

Oregon Institute of Technology

Mid-Cycle Self-Evaluation Report Appendix



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Northwest Commission on Colleges and Universities
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A1: Changes in Academic Programs Since Year-Seven Visit

The following changes in academic programs and departments have occurred at Oregon Tech since the NWCCU Year-Seven Comprehensive Evaluation Visit in 2023:

New Academic Degree Programs:

Table 1: New Academic Degree Programs Added Since Spring 2023

Degree	Degree/ Program Name	Term Added	Department
B.S.	Construction Management-options in General and Heavy Construction	Fall 2025	Management
M.S.	Biomedical Sciences	Fall 2024	Natural Science
M.S.	Natural Science	Fall 2024	Natural Science

Restructured Academic Departments: To better align academic programs with similar learning goals, outcomes, and career pathways, Oregon Tech has reorganized the location of certain academic programs across different departments.

Table 2: List of Academic Departments Restructured in Fall 2025

Degree	Degree or Program	Department	
		Original	Current
B.S.	Cybersecurity	Management	Applied Computing and Geomatics
B.S.	Information Technology	Management	Applied Computing and Geomatics
B.S.	Geomatics	Geomatics	Applied Computing and Geomatics
M.S.	Healthcare Leadership (formerly Allied Health)	Health Sciences	Humanities & Social Sciences
DPT	Physical Therapy	Health Sciences	Physical Therapy

Certificate Programs: Oregon Tech has introduced a series of new certificate programs, announced in [July 2024](#), expanding the curriculum to meet the evolving needs of the workforce and providing students and professionals with specialized skills and the corresponding credentials.

Table 3: Certificate Programs Added in Fall 2024, Listed by Program Area

Writing	Social, Cultural, and Ethics	Business and Technology
Health Communication Proposal and Grant Writing Technical and Medical Writing UX Writing	Ethics Cultural Competency Social Determinants of Health	Business Management Essentials Business Systems and Management Geographic Information Systems Management Information Systems Picture Archiving and Communication Systems (Relaunch) Global Leadership and Management Essentials

A2: Institutional Leadership Changes since Year-Seven Visit

The following appointments have occurred at Oregon Tech since the NWCCU Year-Seven Comprehensive Evaluation Visit in 2023:

Board of Trustees

Two new members joined the [University Board of Trustees](#).

Academic Affairs

Provost: Dr. Hesham El-Rewini was appointed the Interim Provost and Vice President for Academic Affairs in December 2024. Since September 2025, he has served as the University Provost and Senior Vice President for Academic Affairs and Strategic Enrollment Management. Before joining Oregon Tech, Dr. El-Rewini served as Executive Vice President and Provost at Marymount University (2019-2024) and the dean of the College of Engineering and Mines at the University of North Dakota (2008-2019). He served as the department chair of Computer Science and Engineering at Southern Methodist University (2001-2008), and before that, Dr. El-Rewini was at the University of Nebraska at Omaha for eleven years, holding the positions of assistant/associate/full professor and serving as interim chair of the Department of Computer Science.

Dean of ETM: Dr. Neslihan Alp joined Oregon Institute of Technology (Oregon Tech) as the Dean of the College of Engineering, Technology, and Management (ETM) in January 2024. Dr. Alp was at the University of Tennessee at Chattanooga for 19 years. She served as a professor, Department Chair of Engineering Management and Technology, Associate Dean of Academic Affairs, and Interim Dean of the College of Engineering and Computer Science. Her previous leadership roles included Dean of the College of Technology at Indiana State University for four years and as Vice President for Academic Affairs and Provost at Pennsylvania College of Technology in Williamsport for one year. Dr. Alp's experience includes strategic leadership, accreditation initiatives, and successful fundraising efforts.

Dean of HAS: Dr. Denise Seabert was appointed as the Interim Dean of the College of Health, Arts, and Sciences (HAS) at Oregon Tech in January 2025. Dean Seabert was a Professor and Dean of the College of Health and Human Services at California State University, Fresno; Dean of Health at the University of Western Florida; and Professor and Associate Dean at Ball State University before joining Oregon Tech.

Student Affairs

Vice President for Student Affairs: Dr. Mandi Clark was appointed in April 2024. Dr. Clark began as the Assistant Director of Residence Life in 2004 and served as the Director of Housing and Residence Life in 2008. She was appointed Associate Vice President of Student Affairs and Dean of Students in 2023, and then Vice President for Student Affairs in 2024.

Dean of Students: Bonita Bontrager was named the Dean of Students in July 2025. This role had previously been included in the Vice President for Student Affairs position.

A3: Mission Fulfillment Activities and Assessment Processes & Metrics

Examples of Mission Fulfillment Activities, Assessment Processes, and Metrics for each of the Pillars and associated Mission goals. Mission goals are mapped to the associated Pillar from the University Strategic Plan (“USP”).

Table 4: Examples of Fulfillment Activities and Assessment of Mission Goals Linked to USP Pillar I. Mission Goals: Student Success; Graduate Success

Pillar I: Student Success		
	Student Success	Graduate Success
Mechanisms of Action & Support	<ul style="list-style-type: none"> • Student Involvement & Belonging • Student Support Team (BIT) • Academic Advising Support • Peer Tutoring & Supplemental Instruction • Student Basic Needs Support • Student Support Services 	<ul style="list-style-type: none"> • Annual Academic Program Assessment • Career Services • On-Campus Career Fairs • Academic Program Industry Advisory Boards
Assessment Metrics & Processes	<ul style="list-style-type: none"> • Retention and Graduation Rates • Equity Gap Dashboards • Annual Academic Program Assessment • National Survey of Student Engagement (NSSE) • Senior Student Institutional Evaluation Survey • Student Affairs Assessment 	<ul style="list-style-type: none"> • Post-Secondary Employee Outcomes (PSEO, US Census Bureau) • NSSE Topical Module: Career & Workforce Preparation • College Scorecard (US Department of Education) • Cohort Loan Default Rates (NCES) (OIT IR) • Annual Academic Program Assessment • Student Affairs Assessment

Table 5: Examples of Fulfillment Activities and Assessment of Mission Goals Linked to USP Pillar II. Mission Goals: Research and Scholarship; Innovative Degree Programs

