating budget	\$4.8 million	\$1.3 million
Average number of services used per university	11	6

Source: HECC 2024 university evaluations, statewide shared administrative services assessment; USSE staff data reported February 2025.

Several functions continue through statewide or multi-institution arrangements even when they are not delivered by USSE. The University of Oregon hosts administration of the Oregon Public Universities Retirement Plans. Six of the seven public universities participate in the Public Universities Risk Management Insurance Trust (PURMIT). Collective bargaining and selected treasury and debt services also continue to involve shared or coordinated arrangements.

TRU + PSU Shared Administrative Services Work

The current state financial-sustainability investment for EOU, Oregon Tech, SOU, WOU, and PSU includes an assessment of opportunities to share or standardize administrative functions. The service areas identified for assessment include purchasing and procurement; information technology, platforms, and cybersecurity; legal services; compliance and risk management; internal audit; payroll; and human-resource functions such as training and recruitment. The intended outcome is actionable implementation planning tied to both service quality and cost savings.

Oregon Tech Current Participation

Shared Service / Function	Oregon Tech Response
University Shared Services Enterprise (USSE, hosted by OSU)	
Financial Reporting	NA (1)
Capital Asset Accounting (currently only OIT)	NA (1)
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement*)	NA (1)
Collective Bargaining *	P
Information Technology/5th Site	NA (1)

Shared Service / Function	Oregon Tech Response
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	NA (2)
Endowment Services	P
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	P
Legislative Fiscal Impact Statement Support	P (OPU)
Risk Management Analyst (TRUs only)	NA (1)
Public University Fund Administration	P
Eastern Oregon University	—
Retirement Plans *	
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) This Shared Services is no longer offered through USSE (2) This shared Service is no longer offered through USSE, effective August 2024.	

Source: University 2024-25 evaluation framework. Blank responses are shown as an em dash and are not interpreted as participation or non-participation.

Current Institution-Specific Activity

Oregon Tech participates in the joint stopped-out-student re-engagement contract with PSU, SOU, WOU, and EOU and in the broader shared-services assessment focused on legal services, cybersecurity, payroll and tax maintenance, project management, and compliance or regulatory training. These efforts complement Oregon Tech's existing treasury, retirement, risk-management, and collective-bargaining arrangements.

FINANCIAL HEALTH ASSESSMENT

This section provides an assessment of the university's current financial position, provides information on cost efficiency, and summarizes recent budget actions as well as recent, targeted state investment to improve sustainability. Financial monitoring is conducted annually by HECC staff. The latest report, Financial Sustainability of Oregon Public Universities (2026), includes financial data through FY 2025.

The financial sustainability report is an attempt to provide warning of potential instability for policy makers. While no singular method of analysis is perfectly capable of determining long-term financial sustainability, the report uses currently available data. It assesses three factors that lead to an increased risk of predictable instability including sharp declines in enrollment, declines in financial ratios over time, and an increased reliance on a single revenue source (i.e., state funding). The trends for all three are summarized in this section. Also, the analysis in the report uses a dual perspective approach, by providing information across the whole enterprise including the foundation for the composite financial index, and then only for the education and general (E&G) fund for the reliance on state funding.

The most important predictor of financial instability is enrollment. Specifically, significant declines in enrollment over a short period of time. Table E considers fall fourth week total FTE enrollment over the past decade for OIT and the public universities combined. OIT's enrollment over the past decade has fallen slightly more than that of the public universities collectively. The 2026 financial sustainability report notes recent growth in OIT's enrollment.

Table E: Fall Fourth Week, Total FTE					
	Fall 2016	Fall 2025	Variance	Variance	Annual Growth Rate
OIT	3,239	3,132	(107)	(3%)	(0.4%)
All OPUs	83,159	82,154	(1,005)	(1%)	(0.1%)
Source: HECC Office of Analytics and Strategy.					

OIT's composite financial index (CFI) considers all university funds and the expendable portion of the foundation's net assets. It increased from 0.63 in FY2024 to 1.62 in FY2025; the six-year average was 2.51. The FY2025 CFI and six-year average remain below the sustainability benchmark of 3.0, supporting continued monitoring. Oregon Tech's response describes progress in stabilizing enrollment and aligning spending with revenues. Table F provides a summary of the five-year trend in the E&G fund. For two of the past five years, OIT has generated a negative operating margin with expenses exceeding available revenue. During the period noted, expenses have grown an average of 2.9 percent annually while revenues have grown an average of 2.4 percent annually. As a result, OIT's fund balance has declined slightly.

