

Section 1 – Program Mission and Educational Objectives

The MSCE degree, while technically offered as a stand-alone graduate degree, is predominately offered as part of a five-year, concurrent degrees program wherein students earn both their BSCE and MSCE. During the 2024-25 year, all graduating and continuing MSCE students were following the BSCE/MSCE concurrent degrees program of study.

The mission of the Oregon Tech Civil Engineering program (both BSCE and BSCE/MSCE) is to prepare students for professional practice. To be prepared to practice as professionals, engineers must be able to act responsibly and ethically, understand their limits and the limits of the tools they use, communicate effectively, work well in teams, and, amid the changing landscape of the field of civil engineering, be able to pursue graduate-level education.

The mission of the graduate (MSCE) program is to prepare students for professional practice by offering courses in advanced topics in civil engineering that support our students in identifying complex problems in a specialty area of civil engineering and selecting and applying concepts, principles, and/or experiments to solve those complex problems.

Thus, the graduate degree requires coursework beyond the BSCE requirements and targeted instruction in problem identification and problem solving that employs literature review, experimentation, computation, and modeling.

The mission of the MSCE portion of the program aligns with the mission of the department and the mission of the university in important ways. It is directly tied to the last phrase of the department's mission "...be able to pursue graduate-level education." The MSCE relies on the outcomes of the BSCE and it is professionally-focused, directly linking it to Oregon Tech's primary mission of "[providing] innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences".

BSCE Educational Objectives

Civil engineering graduates will be able to:

1. Practice as a professional civil engineer.
2. Pursue advanced education in civil engineering or related fields.
3. Act as responsible, effective and ethical citizens.
4. Understand and effectively communicate the realistic constraints of civil engineering.
5. Perform effectively in a multi-disciplinary environment.

Because the **MSCE** is the graduate-level education described in the mission statement for the civil engineering program, and it fulfills the BSCE Objective 2, it relies on the undergraduate outcomes. Full details on the BSCE program may be found in the BSCE 2024-25 Assessment Report (submitted separately).

Section 2 – Program Student Learning Outcomes

Graduate-level education is inherently more rigorous and commonly requires greater self-direction and self-study than undergraduate education.

The **MSCE program outcomes**, to be met by all graduates, are that students will be able to:

1. Select appropriate advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering.
2. Apply advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering.

These outcomes were reviewed by the department faculty at a fall term department meeting in October 2024.

The American Society of Civil Engineers (ASCE) provides the most direct guidance regarding graduate student learning outcomes. The ASCE Civil Engineering Body of Knowledge (CEBOK3) offers guidance regarding outcomes that might be satisfied in postgraduate education: “postgraduate education should certainly increase the critical thinking and problem-solving abilities of civil engineers.”

Postgraduate outcomes are identified in only three places in the CEBOK3, at the *application* or *analysis* levels of Bloom’s Taxonomy:

1. Experimentation (Analyze): Select appropriate experiments, and analyze the results in the solution of civil engineering problems.
2. Depth in a Civil Engineering Area (Analyze): Select appropriate advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering.
3. Depth in a Civil Engineering Area (Apply): Apply advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering.

At Oregon Tech, for the MSCE, we have embraced all three ASCE-recommended outcomes for thesis- and project-based degrees that employ experimentation whereas outcomes 2 and 3 are applicable to all graduate students, including those completing a course-based curriculum. Thus, the two MSCE program outcomes ultimately represent a goal of depth in a civil engineering area that requires students to select and apply advanced concepts and principles to solve complex problems.

Section 3 – Curriculum Map

The primary pathway to earning the MSCE degree is to complete the BSCE and MSCE degrees concurrently. Following the junior year, students choosing the BSCE/MSCE path adhere to the following curriculum map for their fourth and fifth years. The 400-level “Technical Elective” represents the final requirements of the BSCE degree and the 500-level classes (including Graduate Technical Electives and optional Civil Engineering Grad Project or Graduate Thesis) comprise the MSCE degree. In all cases, MSCE students complete at least 45 quarter credits beyond the BSCE requirement of 180 quarter credits.

Fourth Year

- [CE 401 - Civil Engineering Project I](#) Credit Hours: 2
- [COM 401 - Civil Engineering Project I](#) Credit Hours: 3
- [CE 402 - Civil Engineering Project II](#) Credit Hours: 4
- [CE 405 - Sustainability & Infrastructure](#) Credit Hours: 3
- [CE 501 - Civil Engr Graduate Seminar](#) Credit Hours: 1
- [WRI 521 - Writing at the Grad Level](#) Credit Hours: 3
- Technical Electives Credit Hours: 3
- Graduate Technical Electives Credit Hours: 12
- MATH 4XX - Math/Science Elective Credit Hours: 4
- Social Science Elective Credit Hours: 3
- Social Science Elective Credit Hours: 3
- SPE/WRI/COM Elective Credit Hours: 3

Year Total: 44 Credit Hours

Fifth Year

- [ANTH 452 - Globalization](#) Credit Hours: 3
- [CE 590 - Civil Engineering Grad Project](#) Credit Hours: varies 3-9
- or
- [CE 595 - Graduate Thesis](#) Credit Hours: 12
- Technical Electives Credit Hours: 12
- Graduate Technical Electives Credit Hours: varies

Year Total: 44 Credit Hours

The MSCE program outcomes of “select appropriate advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering” and “apply advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering” are met primarily in **Graduate Technical Elective** courses and the optional **Graduate Project** or **Graduate Thesis** portion of the degree.

Since the MSCE is the graduate degree portion of the concurrent BSCE/MSCE program, all Oregon Tech ISLOs and all BSCE PSLOs have previously been met with the BSCE degree – please see the BSCE Program Assessment Report for details.

Section 4 – Assessment Cycle

The two unique MSCE program student learning outcomes are currently met by holistic evaluation of each MSCE student's performance in **Graduate Technical Elective** courses and (optionally) the **CE590 Civil Engineering Grad Project** or **CE595 Graduate Thesis** courses. As these are all elective courses, each student chooses their own set of courses.

The department is meeting during the 2025-2026 academic year to develop a plan for direct assessment of a signature assignment and/or project reports/theses to strengthen the programmatic assessment consistent with feedback from prior assessment reports.

Section 5 – Assessment Data Collection Processes

The Civil Engineering faculty discussed at its Fall 2025 retreat that the assessment of the program currently accomplished by examining indirect data from the student exit surveys is limited but does not regularly identify any significant issues. These surveys have historically been directed primarily toward the BSCE outcomes and assessment of that program and have not generated feedback about the graduate program specifically. The faculty reviewed and drafted new questions for the 2023-2024 survey to elicit feedback related to the MSCE program student learning outcomes. A branching survey that directs BS/MS and MSCE students to this portion of the survey was implemented and results from this improved survey are reported in Section 6.