Pillar II: Innovation		
	Research and Scholarship	Innovative Degree Programs
Mechanisms of Action & Support	<ul style="list-style-type: none"> • Annual Academic Program Assessment • University Research Committee • Research and Project Symposia (IDEAfest) • Research Centers: Oregon Renewable Energy Center (OREC), Center for Advancing Interdisciplinary Research on the Environment and Health (AIRE), Oregon Manufacturing and Innovation Center (OMIC), Center of Excellence in Applied Computing (CEAC) 	<ul style="list-style-type: none"> • Academic Master Plan Initiatives • Annual Academic Program Assessment • New Academic Program Proposal Evaluation Process (Curriculum Planning Commission) • Academic Program Industry Advisory Boards • Commission on College Teaching (CCT)
Assessment Metrics & Processes	<ul style="list-style-type: none"> • Data on external grant submissions (tracked internally, SPGA) – number of submissions, number of faculty/ staff involved • Participation in IDEAfest by faculty and students • Research Centers – Projects conducted, faculty engaged • Annual Academic Program Assessment 	<ul style="list-style-type: none"> • NSSE Topical Module: Career & Workforce Preparation • Academic Program Industry Advisory Boards • Senior Student Institutional Evaluation Survey • Annual Academic Program Assessment

Table 6: Examples of Mission Fulfillment Activities and Assessment of Mission Goals Linked to USP Pillar III. Mission Goals: Meeting Educational Needs; Providing Technical Expertise

Pillar III: Community		
	<i>Meeting Educational Needs</i>	<i>Providing Technical Expertise</i>
<i>Mechanisms of Action & Support</i>	<ul style="list-style-type: none"> • Online certificate and degree programs • Summer Youth Academic Camps • Dual Credit Program through Educational Partnership Outreach (EPO) • Regional Center for Oregon MESA 	<ul style="list-style-type: none"> • Shaw Historical Library Services • Open Educational Resources (OER) Initiatives • Community Clinics and Training Centers: Applied Behavioral Analysis Clinic, Dental Clinic, and Population Health Management Research Center • Research Centers: OREC, OMIC, AIRE • Office of Strategic Partnerships
<i>Assessment Metrics & Processes</i>	<ul style="list-style-type: none"> • Enrollment – all degree programs and locations • Enrollment – Dual-Credit • Participation in Summer Youth Programs • 2023 Economic Impact Study • OR State HECC Bi-Annual Institutional Evaluation • Annual Academic Program Assessment 	<ul style="list-style-type: none"> • Annual Library Assessment • OER grants received • OERs created and updated – reports to HECC • Clients Served at Community Clinics and Training Centers • Research Centers – Projects Conducted • Faculty presentations at conferences • Annual Academic Program Assessment

*HECC: Higher Education Coordinating Commission

Table 7: Examples of Fulfillment Activities and Assessment of Mission Goals Linked to USP Pillar IV. Mission Goals: Learning Environment; Diversity and Leadership Development

Pillar IV: Institutional Excellence		
	Learning Environment	Diversity and Leadership Development
Mechanisms of Action & Support	<p>Infrastructure</p> <ul style="list-style-type: none"> • Facilities Master Planning • Fiscal Operations Advisory Council (FOAC) • National Survey of Student Engagement (NSSE) • Annual Library Assessment and Planning <p>Culture of Experiential Learning</p> <ul style="list-style-type: none"> • Active Learning Center • Article: Oregon Tech’s Innovative Approach to Growing Active Learning Space – Education Market Essentials • Classroom and Laboratory Spaces to Promote Active Learning • Culture of Learning 	<ul style="list-style-type: none"> • Equity Dashboards • Office of Diversity, Inclusion, Cultural Engagement (DICE) • Student Clubs and Organizations • Student Participation on University Committees • Recognition of Student Excellence
Assessment Metrics & Processes	<p>Infrastructure</p> <ul style="list-style-type: none"> • Facilities Master Planning • Fiscal Operations Advisory Council (FOAC) • Facilities Planning Commission (FPC) • National Science Foundation (NSF) Survey of Science and Engineering Research Facilities • National Science Foundation (NSF) Higher Education Research and Development Survey • University National Rankings • National Survey of Student Engagement (NSSE) • Library Resources Commission (LRC) • Annual Library Assessment and Planning • Annual Academic Program Assessment <p>Culture of Experiential Learning</p> <ul style="list-style-type: none"> • Student Senior Exit Surveys • National Survey of Student Engagement (NSSE) • Annual Academic Program Assessment 	<ul style="list-style-type: none"> • Equity Gap Dashboards • Student Achievement Data • Diversity, Inclusion, Cultural Engagement (DICE) Surveys • Student Involvement and Belonging (SIB) Surveys • National Survey of Student Engagement (NSSE) • Recognition of Student Excellence • Annual Academic Program Assessment

A4: Equity Gap Dashboards

Student data dashboards are available to faculty and administrators. Example screenshots of these dashboards are provided here, along with details on the interactive and disaggregation filter categories available for each. Disaggregation categories available for all dashboards include: first generation, generation, race, and Pell grant status. Filter categories for all dashboards include Campus and Credit Load. Filter categories shared by both Retention and Graduation Dashboards include College, Department, Major, and [Student] Type.

Retention Dashboard

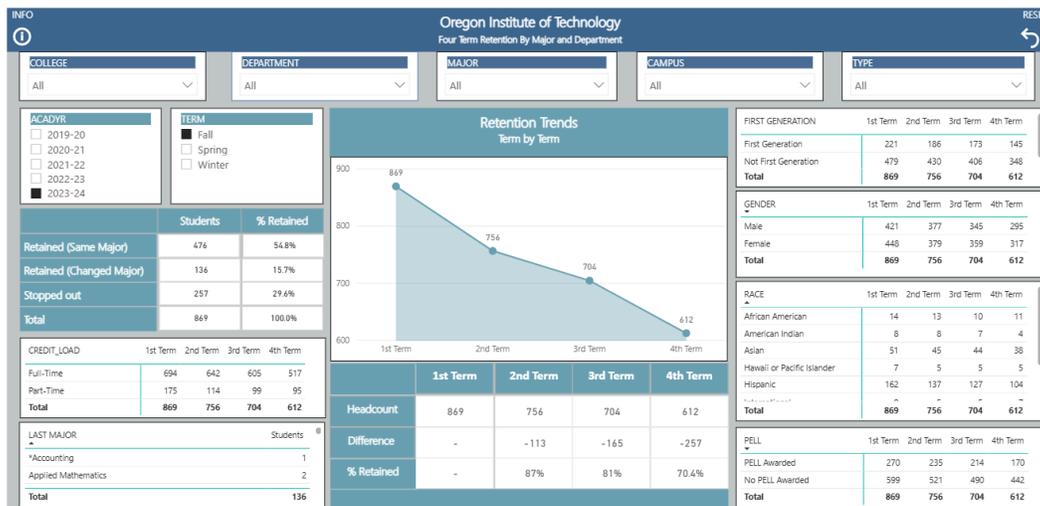


Figure 1: This dashboard shows Fall-to-Fall retention numbers of cohorts of new students, over four academic terms. Additional available filters for this dataset include Last Major.