Table F: Trend in General (E&G) Fund					
	FY2021	FY2022	FY2023	FY2024	FY2025
Total Revenue	69,095,034	72,018,910	68,129,853	71,960,584	76,029,390
Total Expenses	67,282,234	70,095,773	68,755,495	73,805,183	75,451,495
Operating Margin	1,812,800	1,923,138	(625,642)	(1,844,599)	577,895
Operating Margin	3%	3%	(1%)	(3%)	1%
% State Revenue	46%	52%	49%	51%	50%
Fund Balance (months)	2.6	2.9	2.9	2.5	2.4
Source: Survey data submitted to the HECC annually by the university.					

Cost Efficiency

The changing higher education landscape will require efforts by the universities to maximize efficiency, manage spending, and improve student affordability. To assess cost efficiency, several factors are considered including the alignment of staffing levels with enrollment, degree production relative to enrollment, and spending per completion.

Table G provides a summary of the recent trend in staffing ratios. For OIT, the total number of employees and faculty has increased while enrollment has declined leading to lower student-to-faculty and student-to-staff ratios over time. There is no accepted standard or best practice measure for these ratios; however, when enrollment declines, and the number of employees does not to the same extent, this can create structural inefficiencies.

Data Years:	2019	2020	2021	2022	2023	Variance (2019 to 2023)
Student FTE	3,247.0	3,214.0	2,989.8	2,906.8	2,898.0	(11%)
Employee FTE	461.7	451.7	439.6	448.6	499.4	8%
Faculty FTE	189.7	188.0	174.0	178.8	211.9	12%
Student-to-Faculty	17.1	17.1	17.2	16.3	13.7	(20%)
Student-to-Staff	7.0	7.1	6.8	6.5	5.8	(17%)

Source: ORS 350.360 Higher Education Employees Annual Report, November 2025.

Degree productivity, which accounts for enrollment and expressed as completions per 1,000 student FTE, is a different metric than a degree completion rate. It is an attempt to assess cost effectiveness. Table H shows the trend in degree productivity over time. The completions per 1,000 FTE metric is calculated by dividing the number of completions by the number of student FTE and then multiplying by 1,000. Another way to assess cost efficiency is to consider what is being produced relative to spending. Therefore, Table H also includes E&G spending per completion. Total E&G expenses are divided by the number of degree completions. The spending data is unadjusted for inflation.

	2019-20 FY2020	2020-21 FY2021	2021-22 FY2022	2022-23 FY2023	2023-24 FY2024	Variance (2020 to 2024)
Annual Student FTE	3,377.4	3,259.2	3,057.8	3,066.8	3,150.5	(7%)
Degree Completions	736.0	779.0	764.0	677.0	694.0	(6%)
Completions per 1,000 FTE	217.9	239.0	249.9	220.7	220.3	1%
Total E&G Expenses	\$65,786,795	\$67,282,234	\$70,095,773	\$68,755,495	\$73,805,183	12%
Spending per Completion	\$89,384	\$86,370	\$91,748	\$101,559	\$106,348	19%

Source: Student FTE and degree completion data is from the Public University Data Dashboard. E&G spending data is from an annual survey conducted by HECC staff.

Recent Budget Actions

The FY2026 budget was balanced without any necessary reductions over the prior year. This was an improvement over FY2025, where an initial 4.7 percent, or \$3.4 million, in reductions were necessary to achieve a balanced budget. However, FY2025 saw a 3.5 percent increase in student credit hours over budget resulting in a positive net margin on operations for the year. In FY2024 a 1.9 percent, or \$1.4 million, reduction was necessary to achieve a balanced budget. OIT completed three consecutive years of spending reductions related to enrollment declines during FY2022, FY2023 and FY2024 to better align spending with expected revenues. During FY2025 and FY2026, Oregon Tech experienced moderate increases in enrollment which eased the need for expense reductions.