Direct assessment of student learning outcomes could be accomplished by evaluating any student products from Graduate Technical Elective courses, but the faculty feel that since there is not a single elective course that is required for every graduate student, and that graduate student numbers average five students each year, a more rigorous direct assessment approach may not yield significant results. However, the department faculty are interested in exploring it. In addition to reviewing and discussing student performance along with exit survey responses at their retreat each Fall and discussing potential areas for improvement, they will draft a plan for direct assessment for inclusion in next year's assessment report.

Section 6 – Assessment Data

Unfortunately, the student exit survey (see appendix) generated only **one** response out of **four** students graduating. The responses were positive as far as the program was concerned, but it doesn't appear that the graduate learning objectives branch of the survey was completed. The student has taken and passed the Fundamentals of Engineering exam to obtain an EIT credential and plans to become a licensed professional engineer. They indicated that they were extremely satisfied with all areas of the university, but academic advising, with the comment "I was giving (sic) false information from the registrars office my junior year that ended up costing my (sic) thousands of dollars."

This lone reporting student lauded our faculty: "I think the professors in the civil engineering program are top-notch and care very dearly that their students understand the material."

They offered one suggestions regarding the curriculum that will not be considered, after review by the faculty: "If a student is not doing a project or thesis based masters, they should be able to supplement the graduate writing course for another civil elective."

Related to the program, the student indicated that they were extremely satisfied with the class schedule, curriculum, facilities, quality of instruction, interactions with other students in the program, and interaction with faculty in the program. They were somewhat satisfied with academic advising.

Related to the university, the student was somewhat satisfied with career services, financial aid, and student involvement and belonging. They were neutral regarding information and technology services, the office of disability services, peer tutoring services, and secondary advising. Finally, they were somewhat dissatisfied with the library, registrar's office, and student health services.

Since the faculty develop a close working relationship with our students during the bachelor's degree years, they tend to receive unprompted feedback regarding the graduate program. Generalizing, most students appreciate the additional year of graduate studies for the depth it provides and the ability to focus on independent studies after a very team-focused senior project in the fourth year of the BSCE curriculum.

Faculty discussion during the Fall 2025 department retreat of the performance of our cohort of four graduate students this year was positive. These students were able to demonstrate the program outcomes

1. Select appropriate advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering.
2. Apply advanced concepts and principles to solve complex problems in a specialty area appropriate to the practice of civil engineering.

One of the four graduating students completed the program by following the course-based option and demonstrated an ability to satisfy outcomes 1 and 2 in their technical elective courses. One of the four students received the Graduate Student Achievement Award and the other two completed graduate projects that received high marks, demonstrating their ability to satisfy outcomes 1 and 2. Overall, the program faculty were positive about both the approach of the program to develop graduate students to grow as identified in both outcome statements and expressed no concerns about necessary improvements to the program as a result of the activities in the past year.

Section 7 – Data-Driven Action Plans: Changes Resulting from Assessment

Action Plan

During the 2024-25 academic year, faculty teaching graduate-level courses will continue to offer course content to meet the stated program outcomes. In general, this means offering additional assignments to students taking cross-listed courses (4XX/5XX) that require individual effort, more rigorous treatment of course material, and often graduate-level project(s) or assignment(s) to differentiate from the 4XX experience. Students pursuing the degree with the project- or thesis-based option will continue to be assigned a graduate project/thesis advisor who works individually with that student on a mutually agreed upon project resulting in a project report or thesis that documents their work.

Curricular changes and improvements have included further attempts to align CE501 Graduate Seminar with WRI521 Writing at the Graduate Level; the two courses shared final project presentations during the finals period, reducing duplicate effort by the students and improving coordination between the Civil Engineering and Communication departments.

Section 8 – Closing the Loop: Reflection on previous work

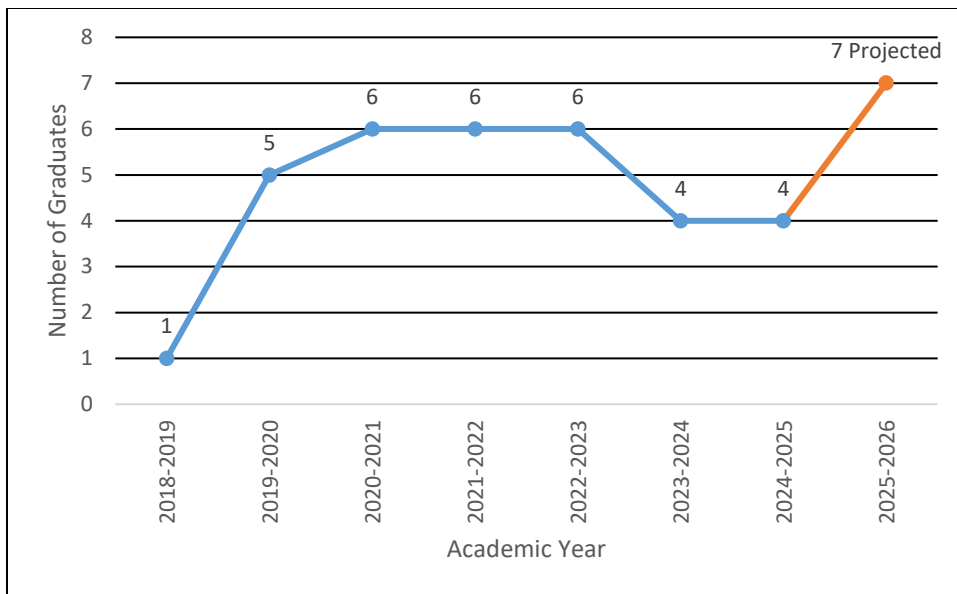
Reflecting on the assessment data above, there is no closing-the-loop activity required.

Reflection on the feedback from last year's assessment report, there are a number of recommendations that the department is reviewing in department meetings to discuss this year, including

- Interpretation: current results are compared against previous years of data.
- Interpretation: current results are compared against some external comparator..
- Action drivers: items not meeting performance targets have actions planned.
- Action drivers: additional action plans for overall department improvement are indicated.
- Action plans: specifics of accountability and timelines are indicated.
- Action plans: actions are linked to identification of resources needed

As a response, the department will develop a direct assessment approach and develop a graduate report/signature assignment rubric that further clarifies the outcomes with performance metrics and can be used for direct assessment.

The report feedback also requested graduation, retention, persistence, DFWI, post-grad success, equity gaps, PSLOs, and ISLOs. We have included below a running list of graduates in this year's report, which will assist with future tracking.