Graduation Dashboard

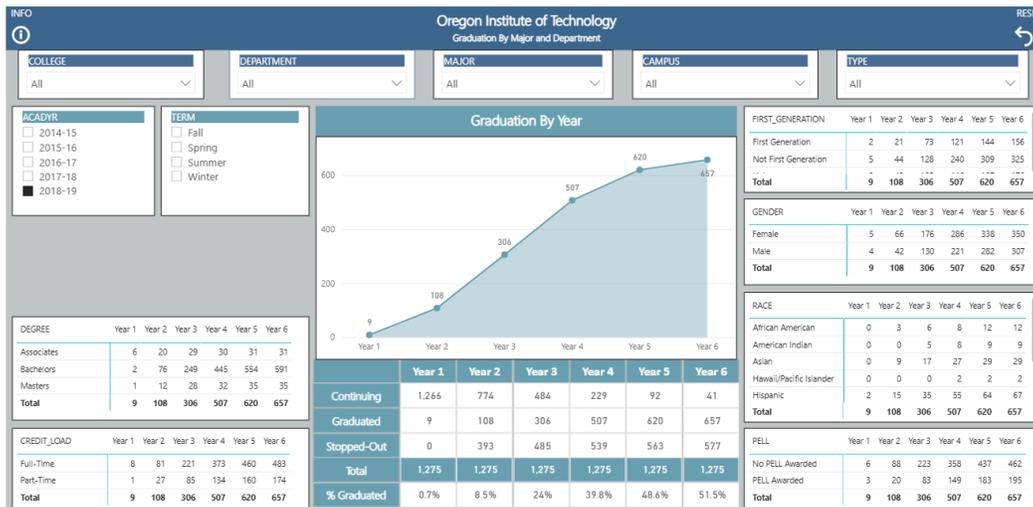


Figure 2: This dashboard shows the six-year graduation numbers of cohorts of new students. Each year shows the numbers of students who: continue, graduate, and drop out. Additional filters available for this dataset include Degree Level.

DFWI Dashboard

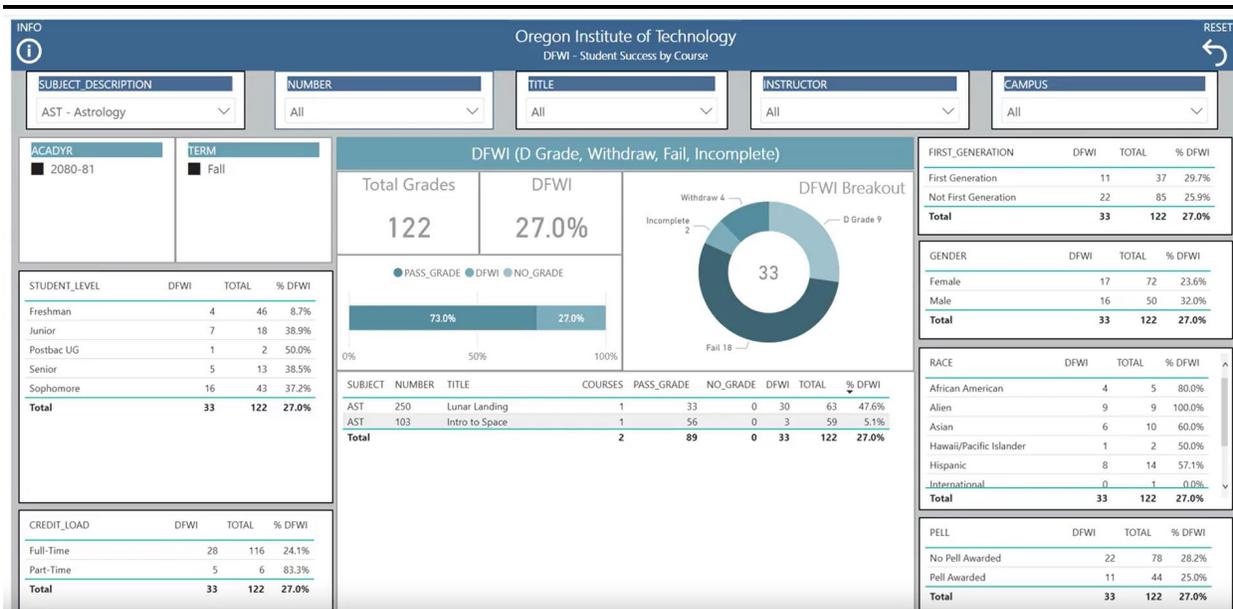


Figure 3: This dashboard shows DFWI (D Grade, Withdraw, Fail, Incomplete) headcounts and rates. Additional available filters for this dataset include [Course] Subject Description, [Course] Number, [Course] Title, Instructor, and Student Level. DFWI Dashboards access are provided to the Course Instructor, Department Chair, and College Administration.

A5: National Survey of Student Engagement (NSSE)

Oregon Tech administers the National Survey of Student Engagement (NSSE) biannually, last conducted in 2024. The survey is conducted to seek feedback from first-year and senior students. The number of students that responded is in line with the national response average (25%) for institutions of similar size. Analysis of NSSE data is used to examine the campus environment theme and ways to enhance the supportive environment and quality of interaction. Oregon Tech’s 2024 Summary Data from the NSSE survey is provided below, demonstrating the respondent profile. Selected responses from the Topical Module for Career and Workforce Preparation are also included.

