Oregon Institute of Technology

Mid-Cycle Self-Evaluation Report

Submitted to

Northwest Commission on Colleges and Universities

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On behalf of the Institution, I certify that:

- ☑ There was broad participation/review by the campus community in the preparation of this report.
- ☑ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Oregon Institute of Technology

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January 26, 2026

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Contributors

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Introduction

Institutional Overview

The Oregon Institute of Technology (Oregon Tech) submits this Mid-Cycle Self-Evaluation Report to demonstrate its readiness to provide sustained evidence of mission fulfillment, student achievement, and institutional effectiveness for the Year Seven Evaluation of Institutional Self-Evaluation and Peer Review.

Consistent with NWCCU guidance for the Mid-Cycle Self-Evaluation, this report focuses on institutional capacity, the sustainability of assessment systems, and the systematic use of evidence in support of the NWCCU standards. It is intentionally forward-looking, and it demonstrates that Oregon Tech's assessment, planning, and governance systems are mature, embedded, and capable of producing sustained evidence of effectiveness for the review.

Academic Programs

Oregon Tech is Oregon's public polytechnic university with a mission centered on applied, hands-on education that prepares graduates for professional practice and leadership. The university administration is organized into four divisions: Academic Affairs, Finance and Administration, Student Affairs, and University Advancement. Each division is led by a vice president who provides management and strategic direction. All vice presidents report to the university president, who in turn reports to the university Board of Trustees. The Board is directly responsible for managing the university's mission, programs, budgets, and strategies.

Students experience hands-on learning through laboratory experiments, class projects, internships, externships, and research, guided by faculty and staff. The institution's educational programs prepare graduates for success in various fields, demonstrating their effectiveness by comparing students' achievements with those of their peers and by driving decision-making based on students' and programs' academic success. Oregon Tech's educational degree and certificate programs are listed here and in the Academic Catalog. The list of new degree programs is in *Appendix A1*.

More than two-thirds of the University's academic programs are externally accredited, reinforcing a culture of outcomes-based assessment, continuous improvement, supportive institutional resources, and accountability. These external expectations complement institutional assessment practices, contributing to a shared understanding of quality and effectiveness across academic and administrative units.

Locations

Oregon Tech has two campuses and three satellite sites in addition to offering online programs. The university's largest campus is in Klamath Falls, Oregon, with a smaller commuter campus in Wilsonville, Oregon (Portland-Metro). The three satellite locations include the Chemeketa Community College Partnership (Salem, OR), the Oregon Manufacturing Innovation Center (OMIC) Research and Development (Scappoose, OR), and the Boeing Partnership (Everett, WA). The Chemeketa site offers a B.S. in Dental Hygiene, providing students with rigorous hands-on knowledge and leading-edge solutions. The Boeing Partnership site offers a B.S. in Mechanical Engineering and Manufacturing Engineering Technology, and an M.S. in Manufacturing

Engineering Technology to Boeing Commercial Airplanes employees. OMIC houses advanced manufacturing facilities to research manufacturing technology projects. No degree programs are offered at this site; however, Oregon Tech offers non-degree short courses and training programs for industry. The site provides Oregon Tech students and faculty opportunities to conduct research, enriching their learning experiences.

Institutional Goals

The fulfillment of institutional goals, including student learning and achievement, is achieved through the university's five-year Strategic Plan, developed with broad university participation and input and approved by the Board of Trustees in June of 2020. The plan builds upon the institutional mission, vision, and values. It is a comprehensive, institution-wide plan that defines the university's goals, objectives, processes, and actions to achieve its mission. A new university strategic plan is currently under development and will be presented to the University Board of Trustees in Spring 2026.

Leadership Changes

Leadership continuity and governance stability further support institutional readiness. Since the 2023 review, Oregon Tech has experienced leadership transitions at both the Board of Trustees and executive levels (*Appendix A2*). These transitions have been managed through shared expectations and sustained focus on institutional priorities, enabling the university to advance its mission while maintaining momentum in assessment and improvement efforts.

Academic Support

Recognizing the central role faculty play in mission fulfillment, student achievement, and institutional sustainability, Oregon Tech has prioritized faculty recruitment as a strategic investment. During the past three calendar years (CY2023–CY2025), the university hired 51 full-time faculty—28 (14 Tenure-Track) in the College of Humanities, Arts, and Sciences (HAS) and 23 (11 Tenure-Track) in the College of Engineering, Technology, and Management (ETM). These hires were made despite significant budgetary and enrollment pressures and were informed by assessment results related to student success, program capacity, and workforce alignment.