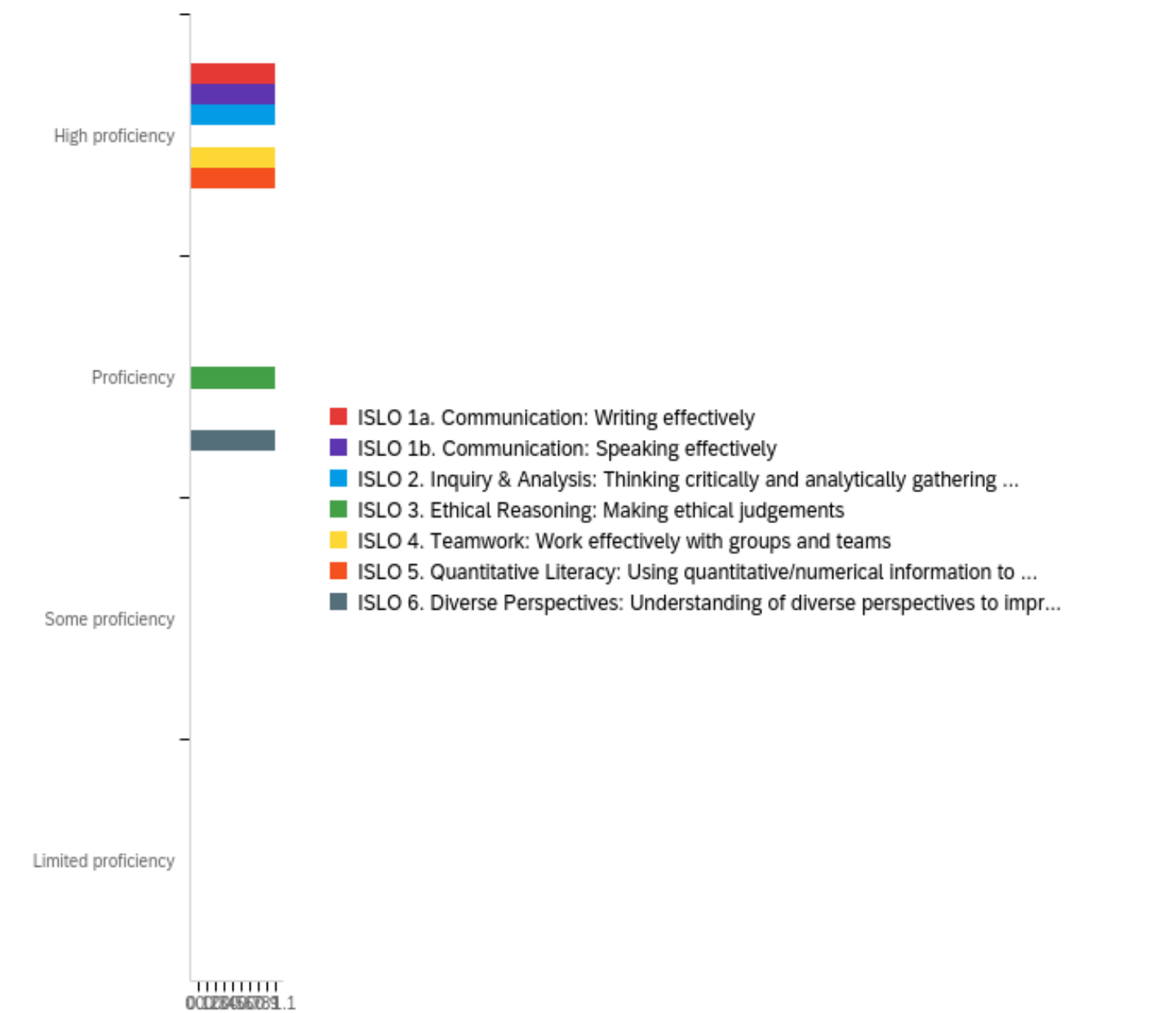


MSCE Graduate List

Student	Advisor	Graduation Term and Year	Graduate Project/Thesis Title or Course-Based
Serena Moha	Lindgren	Spring 2025	Pavement crack testing
Kacie	Lindgren	Spring 2025	Pavement rut testing
Alec Jensen	Riley	Spring 2025	Impact hammer testing of timber bridges
Erik Frasier	Course-based	Spring 2025	Course-based
Josh Alejandro	Course based	Spring 2024	Structural, geotech with a focus on construction and project management in the future
Anthony Valenzuela	Riley	Spring 2024	Thesis-based with an interest in a PhD later. Dynamic analysis of Semon and Owens Halls
Gage Olivera	Wang	Spring 2024	Fly ash triaxial testing
Patrick Arman	Course based	Spring 2024	Geotechnical, structural, course-based (possibly project)
Baelie Werner	Riley/St.Clair	Spring 2023	Project: Prestressed concrete beam placement on campus
Karoline Herkamp	Greer	Spring 2023	ODOT Streambed Realignment Performance
Caroline Shulze	Lindgren	Spring 2023	
Carter Willson	Wang	Spring 2023	Diatomaceous Earth Triaxial Testing
Keanu Srivongsana	Lindgren	Fall 2022	Autonomous Vehicle simulation in VISSIM
Cynthia Roe	Lindgren	Fall 2022	Evaluation of Rapid Rectangular Flashing Beacon (RRFB) Crosswalks in the Klamath Basin
Dylan Anspach	Greer	Spring 2022	ODOT Streambed Realignment Performance
Brie Landis	Greer	Spring 2022	Water in the Klamath Basin
Neal Rose	StClair	Spring 2022	Unreinforced Masonry Buildings
Mathew Dougan	Riley	Spring 2022	Raspyre Wireless Sensor Network System
Justin Echternacht	Riley	Spring 2022	Reeder Rd Load Restricted Bridge Dynamic Study
Casey Christensen	St.Clair	Summer 2021	Course-based
Earl Matthews	Riley	Spring 2021	Switching to a base isolation project based on an AISC example building

Michael Hoie	Riley	Spring 2021	AISC Steel Bridge Design, Analysis, and Construction
Grant Banister	Riley	Spring 2021	AISC Steel Bridge Design, Analysis, and Construction
Natasha Karan	Lindgren	Spring 2021	Oregon Ave. Bike Lane Study
Kayla deHoop	Lindgren	Winter 2021	Oregon Rural Highway Speed Limit Study
Caitlin Budd	Cox	Spring 2020	Beaver dam analog and stream bank restoration
Noah Nieman	Riley	Spring 2020	MS - shipping containers
Kaleb Kline	Riley	Spring 2020	Course-based
Jordan Preston	Lindgren	Fall 2021	Transforming a Community-to-Campus Corridor into a Street for All People
Kevin Baker	Lindgren	Winter 2020	Asphalt Pavement Rutting
Greg Collins	Riley	Spring 2019	Refined Load Rating of the Harbor Isles Bridge Using RDSETGO
Damian Matzen	Sleep	Fall 2019	ADA Trail Improvements Using Mt. Mazama Ash
Miranda Barrus	Riley, Lindgren	Spring 2016	The Analysis of Wildlife Roadway Crossing for Major Highway Systems in the State of Oregon
Jamie Bond	Sleep		Geotechnical Analysis of Selected Sites along the A Canal in Klamath Falls
Lindsey McDonald	Lindgren		An Evaluation of Wheel Path Rutting Mitigation Techniques in Southern Oregon
Justin Millar	Sleep		Analysis of the Center Levee at the Wood River Wetland
Jason Millar	Riley		Dynamic Evaluation of Eberlein St. Bridge over A Canal
Samuel Lozano	Riley		Dynamic Evaluation using Mobile Devices
Alex Antonaras	Riley		Development of the Beast...or course-based?
Josh Henry	Riley		Course-based
Ryan Kelly	Riley		Course-based
Erica Tarbox	Thaemert	Spring 2015	North Fork Willow Creek Culvert Design for Aquatic Organism Passage
Amanda Lauck	Riley-- >Thaemert		

ISLO 1 - Oregon Tech Institutional Student Learning Outcomes As a student of Oregon Tech, you should have demonstrated learning in each of these areas. Please rate your proficiency in the following areas.