Respondent Profile

Table 8: Survey Submissions by Oregon Tech students, compared to eligible students in each category

Survey Sample	First-Year	Senior
Submitted population	583	886
Adjusted population	583	886
Survey sample	583	886
Total respondents	152	210
Full completions	115	164
Partial completions	37	46

* Sampling error = 6.8% First year and 5.9% Senior

Response Rate

Table 9: Response rate of Oregon Tech students to NSSE Survey, by Academic Level, in comparison to NSSE-selected comparator groups and all NSSE respondents

	Oregon Tech	Comparators	NSSE 2024
First-Year	26%	20%	26%
Senior	24%	19%	24%

Representativeness

Table 10: Institution-Reported Gender of Oregon Tech Students and Student Respondents

	First-Year Students		Senior Students	
	Respondents (%)	Total First-Year Population (%)	Respondents (%)	Total Senior Population (%)
Female	54	46	55	49
Male	46	54	45	51
Another sex	0	0	0	0
Full-time	93	89	66	53
Part-time	7	11	34	47

Table 11: Institution-Reported Race/ Ethnicity of Oregon Tech Students and Student Respondents

	First-Year Students		Senior Students	
	Respondents (%)	Total First-Year Population (%)	Respondents (%)	Total First-Year Population (%)
American Indian or Alaska Native	0	1	1	1
Asian	4	5	6	7
Black or African American	1	1	4	3
Hispanic or Latino	18	18	12	15
Native Hawaiian or Other Pacific Islander	1	1	0	0
White	70	62	69	67
Another Race/ethnicity	0	0	0	0
Foreign or Nonresident alien	1	1	1	1
Two or more races/ ethnicities	5	8	7	6
Unknown	1	2	1	1

Career and Workforce Preparation

Table 12: Selected responses from the Topical Module for Career and Workforce Preparation

Questions		Responses	Oregon Tech (%)	All NSSE Career Survey (%)
To what extent do the following apply to you?	You have a clear idea of your career plans	Not at all	2	2
		Very little	4	6
		Some	19	22
		Quite a bit	29	31
		Very much	46	38
	What you are learning at this institution is relevant to your career plans	Not at all	0	1
		Very little	2	4
		Some	13	20
		Quite a bit	25	34
	Expected job salary and availability	Very much	60	41
		Not at all	5	9
		Very little	5	10
		Some	28	27
		Quite a bit	27	27
	How much confidence do you have in your ability to do the following?	Work effectively with people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Very much	28
Quite a bit			27	27
Some			28	27
Very little			6	4
Not applicable			6	4
Address ethical issues you might face in your career		Very much	56	51
		Quite a bit	32	32
		Some	10	12
		Very little	0	2
		Not at all	0	0
In your courses at this institution, about how often have you done the following?	Analyzed a case, scenario, or simulation of a real-life situation	Very much	46	37
		Quite a bit	28	35
		Some	21	22
		Very little	2	4
	Researched a career interest, a potential employer, or the job market	Not applicable	2	2
		Very often	45	41
		Often	32	36
		Sometimes	21	20
		Never	2	4
		Very often	27	29

A6: Student Achievement Metrics – Examples of Sources of Data

Table 13: Student Achievement Metrics – Examples of Sources of Data

Metric	Datasets				
	Oregon Tech Data	Report/ Source	Disaggregated By	Peers, National Comparators	Disaggregated By
Retention	Enrollment		Gender, Race	Regional, National	Gender, Race
	Retention - Fall to Fall	Common Data Set, IPEDS	Gender, Race	Regional, National	Gender, Race
Graduation	Graduation Rates	IPEDS ⁺ , Common Data Set	Gender, Race, Financial Aid Status	Regional, National	Gender, Race
	Persistence - Degrees Awarded	Common Data Set	N	N	N
Postgraduation Outcomes	Employment or Continuing Education Rates	OIT Career Services Three-Month Post-Graduation Survey		N	N
		First Destination Survey		National - NACE**	Gender, Race
		Post-Secondary Employee Outcomes		National, State - PSEO***	N
		Handshake* compilation of publicly-available LinkedIn data			
	Institutional Narratives for Student Achievement Success Stories	Program Assessment Reports	N	N	N

+ IPEDS: Integrated Postsecondary Education Data System. Product of NCES, National Center for Education Statistics, US Dept of Education

*Handshake: Oregon Tech's online career management platform

**NACE: National Association of Colleges and Employers

***PSEO: Post-Secondary Outcomes Explorer - US Census Bureau

Exhibits:

- 1) Oregon Tech Institutional Research Reports
 - a) [Retention & Graduation](#)
 - b) [Common Data Set](#)
 - c) [Completions & Degrees](#)
- 2) [IPEDS \(Integrated Postsecondary Education Data System\)](#)
 - a) [IPEDS - Oregon Tech](#)
- 3) [NACE First-Destination Survey](#)
- 4) [PSEO \(Post-Secondary Employment Outcomes Explorer\)](#)
- 5) [Program Assessment Reports](#)

A7: Peer Institutions

Oregon Tech Peer institutions were selected by the Office of Institutional Research based on similar missions, degree programs, size, geographic construct, and financial resources. The Oregon Tech Board of Trustees approved the list in July 2021. More detailed comparisons with peer institutions' data are published by the Oregon Tech Office of Institutional Research: [Peer Comparison Data - IPEDS \(2023, 2022, 2021\)](#)

Table 14: Peer Comparator Institutions and Enrollment Data, as Reported in 2023 IPEDS Report for Fall 2022 - Fall 2023

Institution	City	State	*FTE	**Student : Faculty
Bemidji State University	Bemidji	MN	3926	16 :1
Fairmont State University	Fairmont	WV	3307	12 :1
Midwestern State University	Wichita Falls	TX	5573	16 :1
Missouri Western State University	Saint Joseph	MO	3817	14 :1
Montana Tech of the University of Montana	Butte	MT	1622	13 :1
Nicholls State University	Thibodaux	LA	6180	17 :1
Oregon Institute of Technology	Klamath Falls	OR	5103	14 :1
Rogers State University	Claremore	OK	3206	18 :1
Shawnee State University	Portsmouth	OH	3206	16 :1
Southwestern Oklahoma State University	Weatherford	OK	4811	19 :1
University of South Carolina-Upstate	Spartanburg	SC	4946	15 :1

*Fall 2023 Student FTE

**Cohort Student : Faculty Ratio, Fall 2022 - Fall 2023

Source: IPEDS 2023 Report on 2022-2023 enrollment data

Table 15: Peer comparator institutions, Fall 2023 IPEDS Report

Institution	UG*	G*	Total	FTE	Degrees Conferred
Nicholls State University	6028	735	6763	5177	1264
Midwestern State University	5604	1239	6843	4606	1400
University of South Carolina-Upstate	5221	640	5861	4307	1167
Southwestern Oklahoma State University	4746	1079	5825	4188	1252
Bemidji State University	4557	504	5061	3190	979
Oregon Institute of Technology	7904	142	8046	3059	695
Fairmont State University	3498	367	3865	2837	764
Missouri Western State University	4328	222	4550	2693	743
Shawnee State University	3605	291	3896	2656	537
Rogers State University	3775	142	3917	2426	577
Montana Tech of the University of Montana	1531	225	1756	1482	342

*UG: Undergraduate enrollment, G: Graduate enrollment

**Annual Student FTE

Source: IPEDS 2023-2024 Report on 2022-2023 enrollment data

A8: Student Achievement Data

Institutional [student achievement data](#) related to this accreditation cycle are summarized below. Peer comparison data is provided in reports on the institutional website and sourced from IPEDS.