Facility Improvement

The assessment and improvement of university support units (finance, student services, information technology services, and facilities management) mirror those of academic units. Each unit's assessment is planned and implemented regularly through its respective division's assessment plan. The purpose of the timing alignment is to coordinate the evaluation of academic and nonacademic units to enhance the effectiveness of actions taken for divisions' continuous improvement.

The university's infrastructure improvements include enhancements to the Klamath Falls campus heating system, which are in progress and expected to be completed in 2027. The upgrade will renovate the existing heating system, providing reliable heating for the campus. Another significant infrastructure project that was recently completed was the renovation of Boivin Hall, a building used for teaching, laboratory experiences, and student support services. This major renovation resulted from an analysis of campus buildings, which identified a need for additional

classrooms and space for student projects. This project provided a significant upgrade to the student experience, both in the classroom and in study spaces. A new residence hall, scheduled for completion in Spring 2026, will provide students with additional, modern on-campus housing. The new residence hall utilizes mass timber construction, offering civil engineering students a new learning opportunity to study this construction method.

Mid-Cycle Evaluation Report as Plan for Accreditation Cycle

Oregon Tech submitted its comprehensive self-study to NWCCU in 2023. After the site visit in April, Accreditation was reaffirmed with all four previous recommendations fulfilled. At the time, the NWCCU Commission commended the University's commitment to its mission and its alignment with industry standards, as well as the design of student success dashboards, the library, and the faculty's passion. An Ad-Hoc report later in 2023 addressed the implementation of the new Doctor of Physical Therapy program.

The Ad Hoc report and the Spring 2025 visit addressed four recommendations from the NWCCU Commission following the 2023 visit. The 2025 review fulfilled two of the four recommendations, and the Commission requested an Ad Hoc report in 2027 to address the remaining two. While this report does not address the remaining recommendations, it includes a summary of ongoing progress (*Appendix A11*) to demonstrate that the university is on track for a successful Year Seven self-evaluation and peer review.

Exhibits & Relevant Appendices

1. University Administration
2. Board of Trustees
3. Degree Programs
4. Degree Programs – Academic Catalog 2025-2026
5. Campuses & Partnerships
6. Strategic Plan, 2021-2026
7. Appendix A1: Changes in Academic Programs
8. Appendix A2: Institutional Leadership Changes
9. Appendix A11: Institutional Accreditation Review Progress

Section I: Mission Fulfillment

Introduction

The Oregon Tech Board of Trustees approved the university's current mission in 2019. The mission, developed through a broad and inclusive campus conversation, articulates Oregon Tech's commitment to providing students with a practical, hands-on education that prepares them to be career-ready professionals. The university's emphasis on workforce preparation, applied research, and discovery informs institutional planning and resource allocation and serves as a foundation for assessing mission fulfillment. Since the 2023 comprehensive review, Oregon Tech has continued to refine how mission fulfillment is defined, measured, and evaluated, ensuring that assessment processes are systematic, sustainable, and integrated into institutional decision-making.

Oregon Tech's Mission Statement

> *The Oregon Institute of Technology (Oregon Tech), Oregon's public polytechnic university, offers innovative, professionally focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university 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.*

Institutional Framework for Measuring Mission Fulfillment

Mission fulfillment at Oregon Tech is evaluated through a structured institutional framework aligned with the goals articulated in the mission statement: student and graduate success, innovation, hands-on programs, applied research and scholarship, diversity and leadership development, and responsiveness to current and emerging workforce needs. These goals are operationalized through the four pillars of the university's Strategic Plan: Student Success, Innovation, Community, and Institutional Excellence. Together, the pillars form the foundation for Oregon Tech's assessment framework, providing a consistent structure for evaluating institutional effectiveness. As the current Strategic Plan nears the completion of its cycle, the university has initiated work on the next plan. While new goals and metrics are being developed, the foundational pillars will remain, ensuring continuity in how mission fulfillment is assessed and providing a stable operational framework as the institution moves forward.