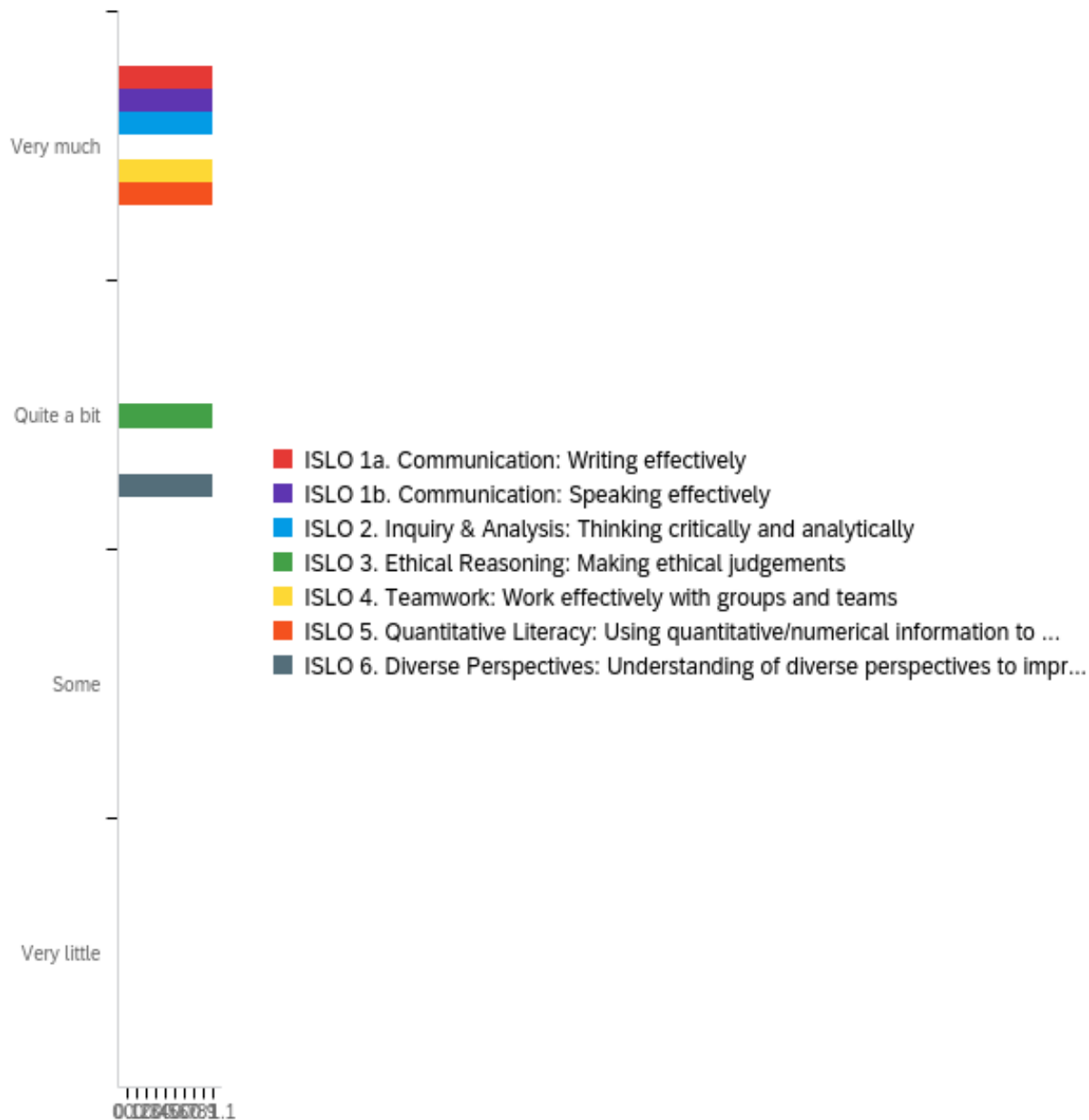


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	ISLO 1a. Communication: Writing effectively	1.00	1.00	1.00	0.00	0.00	1

2	ISLO 1b. Communication: Speaking effectively	1.00	1.00	1.00	0.00	0.00	1
3	ISLO 2. Inquiry & Analysis: Thinking critically and analytically gathering and evaluating relevant evidence	1.00	1.00	1.00	0.00	0.00	1
4	ISLO 3. Ethical Reasoning: Making ethical judgements	2.00	2.00	2.00	0.00	0.00	1
5	ISLO 4. Teamwork: Work effectively with groups and teams	1.00	1.00	1.00	0.00	0.00	1
6	ISLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions	1.00	1.00	1.00	0.00	0.00	1
7	ISLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others	2.00	2.00	2.00	0.00	0.00	1

#	Question	High proficiency		Proficiency		Some proficiency		Limited proficiency		Total
1	ISLO 1a. Communication: Writing effectively	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
2	ISLO 1b. Communication: Speaking effectively	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
3	ISLO 2. Inquiry & Analysis: Thinking critically and analytically gathering and evaluating relevant evidence	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
4	ISLO 3. Ethical Reasoning: Making ethical judgements	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
5	ISLO 4. Teamwork: Work effectively with groups and teams	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
6	ISLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
7	ISLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1

ISLO 2 - Oregon Tech Institutional Student Learning Outcomes How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in these areas?