Current State Investment to Improve Long-Term Financial Sustainability

Additionally, during the 2023-25 biennium, the state invested \$25 million to improve the financial sustainability of the four technical/regional universities (EOU, OIT, SOU, WOU) and PSU. The funding, which was appropriated to the HECC, is intended to support the universities in realigning institutional offerings and resources with current and emerging enrollment and economic realities to achieve long-term financial sustainability. The funds will be used for initiatives that seek to reduce ongoing costs, increase revenue, and improve recruitment and retention in the pursuit of student success.

Of the \$25 million total, \$6.3 million was allocated to the five participating universities through the existing funding distribution model. The remaining \$18.7 million was awarded through a request for applications process. The fifteen projects funded via that process will generate an estimated net return of \$95 million over the next five years after implementation. This is above the one-time cost of the projects.

The projects funded for OIT total \$2.3 million. These include three projects focused on optimizing the student experience through digital transformation, student retention and success coaching for online students, and supported re-entry for stopped-out students. The two remaining projects focus on the strategic realignment of financial operations with improved data analytics and improving course scheduling via improved course demand analysis and faculty workload management. Summed together, an investment of \$2.3 million in these projects is expected to generate an estimated \$3.9 million in net incremental revenue and cost savings within the first five years after implementation.

BOARD OF TRUSTEES

ORS 352.061 requires HECC to assess each university governing board against the findings in ORS 352.025. The framework reviews meeting frequency and public access, transparency and public-records compliance, bylaws, fiduciary oversight, tuition-setting processes, presidential selection and evaluation, engagement with the institutional mission, coordination with HECC on significant academic program changes, and stewardship of real property.

The table below presents the university's current framework response in the same statutory categories used in prior evaluations. HECC's assessment is based on the institution's submitted narrative and identified governing-board materials. Inclusion of the response does not substitute for independent legal review of individual board actions.

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(6).	Yes: https://www.oit.edu/trustees/meetings-events The Oregon Tech Board of Trustees (BOT) meets at least quarterly and posts the meeting materials on the website above.	Board of Trustees
Transparency (ORS 352.025(1)(a))	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).	Yes: https://www.oit.edu/trustees/meetings-events BOT meeting public meeting notices are posted on the university website (above), distributed to stakeholders, media partners, and emailed to all BOT members, faculty, staff, and students.	Board of Trustees
Transparency (ORS 352.025(1)(a))	The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).	Yes: https://www.oit.edu/sites/default/files/2024/documents/Policy%20Conduct%20of%20Public%20Meetings%20-%20Amended%20January%2012%2C%202024.pdf This grievance notice is also listed on the Oregon Tech BOT website. Public Meetings Law Grievances In accordance with Oregon Public Meetings Law (ORS 192.610–192.705), a person who believes the Oregon Tech Board of Trustees has violated the Public Meetings Law may submit a written grievance to the university as follows: Public Meetings Law grievances may be submitted to: Dr. Ken Fincher, Board Secretary ken.finch@oit.edu Mail: Oregon Institute of Technology 3201 Campus Drive Klamath Falls, OR 97601 Written grievances may be submitted by email, by first-class mail, or in person during regular business hours, Monday through Friday, 8:00 a.m. – 5:00 p.m., excluding university holidays.	Board of Trustees
Transparency (ORS 352.025(1)(a))	The Board has adopted bylaws. ORS 352.076(5).	Yes: They can be found at: 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 Oregon Tech BOT routinely reviews all budget and financial matters through its Finance and Facilities (also serving as the Audit) Committee (FF&A) and standing board meetings. External and Internal auditors are also routinely presenting to the BOT. The year-end audit is reviewed in depth by the board and committees. The SVP for Finance and Administration and his leadership team meet monthly with the FF&A committee chair. Board members are provided with pro forma data when new programs are presented and exercise their authority to question administration regarding any decision with a financial impact. There are many BOT policies related to financial oversight, perhaps the most applicable is the BOT policy listed below: https://acrobat.adobe.com/id/urn:aaid:sc:US:bc891cad-f4eb-4f34-9e25-de082082a352?x_api_client_id=chrome_extension_viewer&x_api_client_location=share	Board of Trustees
Accountability (ORS 352.025(1)(a))	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: Oregon Tech utilizes a Tuition Recommendation Committee (TRC). The TRC is comprised of ASOIT, faculty, and staff members who meet regularly to consider tuition and fee rates. The policy is: https://www.oit.edu/sites/default/files/2023/documents/policy_tuition-and-fee-process_amended-2023-10-13.pdf	Board of Trustees
Accountability (ORS 352.025(1)(a))	Board selects and regularly assess the university president. ORS 352.096.	Yes: The policy can found at: https://www.oit.edu/sites/default/files/2020/documents/policy-on-presidential-evaluation-process.pdf	Board of Trustees