Graduation Rates

Table 16: Six-Year Graduation Rates

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
Starting Cohort	342	327	324	346	303	331	379
Graduated within 6 Years (150%)	158	166	180	198	178	178	173
6-year Graduation Rate	46.2%	50.8%	55.6%	57.2%	58.7%	53.8%	45.6%

Table 17: Six-Year Graduation Rates, Compared to Peer Institutions. Sorted by Fall 2017 Cohort Graduation Rate

Institution	Total		
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
Oregon Institute of Technology	55.6%	57.2%	59.1%
Montana Technological University	57.3%	56.6%	58.1%
Nicholls State University	50.3%	45.6%	54.3%
Bemidji State University	47.6%	49.9%	53.4%
Fairmont State University	45.4%	46.4%	48.3%
Shawnee State University	37.0%	35.2%	43.0%
University of South Carolina-Upstate	47.4%	43.2%	42.4%
Midwestern State University	46.6%	41.0%	41.3%
Missouri Western State University	36.5%	41.3%	39.8%
Southwestern Oklahoma State University	38.7%	39.1%	34.7%
Rogers State University	25.1%	25.1%	25.4%

Disaggregated by Gender

Table 18: Six-Year Graduation Rates, Disaggregated by Gender

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
Male	44.0%	46.2%	55.3%	56.4%	60.8%	50.5%	44.9%
Female	49.3%	56.6%	55.9%	58.3%	55.9%	57.8%	46.7%
Total	46.2%	50.8%	55.6%	57.2%	58.7%	53.8%	45.6%

Table 19: Six-Year Graduation Rates, Disaggregated by Gender, Compared to Peer Institutions. Sorted by Fall 2017 Cohort Total Graduation Rate

Institution	Men			Women		
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
Oregon Institute of Technology	55.3%	56.4%	61.4%	55.9%	58.3%	55.9%
Montana Technological University	53.8%	58.3%	58.9%	67.6%	52.5%	56.4%
Nicholls State University	43.1%	39.3%	47.8%	54.5%	49.3%	58.5%
Bemidji State University	42.3%	43.6%	46.3%	52.2%	55.9%	59.8%
Fairmont State University	44.8%	45.3%	42.3%	45.9%	47.2%	53.2%
Shawnee State University	31.2%	29.2%	34.9%	42.1%	41.1%	50.7%
University of South Carolina-Upstate	37.3%	32.7%	32.6%	52.7%	48.8%	47.8%
Midwestern State University	39.8%	31.3%	36.7%	52.4%	48.2%	44.6%
Missouri Western State University	35.3%	36.6%	36.5%	37.2%	44.4%	42.0%
Southwestern Oklahoma State University	32.3%	33.3%	31.2%	44.0%	43.9%	37.4%
Rogers State University	22.6%	24.1%	23.0%	26.6%	25.9%	27.6%

Disaggregated by Race/ Ethnicity

Table 20: Headcount of Starting Cohort in Fall 2017, Disaggregated by Race/ Ethnicity, Compared to Peer Institutions.

Institution	American Indian	Asian	African American	Hispanic	Hawaii or Pacific Islander	White	Two or More Races	Unknown	International	Total
BSU	18	8	10	23	0	634	24	11	8	736
FSU	2	2	42	0	1	654	31	4	9	745
MSU	5	14	147	216	0	369	36	6	21	814
MWS	7	8	116	19	2	650	66	11	13	892
MTU	13	1	0	6	0	194	0	16	6	236
NSU	24	11	175	44	1	776	24	19	22	1096
OIT	4	12	2	45	3	211	23	1	2	303
RSU	101	4	26	39	1	295	66	7	16	555
SSU	2	4	36	5	0	599	14	16	8	684
SOS	43	16	40	157	0	598	105	25	10	994
UOS	2	24	373	49	0	366	40	11	12	877
TOTAL	221	104	967	603	8	5346	429	127	127	7932

Table 21: Six-Year Graduation Rates of Fall 2017 Cohort, Disaggregated by Race/ Ethnicity, Compared to Peer Institutions.

Institution	American Indian	Asian	African American	Hispanic	Hawaii or Pacific Islander	White	Two or More Races	Unknown	International	Total
BSU	11.1%	12.5%	40.0%	30.4%	-	56.8%	33.3%	63.6%	50.0%	53.4%
FSU	0.0%	0.0%	26.2%	-	0.0%	50.2%	41.9%	25.0%	77.8%	48.3%
MSU	40.0%	57.1%	23.8%	39.4%	-	46.3%	47.2%	83.3%	61.9%	41.3%
MWS	14.3%	50.0%	24.1%	36.8%	100.0%	45.1%	28.8%	9.1%	0.0%	39.8%
MTU	15.4%	0.0%	-	83.3%	-	61.9%	-	56.3%	16.7%	58.1%
NSU	45.8%	54.5%	38.3%	50.0%	100.0%	59.9%	45.8%	26.3%	31.8%	54.3%
OIT	25.0%	75.0%	0.0%	55.6%	100.0%	60.7%	47.8%	0.0%	100.0%	59.1%
RSU	23.8%	25.0%	11.5%	28.2%	100.0%	28.5%	18.2%	57.1%	6.3%	25.4%
SSU	0.0%	75.0%	27.8%	20.0%	-	45.4%	35.7%	18.8%	0.0%	43.0%
SOS	18.6%	56.3%	15.0%	21.7%	-	40.8%	31.4%	20.0%	60.0%	34.7%
UOS	100.0%	62.5%	40.2%	46.9%	-	42.6%	32.5%	45.5%	66.7%	42.4%

Retention Rates

Table 22: Fall-to-Fall Retention Rates of First-Year Students.