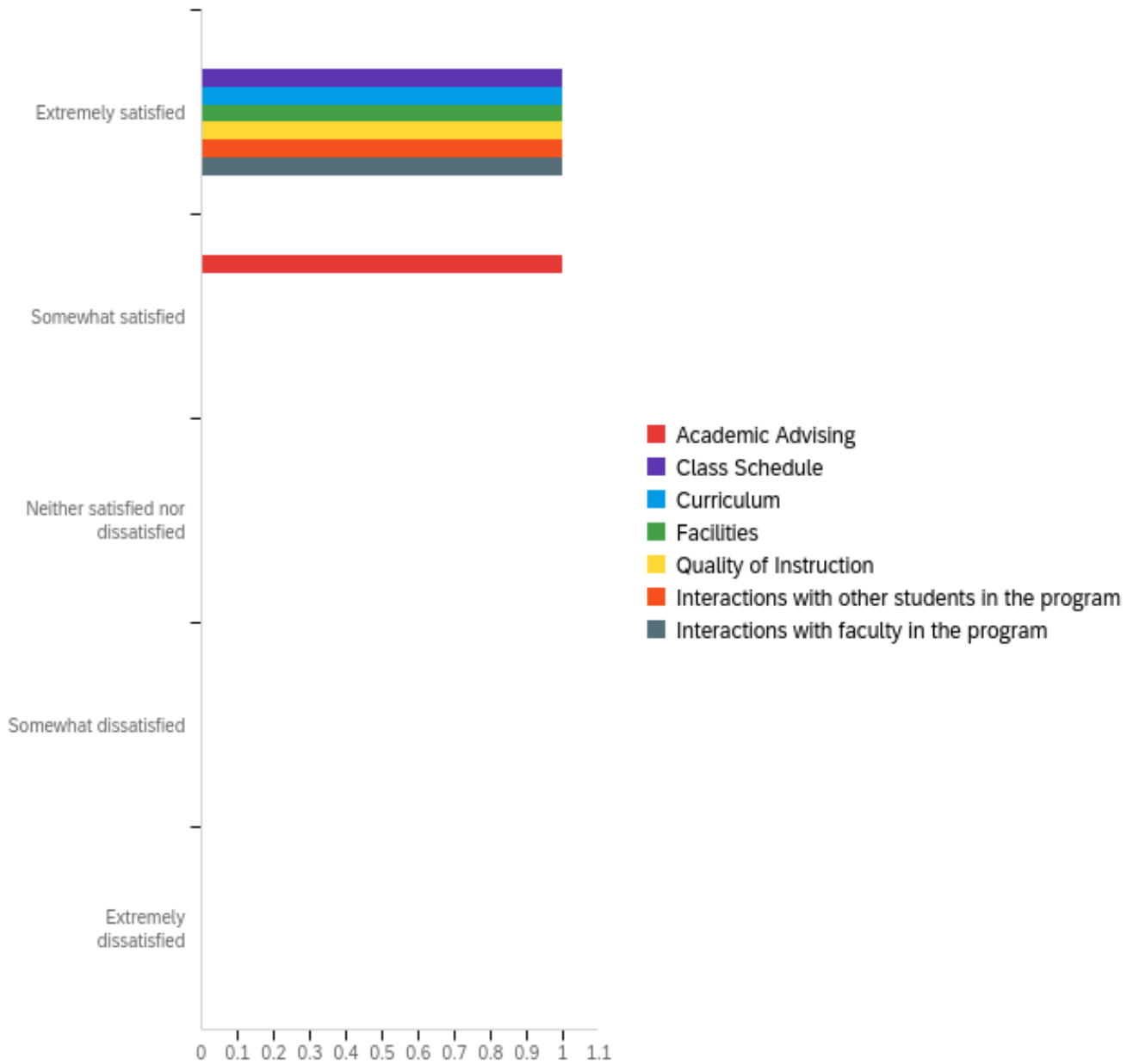


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	ISLO 1a. Communication: Writing effectively	1.00	1.00	1.00	0.00	0.00	1
2	ISLO 1b. Communication: Speaking effectively	1.00	1.00	1.00	0.00	0.00	1
3	ISLO 2. Inquiry & Analysis: Thinking critically and analytically	1.00	1.00	1.00	0.00	0.00	1

4	ISLO 3. Ethical Reasoning: Making ethical judgements	2.00	2.00	2.00	0.00	0.00	1
5	ISLO 4. Teamwork: Work effectively with groups and teams	1.00	1.00	1.00	0.00	0.00	1
6	ISLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions	1.00	1.00	1.00	0.00	0.00	1
7	ISLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others	2.00	2.00	2.00	0.00	0.00	1

#	Question	Very much		Quite a bit		Some		Very little		Total
1	ISLO 1a. Communication: Writing effectively	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
2	ISLO 1b. Communication: Speaking effectively	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
3	ISLO 2. Inquiry & Analysis: Thinking critically and analytically	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
4	ISLO 3. Ethical Reasoning: Making ethical judgements	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
5	ISLO 4. Teamwork: Work effectively with groups and teams	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
6	ISLO 5. Quantitative Literacy: Using quantitative/numerical information to solve problems, evaluate claims, and support decisions	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
7	ISLO 6. Diverse Perspectives: Understanding of diverse perspectives to improve interactions with others	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1

Q PQ 1 - Oregon Tech will like to know about your experience about your program. Please indicate your level of satisfaction in the following areas:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Academic Advising	27.00	27.00	27.00	0.00	0.00	1
2	Class Schedule	26.00	26.00	26.00	0.00	0.00	1
3	Curriculum	26.00	26.00	26.00	0.00	0.00	1
4	Facilities	26.00	26.00	26.00	0.00	0.00	1
5	Quality of Instruction	26.00	26.00	26.00	0.00	0.00	1

6	Interactions with other students in the program	26.00	26.00	26.00	0.00	0.00	1
7	Interactions with faculty in the program	26.00	26.00	26.00	0.00	0.00	1

#	Question	Extremely satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Extremely dissatisfied		Total
1	Academic Advising	0.00%	0	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
2	Class Schedule	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1
3	Curriculum	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1
4	Facilities	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1
5	Quality of Instruction	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1
6	Interactions with other students in the program	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1
7	Interactions with faculty in the program	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1

Q PQ 2 - Please tell us why you rated [QID1245-ChoiceGroup-SelectedChoicesForAnswer-26] or [QID1245-ChoiceGroup-SelectedChoicesForAnswer-27] or [QID1245-ChoiceGroup-SelectedChoicesForAnswer-30]

Please tell us why you rated [QID1245-ChoiceGroup-SelectedChoicesForAnswer-26] or [QID1245-ChoiceGroup-SelectedChoicesForAnswer-27] or [QID1245-ChoiceGroup-SelectedChoicesForAnswer-30]