Governing Board Focus Area	Evaluation Question	Supporting Narrative (documentation may include links to materials on board website)	Data Source
Engagement in the University's Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).	Yes: The adopted mission statement can be found at: https://www.oit.edu/sites/default/files/2020/documents/15-5-amended-mission-and-core-themes-signed.pdf	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: As is included in this document.	Board of Trustees
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).	Yes: Oregon Tech forwards any significant changes in the university's academic programs to the HECC. 2023-2024 BS Construction Management 2024-2025 MS Natural Resources MS Biomedical Sciences BS Biology Health Sciences, option on Biology Research Sciences BS Environmental Sciences, option in Environmental Chemistry BS Applied Mathematics, option in Physics BS Applied Mathematics, option in Statistics BS Applied Mathematics, option in Computational Mathematics Certificates Business Management Essentials Business Systems and Management Management Information Systems Tech-Infused Global Leadership Social Determinants of Health Ethics Cultural Competency Geographic Information Systems Health Communication Proposal & Grant Writing Technical & Medical Writing UX Writing Additive Manufacturing Engineering Energy Storage for Electric Vehicles Solar Energy Generation and Storage 2025-2026 BS Allied Health Certificates UX Research & Design Applied Computing Essentials	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

Source: University 2024-25 evaluation framework and governing-board materials identified by the institution.

CONCLUSION

This report is guided by Oregon Revised Statute (ORS) 352.061, which requires the Higher Education Coordinating Commission (HECC) to evaluate each public university's achievement of outcomes, measures of progress, goals, and targets; assess progress toward statewide postsecondary education goals; and review the operation of each university's governing board consistent with ORS 352.025. The evaluation draws on accreditation materials, institutional self-assessments, state and federal data, and information provided by Oregon Institute of Technology (Oregon Tech) during the current biennial evaluation cycle.

Oregon Tech continues to occupy a distinctive role within Oregon's public higher education system as the state's public polytechnic university. Through its Klamath Falls and Portland-Metro campuses, additional program locations, online education, and industry partnerships, the university provides applied, professionally focused education in engineering, technology, health professions, business, and applied sciences. Its academic model emphasizes laboratories, clinical education, senior projects, internships, co-ops, and applied research, connecting academic programs directly to workforce preparation and employer needs.

Oregon Tech remains accredited by the Northwest Commission on Colleges and Universities (NWCCU). Institutional accreditation was most recently reaffirmed in 2023 following the Year Seven Evaluation of Institutional Effectiveness. During the 2025 Ad Hoc review, NWCCU determined that recommendations related to decision-making structures and systematic institutional-effectiveness evaluation had been fulfilled, while recommendations related to sufficient faculty and staff capacity and inclusive planning remained for continued work. Oregon Tech completed its Mid-Cycle Review in Spring 2026, and the remaining recommendations are scheduled for follow-up through an Ad Hoc Report with Visit in Spring 2027. Oregon Tech also maintains extensive specialized accreditation across engineering, engineering technology, geomatics, business, dental hygiene, medical laboratory science, emergency medical services, respiratory care, medical imaging, and other professionally oriented programs.

Enrollment was a comparative strength during this evaluation cycle. Total headcount increased from 5,111 students in Fall 2023 to 5,302 in Fall 2024 and 5,444 in Fall 2025, an increase of 333 students, or 6.5 percent, over two years. Fall FTE also increased from 2,897.8 in 2023 to 3,132.3 in 2025. In Fall 2024, Oregon residents represented 84.0 percent of enrollment, while 97.4 percent of students were undergraduates. Oregon Tech's substantial dual-credit activity also affects its enrollment profile: in Fall 2025, 37.4 percent of total headcount was under age 18, contributing to the institution's relatively high part-time enrollment and the difference between headcount and FTE. The number of newly admitted undergraduates also increased from 789 in Fall 2023 to 922 in Fall 2025, including growth in first-time freshman enrollment.