	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Starting Cohort	331	380	424	403	420	403	492
Retained Next Fall	251	288	288	291	306	278	354
Freshman Retention	75.8%	75.8%	67.9%	72.2%	72.9%	69.0%	72.0%

Table 23: Fall-to-Fall Retention Rates of First-Year Students, by Gender

	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Male	74.5%	73.8%	67.7%	75.7%	74.4%	69.2%	74.7%
Female	77.6%	78.3%	68.4%	68.1%	71.1%	68.7%	69.5%
Total	75.8%	75.8%	67.9%	72.2%	72.9%	69.0%	72.0%

Table 24: Fall-to-Fall Retention Rates of First-Year Students, by Residency

	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	2024 to 2025
Resident	74.4%	74.7%	66.8%	69.9%	70.5%	69.6%	72.8%
Non-Resident	82.0%	79.1%	71.9%	78.1%	77.8%	67.3%	68.8%
Total	75.8%	75.8%	67.9%	72.2%	72.9%	69.0%	72.0%

Cohort Default Rate

Table 25: Cohort Default Rate. Rates shown are 3-Year official default rates, as provided by NSLDS (and reported on Oregon Tech's Office for Institutional Research site).

2015	2016	2017	2018	2019	2020	2021	2022
5.5%	3.1%	3.3%	2.0%	0.7%	0.0%	0.0%	0.0%

A9: Student Enrollment Data

Student enrollment data, including disaggregated and peer comparisons, is on the Oregon Tech IR website.

Table 26: Student Enrollment by Campus, Headcount

Headcount Using Primary Campus	Headcount			
	Fall 2024	Fall 2025	Difference	% Change
Klamath Falls	1,990	2,039	49	2.50%
Portland-Metro	588	570	-18	-3.10%
Online	494	588	94	19.00%
Other	143	131	-12	-8.40%
Subtotal (Excluding High School ACP)	3,215	3,328	113	3.50%
High School (ACP)	2,087	2,116	29	1.40%
Grand Total	5,302	5,444	142	2.70%

Table 27: Student Enrollment by Campus, Total Registered Credit Hours

Credit Hours Using Course Campus	Credit Hours			
	Fall 2024	Fall 2025	Difference	% Change
Klamath Falls	22,859	22,792	-67	-0.30%
Portland-Metro	4,954	4,541	-413	-8.30%
Online	8,332	9,466	1,134	13.60%
Other	919	855	-64	-7.00%
Subtotal (Excluding High School ACP)	37,064	37,654	590	1.60%
High School (ACP)	8,306	9,013	707	8.50%
Grand Total	45,370	46,667	1,297	2.90%

Table 28: New Student Enrollment, Headcount

Location	New Students			
	Fall 2024	Fall 2025	Difference	% Change
New Freshmen	530	551	21	4.0%
New Transfer	346	371	25	7.2%
New Other	1,853	1,798	-55	-3.0%
Total New	2,729	2,720	-9	-0.3%

Student Demographics - Residency

Table 29: Student Demographics – Residency

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Resident	47.8%	51.1%	54.3%	58.9%	56.1%	51.9%	43.3%
Non-Resident	40.5%	49.2%	59.3%	53.0%	68.8%	62.3%	53.3%
Total	46.2%	50.8%	55.6%	57.2%	58.7%	53.8%	45.6%

Enrollment – Disaggregated

Table 30: Enrollment, by Gender. Source: 2024-2025 Common Data Set

	FULL-TIME				PART-TIME			
	Men	Women	Another Gender	Unknown	Men	Women	Another Gender	Unknown
Undergraduate Students	Undergraduate Students							
Degree-seeking, first-time, first-year students	233	259	0	0	17	21	0	0
Other first-year, degree-seeking students	57	38	0	0	19	22	0	0
All other degree-seeking undergraduate students	821	754	0	2	329	317	1	3
Total degree-seeking undergraduate students	1111	1051	0	2	365	360	1	3
All other undergraduates enrolled in credit courses	10	5	0	0	968	1281	4	1
Total Undergraduate Students	1121	1056	0	2	1333	1641	5	4
Graduate Students	Graduate Students							
Degree-seeking, first-time	19	29	0	0	8	5	0	0
All other degree-seeking	13	15	0	0	17	28	0	0
All other graduates enrolled in credit courses	0	0	0	0	2	4	0	0
Total Graduate Students	32	44	0	0	27	37	0	0
Total All Students	1153	1100	0	2	1360	1678	5	4

Table 31: Enrollment, by Racial/ Ethnic Category. Source: Common Data Set, 2024-2025

Racial/Ethnic Category	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresidents	0	20	46
Hispanic/Latino	124	534	864
Black or African American, non-Hispanic	4	47	72
White, non-Hispanic	325	1844	3249
American Indian or Alaska Native, non-Hispanic	4	28	38
Asian, non-Hispanic	35	188	385
Native Hawaiian or other Pacific Islander, non-Hispanic	4	21	26
Two or more races, non-Hispanic	25	172	326
Race and/or ethnicity unknown	9	39	156
Total	530	2893	5162

A10: University Strategic Plan Steering Committee

Oregon Tech’s current Strategic Plan Steering Committee consists of the following members:

Table 32: Steering Committee membership for Strategic Planning Steering Committee (2026-2029)