Q PQ 3 - Comment on specific ways to improve the [Field-Major%201] program

Comment on specific ways to improve the [Field-Major%201] program

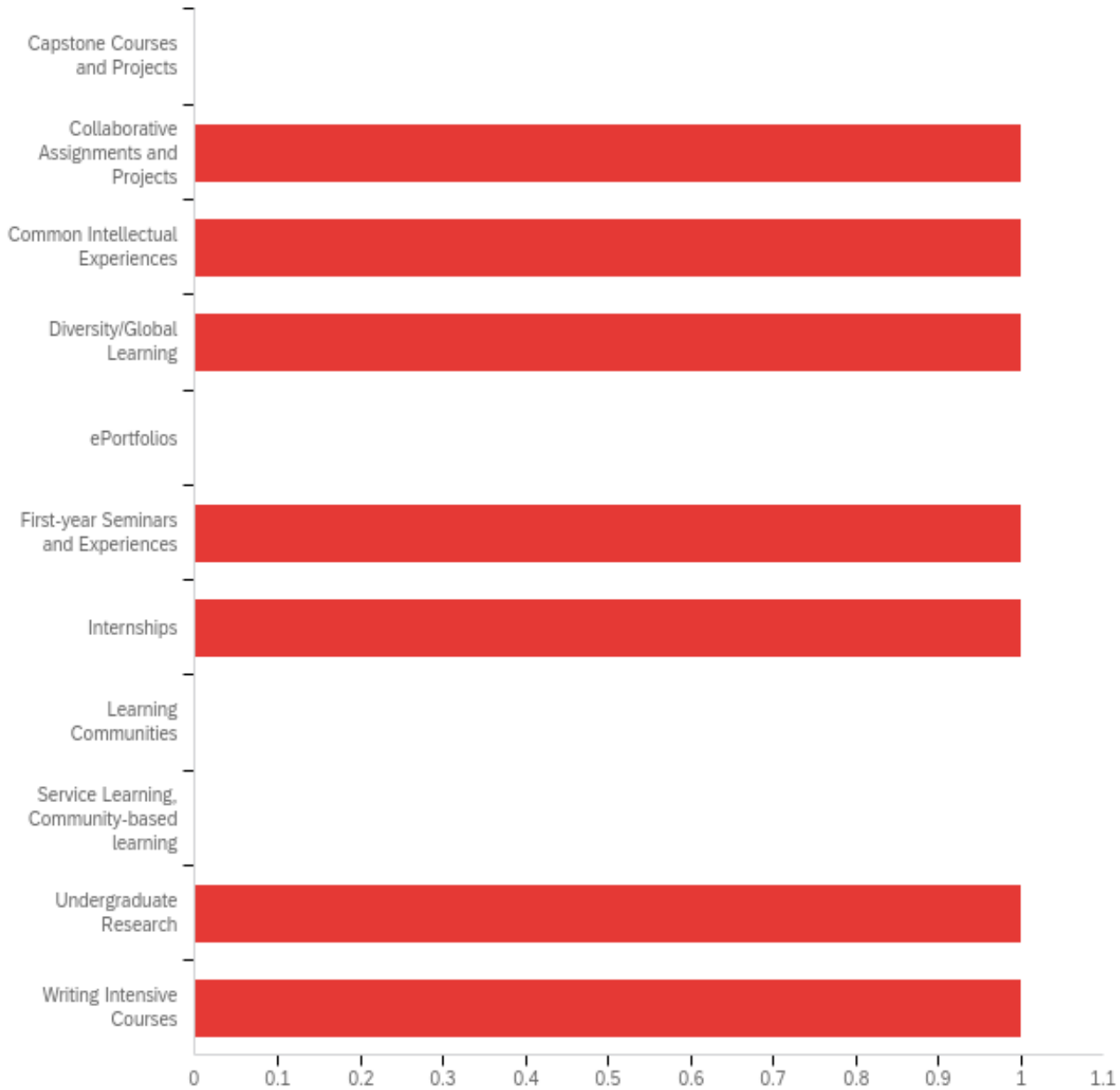
If a student is not doing a project or thesis based masters, they should be able to supplement the graduate writing course for another civil elective.

Q PQ 4 - What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program - anything at all that was important to you.

What have been the best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program - anything at all that was important to you.

I think the professors in the civil engineering program are top-notch and care very dearly that their students understand the material.

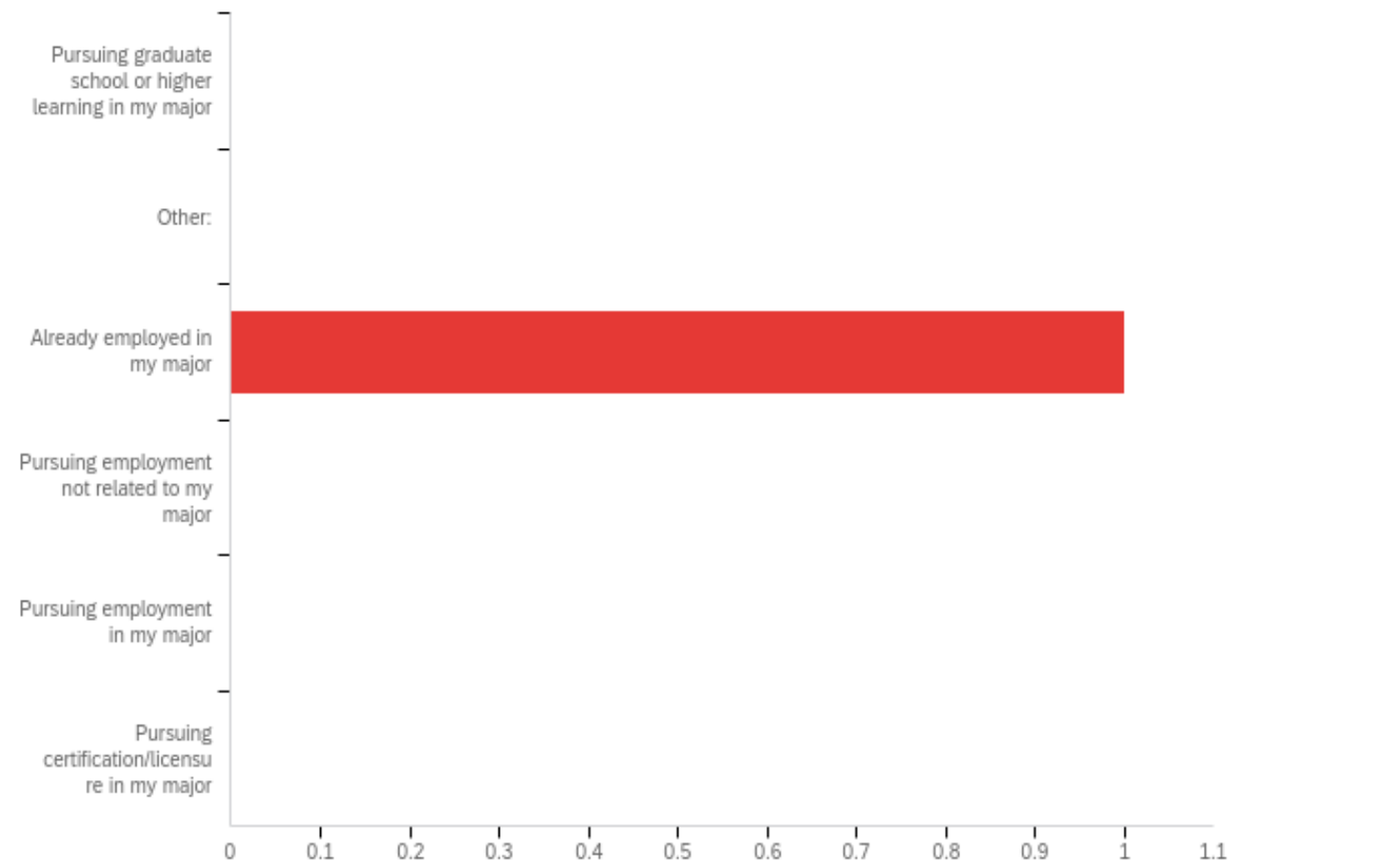
Q PQ 5 - Did your program utilize any of the following High Impact Practices (Please select all that apply):