Student success outcomes show both strengths and areas for continued attention. For the Fall 2023 cohort, Oregon Tech reported a first-year retention rate of 70.7 percent. For the Fall 2018 first-time, full-time cohort, the six-year graduation rate was 55.6 percent. The four-year graduation rate for transfer students from the Fall 2018 cohort was 65.2 percent, with underrepresented minority and Pell Grant recipient transfer students graduating within four years at rates of 66.1 percent and 66.5 percent, respectively. At the same time, first-year retention and six-year graduation rates for underrepresented minority and Pell Grant recipient students were below the overall institutional rates, indicating an area for continued focus. During the 2024-25 academic year, Oregon Tech awarded 599 bachelor's degrees and 29 master's degrees, along with 44 certificates and 16 associate degrees; 145 completions were awarded to underrepresented minority students.

Affordability remains an area requiring continued attention. Resident undergraduate tuition and mandatory fees increased from \$9,103 in 2016-17 to \$13,760 in 2025-26, an average annual increase of 4.7 percent compared with 4.5 percent statewide. Total cost of attendance increased from \$21,255 in 2014-15 to \$34,069 in 2023-24, while average net price increased from \$13,037 to \$20,813 over the same period. Both measures increased more rapidly than the statewide average. Oregon Tech's affordability rate improved from 60 percent in 2014-15 to 51 percent in 2023-24, but remained above the statewide rate of

45 percent, meaning a larger share of Oregon Tech students were estimated to face costs exceeding expected resources.

Oregon Tech also continues to make substantial economic and workforce contributions. The 2023 Beacon Economics analysis estimated statewide economic impact of more than \$286 million and more than 2,500 jobs supported, while the university reports approximately 700 career-ready graduates each year. Five years after graduation, 68.3 percent of Oregon Tech resident graduates from the 2017-18 cohort were employed in Oregon. The university's workforce role is reinforced by its specialized professional programs, health-sector partnerships, community-college pathways, STEM outreach, Oregon Manufacturing Innovation Center Research and Development (OMIC R&D), and other applied-research and industry partnerships. These activities connect Oregon Tech's academic mission directly to workforce and innovation needs in both rural southern Oregon and the Portland metropolitan area.

Financial sustainability remains an important area for monitoring. Over the longer term, Oregon Tech's Fall FTE declined modestly from 3,239 in 2016 to 3,132 in 2025, a decrease of approximately 3 percent. HECC's 2026 financial sustainability report shows that the composite financial index increased from 0.63 in FY2024 to 1.62 in FY2025, although it remained below the industry benchmark of 3.0. Oregon Tech generated negative E&G operating margins in two of the five years reviewed, although FY2025 ended with a positive operating margin of approximately \$578,000. The FY2026 budget was balanced without any necessary reductions over the prior year. This was an improvement over FY2025, where an initial 4.7 percent, or \$3.4 million, in reductions were necessary to achieve a balanced budget. The university is also implementing state-supported sustainability projects focused on digital transformation, online-student retention, re-engagement of stopped-out students, financial analytics, and course scheduling. A \$2.3 million state investment in those projects is projected to generate approximately \$3.9 million in net incremental revenue and cost savings during the first five years after implementation. Oregon Tech's Board of Trustees continued to exercise its statutory responsibilities during the evaluation period. The Board meets at least quarterly, provides public notice and access to meeting materials, maintains adopted bylaws and public-meeting procedures, and conducts financial oversight through the full Board and its Finance and Facilities Committee, which also serves as the Audit Committee. The university also maintains a Tuition Recommendation Committee that includes student participation, and the Board retains responsibility for presidential evaluation, mission oversight, significant academic program changes, and other duties established in statute.

Overall, Oregon Tech enters the next evaluation cycle with positive recent enrollment momentum, a differentiated polytechnic mission, strong workforce connections, extensive specialized accreditation, and a broad portfolio of applied partnerships. Continued growth in headcount and newly admitted students is an important positive development, as are comparatively strong transfer-completion outcomes. HECC will continue to monitor persistence and completion gaps for Pell Grant recipients and underrepresented students, affordability, the remaining NWCCU recommendations, staffing and academic-resource alignment, and progress toward sustained financial improvement. Continued success will depend on translating recent enrollment growth and sustainability investments into stronger student outcomes, cost alignment, and long-term institutional stability.