Role	Name	Division	Department/ Area
Trustee	Cecelia Amuchastegui	University	Board of Trustees
Student	Kurtis Lepley	Student	Student
Student	Aurora Parsons	Student	Student
Faculty	Praveen Guraja	Academic Affairs	Applied Computing & Geomatics
Faculty	Hallie Neupert	Academic Affairs	Business Management
Faculty	Ashton Greer	Academic Affairs	Civil Engineering
Faculty	Darlene Swigart	Academic Affairs	Dental Hygiene
Faculty	Naga Korivi	Academic Affairs	Electrical & Renewable Energy Engineering
Faculty	Kyle Chapman	Academic Affairs	Humanities & Social Sciences
Faculty	Rick Hoylman	Academic Affairs	Medical Imaging Technology
Faculty	Caroline Doty	Academic Affairs	Medical Laboratory Science
Faculty	Kamal Gandhi	Academic Affairs	Natural Science
Staff	Linus Yu	Academic Affairs	Academic Affairs
Staff	Hesham El-Rewini	Academic Affairs	Academic Affairs, VP
Staff	Neslihan Alp	Academic Affairs	College of ETM, Dean
Staff	Denise Seabert	Academic Affairs	College of HAS, Dean
Staff	Beverly McCreary	Academic Affairs	Faculty Success
Staff	Abdy Afjeh	Academic Affairs	Research & Graduate Studies
Staff	Greg Stringer	Academic Affairs	Strategic Enrollment Management & Student Success
Staff	Don Stockton	Academic Affairs	Veterans' Services
Staff	Michelle Meyer	Finance & Administration	Audit & Compliance
Staff	Tony Richey	Finance & Administration	Information Technology, CTO
Staff	Josie Hudspeth	Student Affairs	Asst. Dean of Students
Staff	Greg Stewart	Student Affairs	Athletics
Staff	Gaylyn Maurer	University	Center for Wellbeing
Staff	Mira Wonderwheel	University Advancement	Oregon Tech Foundation
External	Chris Mangan	External	External
External	TerriAnn Stafford	External	External
Staff - Ex Officio	Brittany Williams	Academic Affairs	Office of Provost
Staff - Ex Officio	Bryan Wada	Finance & Administration	IT Services
Staff - Ex Officio	Farooq Sultan	University	Institutional Research
Staff - Ex Officio	Adria Paschal	University	Office of the President
Staff - Ex Officio	Katie Harman-Ebner	University Advancement	Marketing

A11: Institutional Accreditation Review Progress

Following Oregon Tech’s Year 7 review in 2023, the Commission identified four recommendations as “areas where the Oregon Institute of Technology is substantially in compliance with Commission criteria for accreditation, but in need of improvement.” The university’s [Ad Hoc report](#), submitted in February 2025, summarized the actions taken to address the recommendations. [NWCCU’s review of the report](#), dated August 11, 2025, found that the university’s responses to Recommendations 1 and 3 fulfilled the required improvements. Further improvements were recommended for Recommendations 2 and 4.

The full responses to the outstanding recommendations will be provided in the follow-up Ad Hoc Report in Spring 2027. Initiatives and plans undertaken or initiated thus far to improve institutional effectiveness in relation to each recommendation are briefly described below.

Progress on Recommendation 2

Recommendation 2: Employ faculty and staff, sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. (2020 Standard(s) 2.F.3)

Efforts undertaken from 2023 include hiring faculty and staff across the university. These positions are summarized below.

College of Health, Arts, and Sciences (HAS)

Since the fall of 2023, the College of HAS has hired 28 full-time faculty members (14 Tenure-Track) to support its high-demand departments, which include general education and healthcare professions, across nine departments and three campus locations. For academic year 2025-2026, Interim Dean Seabert strategically sought funding for faculty lines in high-demand departments that support both general education and healthcare professions, aligning with the current Academic Master Plan. In the future, annual hiring plans will align with the new goals identified in the updated strategic plan of Oregon Tech, ensuring that the university meets the general education needs of the Oregon workforce.

College of Engineering, Technology, and Management (ETM)

The College of ETM has hired 23 new full-time faculty members (11 Tenure-Track) since 2023. The College plans to hire more faculty members in the 2026-2027 academic year, following the retirement of MMET and CSET faculty members and the resignation of an EE faculty member. These new faculty members are hired in Business Management, Computing and Geomatics, Computer Science and Technology, Electrical Engineering and Renewable Energy, and Mechanical, Manufacturing, and Mechanical Engineering Technology to support education and research in the college.

Progress on Recommendation 4

Recommendation 4: Spring 2023 Evaluation of Institutional Effectiveness - Provide evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. (2020 Standard(s) 1.B.3)

Efforts taken to date demonstrate clearly a comprehensive, inclusive planning process that actively engages multiple constituencies, ensures opportunities for meaningful input, aligns resources with institutional priorities, and supports continuous improvement of institutional effectiveness. Standing committees serve as a primary component of shared governance at the university. These committees are composed of faculty, staff, administrators, and students, as appropriate to their charge, and meet regularly to review, evaluate, and make recommendations related to academic quality, student success, policies, and institutional operations. Through standing committee participation, campus constituencies contribute directly to planning, assessment, and improvement efforts, ensuring that institutional decisions are informed by broad-based input and aligned with the university's mission.

The institution promotes transparency and open communication through multiple formal and informal opportunities for leadership engagement. The provost conducts structured meetings with department chairs and each academic department, providing forums for faculty and staff to discuss departmental and program needs and resource priorities. Informal opportunities, such as "Tea with the Provost" and "Walk with the Provost," further encourage candid dialogue and strengthen collaboration across the campus community. The President's Forums and Q&A sessions provide campus-wide opportunities for faculty, staff, and students to ask questions, raise concerns, and offer input related to strategic priorities and institutional direction. Additionally, the University provides opportunities for members of the campus community to address the Board of Trustees, ensuring that the governing board's decisions are informed by stakeholder perspectives and aligned with the institution's mission and goals.

To further strengthen institutional effectiveness, the University's Strategic Planning Steering Committee has broad representation from across campus constituencies (faculty, staff, students, Board of Trustees). This committee is charged with updating the university's Strategic Plan with revised strategic priorities and metrics for the next cycle. The resulting priorities will guide the allocation of financial, human, and physical resources and will be assessed regularly to measure progress and outcomes.

Collectively, the strategic planning steering committee's practices provide clear evidence that the university's planning process is inclusive, participatory, and responsive. By intentionally engaging appropriate constituencies, aligning resources with identified priorities, and using feedback to inform decision-making and improvement, the institution demonstrates a commitment to continuous enhancement of institutional effectiveness.

A12: Institutional Planning

University Strategic Plan (USP)

[Oregon Tech's Strategic Plan \(2021-2026\)](#) focuses on four pillars: (1) Student Success, (2) Innovation, (3) Community Engagement, and (4) Institutional Excellence. The plan provides a guided framework for the excellence areas the university has focused on. Each university pillar identifies university priorities, including strategic initiatives and action plans that aim to achieve the specific goals and measurable outcomes outlined in the plan. The existing strategic plan is nearing the end of its current cycle, and work has begun to shape the university's next set of strategic objectives and performance measures. The next cycle of the Strategic Plan will be finalized in 2026 and end in 2029 (a 3-year cycle).