#	Answer	%	Count
1	Capstone Courses and Projects	0.00%	0
2	Collaborative Assignments and Projects	14.29%	1
3	Common Intellectual Experiences	14.29%	1
4	Diversity/Global Learning	14.29%	1
5	ePortfolios	0.00%	0

6	First-year Seminars and Experiences	14.29%	1
7	Internships	14.29%	1
8	Learning Communities	0.00%	0
9	Service Learning, Community-based learning	0.00%	0
10	Undergraduate Research	14.29%	1
11	Writing Intensive Courses	14.29%	1
	Total	100%	7

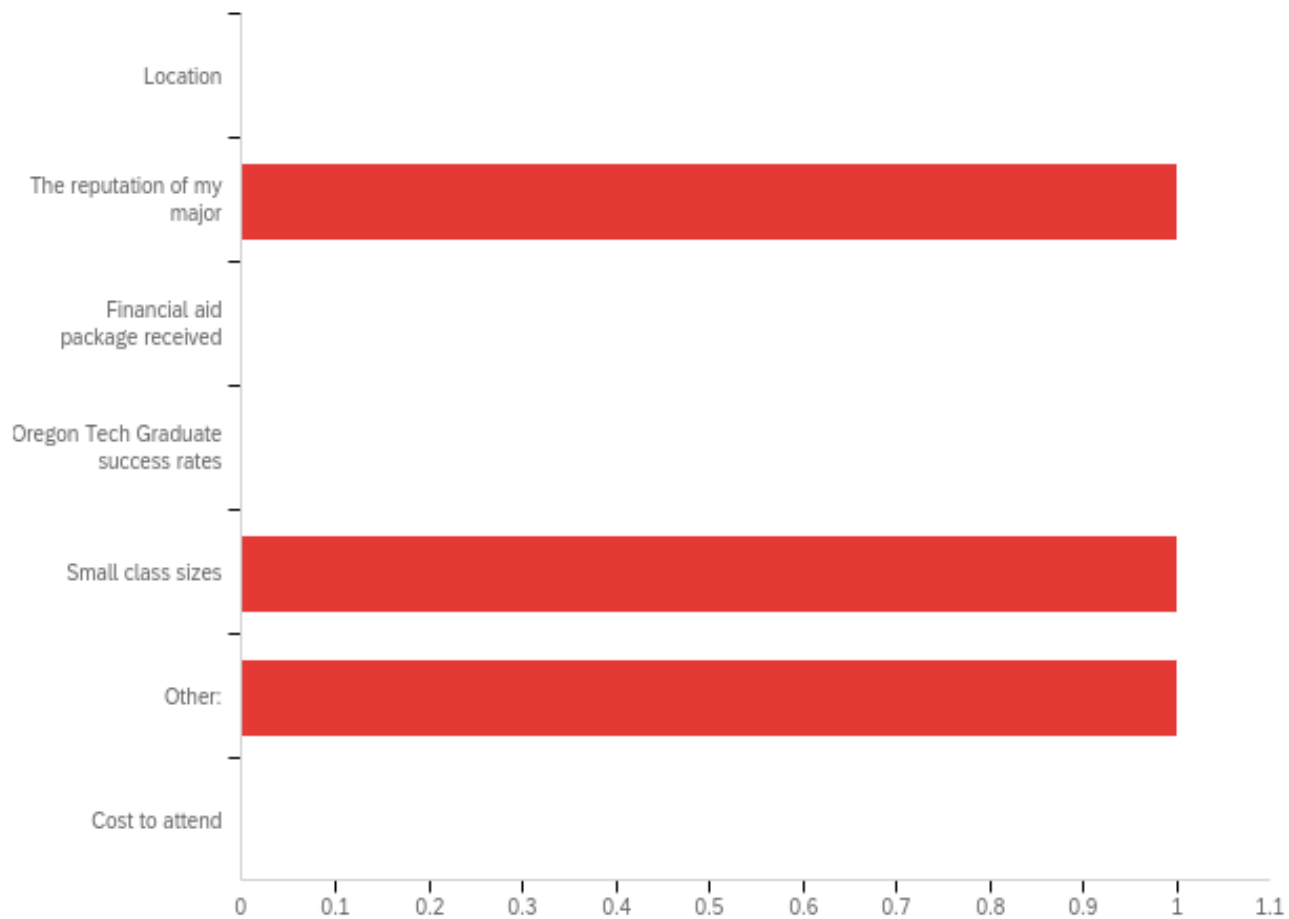
Q UQ 1 - Please indicate the statement(s) that best represents your post-graduation plans, select all that apply:



#	Answer	%	Count
1	Pursuing graduate school or higher learning in my major	0.00%	0
4	Other:	0.00%	0
8	Already employed in my major	100.00%	1
10	Pursuing employment not related to my major	0.00%	0
12	Pursuing employment in my major	0.00%	0
13	Pursuing certification/licensure in my major	0.00%	0
	Total	100%	1

Q UQ 1_4_TEXT - Other:
Other: - Text

Q UQ 2 - What attracted you to Oregon Tech, select all that apply:



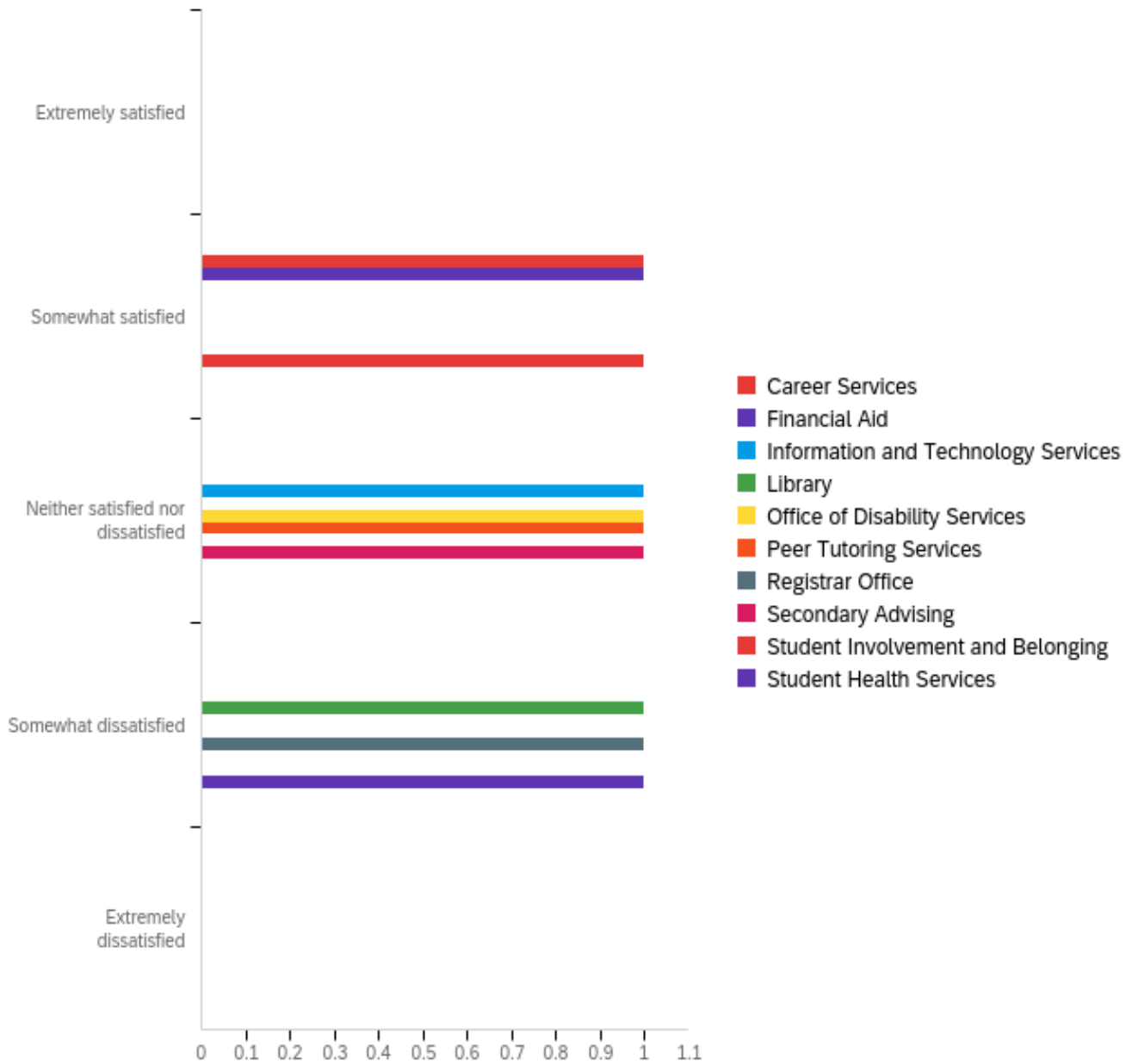
#	Answer	%	Count
6	Location	0.00%	0
7	The reputation of my major	33.33%	1
8	Financial aid package received	0.00%	0
9	Oregon Tech Graduate success rates	0.00%	0
10	Small class sizes	33.33%	1
11	Other:	33.33%	1
12	Cost to attend	0.00%	0
	Total	100%	3

Q UQ 2_11_TEXT - Other:

Other: - Text

Sports Scholarship

Q UQ 3 - Campus Services: Please rate your level of satisfaction with the following Oregon Tech services:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Career Services	51.00	51.00	51.00	0.00	0.00	1
2	Financial Aid	51.00	51.00	51.00	0.00	0.00	1
3	Information and Technology Services	52.00	52.00	52.00	0.00	0.00	1
4	Library	53.00	53.00	53.00	0.00	0.00	1
5	Office of Disability Services	52.00	52.00	52.00	0.00	0.00	1

6	Peer Tutoring Services	52.00	52.00	52.00	0.00	0.00	1
7	Registrar Office	53.00	53.00	53.00	0.00	0.00	1
8	Secondary Advising	52.00	52.00	52.00	0.00	0.00	1
9	Student Involvement and Belonging	51.00	51.00	51.00	0.00	0.00	1
10	Student Health Services	53.00	53.00	53.00	0.00	0.00	1

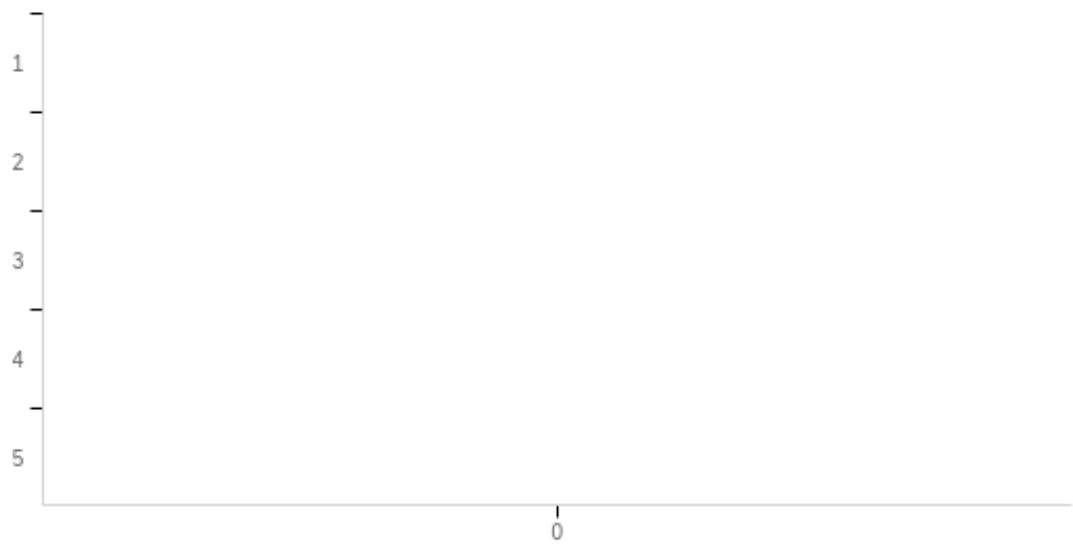
#	Question	Extremely satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Extremely dissatisfied		Total
1	Career Services	0.00%	0	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
2	Financial Aid	0.00%	0	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
3	Information and Technology Services	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
4	Library	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
5	Office of Disability Services	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
6	Peer Tutoring Services	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
7	Registrar Office	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
8	Secondary Advising	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	1
9	Student Involvement and Belonging	0.00%	0	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1
10	Student Health Services	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1

Q UQ 4 - For anything rated "somewhat dissatisfied or extremely dissatisfied" please provide comments.

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I was giving false information from the registrars office my junior year that ended up costing my thousands of dollars.

Q UQ 5 - What is your overall rating of the quality of education you received at Oregon Tech?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your overall rating of the quality of education you received at Oregon Tech?	0.00	0.00	0.00	0.00	0.00	0

#	Answer	%	Count
1	1	0.00%	0
2	2	0.00%	0
3	3	0.00%	0
4	4	0.00%	0
5	5	0.00%	0
	Total		0

Q UQ 5 - Do you have any other comments about your time at Oregon Tech?

Do you have any other comments about your time at Oregon Tech?