Academic Master Plan (AMP)

The [Academic Master Plan \(2022-2027\)](#), developed in collaboration with faculty, students, and administration, provides the overarching goals and objectives for Academic Affairs at Oregon Tech. It sets the goals and objectives to accomplish the vision and mission of Academic Affairs as it builds toward the future. The plan is not operational in nature, but it is visionary and forward-thinking, focused on program and curriculum innovation, accountability, and quality.

Student Affairs Strategic Plan

The [Student Affairs Strategic Plan \(2021-2026\)](#), a Divisional strategic plan, was developed in support of the University Strategic Plan (USP) and achieving those goals. The plan affirms the Division's Mission, Core Values, and Strategic Goals. All strategic goals are directly mapped to the University Strategic Plan (2021-2026). Upon adoption of the new USP this year, the Student Affairs Division will complete an updated plan for the coming years.

Facilities Master Plan

The [Facilities Master Plan](#), developed in 2023 in collaboration with facilities management, administration, faculty, and students, was undertaken to review the condition of university facilities and to identify near-term and long-term improvements that support Oregon Tech's strategic plan. Specifically, the Plan identifies under "Pillar IV – Commitment to Institutional Excellence" a measurable outcome of developing "[a] facilities master plan that is reflective of the objectives of the strategic plan and promoting university pride." Just as the university's Strategic Plan has a focus on measurable outcomes, so does this Facilities Master Plan.

Space Utilization Study

A university-wide space utilization study was conducted in the Spring of 2025. This initiative was undertaken to assess the university's current physical infrastructure and identify spaces available for increased use or altered use by students, staff/faculty to support mission fulfillment.

Human Resources – Recruiting and Performance Management Plan

The [Office of Human Resources](#) (OHR) will partner with divisional leaders to develop staffing plans for their areas. This will include reviewing each department’s needs to ensure they are appropriately sized. OHR will also assess current staffing to identify skills gaps and to provide career development opportunities. A new People Admin performance management system is configured for use starting in 2026. This module is a comprehensive staff evaluation and performance management application. It will ensure a consistent and relevant process for motivating and documenting staff performance. The application includes evaluation criteria such as core competencies, general and collaborative competencies, a section encouraging goal achievement, and employee growth.

A13: University Library

A select portion of the Oregon Tech Libraries Annual Report (2024-2025) is presented below.

Usage and Access Data

Gate Counts

	2024 Fall Term	2024-2025 Total
Klamath Falls	35,812	87,542
Portland-Metro	1,652	4,215
Shaw Historical Library	44	97
University Archives	19	38
Total	37,527	91,892

Electronic Resources

	2024 Fall Term	2024-2025 Total
Library Website hits		33,584
Discovery Layer sessions	6,631	21,170
Database searches/ Article downloads	14,709	40,829
eBook usage	5,017	11,048

Physical Circulation

	2024-2025 Total
Books	368
Course Reserves	306
Equipment	2399
Laptops	286

Study Rooms

Klamath Falls

	2024-2025 Total Bookings	2024-2025 Hours Booked
LRC 211	428	764
LRC 212	317	586
LRC 214	257	488
Total	1,002	1,838

Portland-Metro

	2024-2025 Total Bookings	2024-2025 Hours Booked
PM 202	235	572
PM 216	151	311
PM 218	138	283
Total	524	1,166

Interlibrary Loan

Interlibrary Loan is handled in two ways: we use standard ILL processes through OCLC, which allow us to borrow from libraries worldwide, and we also have access to regional borrowing through our consortium, Summit. Our overview statistics include both request types, whereas the additional breakdown by department and user type only includes our OCLC borrowing.

Overview

	2024-2025 Total
Borrowed from other libraries	515
Loaned to other libraries	334
Purchased after the request	289
University-owned/open-access requests	190

Users by Department (does not include Summit requests) [cont'd on next page]

	Articles	Books
Renewable Energy Engineering	0	1
(Administration)	2	1
(Library)	2	1
(Undecided)	4	0
Allied Health	14	0
Applied Behavior Analysis	79	0
Applied Psychology	18	3
BESF	3	0
Biology-Health Sciences	18	3
Business Management Option	5	2
Civil Engineering	9	1
Communications	65	2
Computer Engineering Technology	13	0
Cybersecurity	2	0
Dental Hygiene	25	0
Diagnostic Medical Sonography	2	3
Disability and Testing Services	0	1
Doctor of Physical Therapy	24	0
Echocardiography	21	0
Electrical Eng & Renewable Energy	35	0
Environmental Sciences	6	0
Geomatics Option in Surveying	1	0
Health Care Mgmt-Admin Mgmt	2	0
Health Sciences	3	0
HST Dual Credit at Oregon Tech	4	0
Humanities and Social Sciences	10	0
Information Technology	2	0
Library	0	1
Management	1	1

Manufacturing & Mechanical Eng Tech	1	0
Marriage and Family Therapy	21	3
Math	10	0
Mechanical Engineering	24	5
Medical Laboratory Science	1	0
Natural Science	15	1
Nuclear Med Molecular Imaging	3	1
Nursing	0	2
OMIC - Scappoose Operations	15	0
Online Learning	3	0
Operations Management	1	0
PHM	23	0
Pre-Medical Imaging Technology	10	1
Pre-Medical Lab Sci Gen Study	1	0
Pre-Nursing Gen Study	2	0
Psychology	7	0
Radiologic Science	3	1
Respiratory Care	1	1
Shaw Library	0	1
Software Engineering Tech	4	0
Student Involvement and Belonging	0	2
Technology and Management	1	1
Vascular Technology	13	3
Total	529	42

Users by Patron type (does not include Summit requests)

	Articles	Books
Adjunct-KF	0	1
Board of Directors	0	1
Emeritus Faculty	1	0
Faculty-KF	123	3
Faculty-PM	24	0
Faculty-Scappoose	5	0
Grad-KF	100	0
Staff-KF	8	4
Staff-OMIC	2	0
Staff-PM	14	2
Student-KF	131	22
Student-Online	78	0
Student-PM	40	9
Student-Salem DH	3	0
Total	529	42

Collection Development and Management

New titles added

	2024-2025 Total
Books	620
Serials	11
eBooks	101
Oregon Government Documents	57
Oregon Electronic Government Documents	7447
Shaw Historical Library	34
University Archives	34
Total	8304

Items withdrawn

	2024-2025 Total
Books	1170
Serials	194
eBooks	0
Oregon Government Documents	150
Oregon Electronic Government Documents	829
Shaw Historical Library	4
University Archives	1
Total	2348