Table 1 - Framework for Measuring Mission Fulfillment. Mapping of key goals identified in the Mission Statement to the Institutional Strategic Plan pillars

Strategic Plan Pillar		Mission Component
1	**Student Success**	Student Success
		Graduate Success
2	**Innovation**	Research and Scholarship
		Innovative Programs
3	**Community**	Meet Educational Needs
		Provide Technical Expertise
4	**Institutional Excellence**	Learning Environment
		Diversity and Leadership

University divisions are responsible for shaping their units' vision, goals, and actions to advance the university's mission. Each division is tasked with systematic, regular planning and assessment of programs and operations. Within each university division, inclusive discussions are held on the development and implementation of plans to improve division effectiveness, the allocation of financial resources, and the assessment of the division's success in achieving its goals. Examples of mission fulfillment activities and evaluation processes are included in *Appendix A3*.

Assessing Mission Fulfillment: Student Success

Student success is defined as students' ability to persist in and complete degree programs while acquiring complementary skills such as critical thinking and career readiness. Oregon Tech offers practical, career-oriented education to prepare students for professional practice by emphasizing real-world skills and building a strong technical workforce (*see Appendix A3*).

Student Success

Student success is evaluated using multiple metrics, activities, and processes, many of which are described in more detail in Section II: Student Achievement. Academic indicators, including retention and graduation rates, serve as core measures of student success. Disaggregated data are reviewed for equity gaps in outcomes. Internal data dashboards ("Equity Gap") provided to faculty include disaggregated DFWI rates for their courses (*see Appendix A4*).

Additionally, Oregon Tech recognizes that non-academic factors significantly influence student persistence and achievement. These key factors are addressed primarily through the Student Affairs Division; associated assessment plans and reports are publicly available. Examples of data utilized in the assessment of mission fulfillment for these activities include the National Survey of Student Engagement (NSSE) and Oregon Tech's Senior Student Graduation Exit Interviews.

Graduate Success

The success of graduates is evaluated via metrics that indicate whether graduates gain high-earning, degree-relevant employment shortly after degree completion. Outside reviews show that Oregon Tech graduates earn a high return on their educational investment. According to U.S. News & World Report in 2026, Oregon Tech ranks second among public colleges in the West, ninth in social mobility, and 46th nationally in undergraduate engineering programs. Examples of other data used to assess graduate success include post-graduation earnings (PSEO, US Census Bureau; College Scorecard, US DoE), cohort loan default rates (IPEDS), and career and workforce preparation (NSSE, Topical Modules, *see Appendix A5*).

Assessing Mission Fulfillment: Innovation

Innovation is a university-wide priority that requires collaboration among faculty, staff, and students. Through the Strategic Plan's Innovation Pillar, Oregon Tech assesses research, scholarship, and innovation activities and their continued relevance to the academic programs (see Appendix A3).

Research and Scholarship

Innovation at Oregon Tech is not discipline-specific; rather, it is reflected across diverse disciplines. Many innovative projects are industry-focused and designed to benefit all students, accelerating the application of new ideas to real-world challenges. The Office of Sponsored Projects and Research Administration (SPGA) supports those seeking external funding through grants and sponsored projects. The University Research Committee provides resources and training to both faculty and staff. The Provost's Office provides internal funding each year for small research-capacity-building projects. Finally, at both the Klamath Falls and Portland-Metro campuses, research and project symposia (IDEAfest) are held annually for faculty and students.

Some examples of how these initiatives to support research and scholarships are evaluated with regard to Mission Fulfillment include tracking numbers of publications, external grant submissions, and participation in IDEAfest symposia. Oregon Tech research centers, the Oregon Renewable Energy Center (OREC), the Center for Advancing Interdisciplinary Research on the Environment and Health (AIRE), the Oregon Manufacturing and Innovation Center (OMIC), and the Center of Excellence in Applied Computing (CEAC), support applied research projects.

Innovative Degree Programs

As Oregon's Public Polytechnic University, a key focus is ensuring academic degree programs are innovative – meeting the changing needs of communities and students. To this end, it is critical that Oregon Tech ensures that degree programs remain relevant to current workforce needs and that pedagogical approaches are effective at preparing students to succeed in their careers. Continuous review of programming and workforce needs is conducted through the evaluation of national datasets and active engagement with industry, such as through Industry Advisory Boards. The most recent example of this in action is the new Bachelor of Science degree in Artificial Intelligence, currently approved by the Board of Trustees and the Statewide Provost's Council, awaiting final review by HECC and NWCCU.

Assessing Mission Fulfillment: Community

Oregon Tech is an active and engaged member of the communities it serves. Students, faculty, and staff are encouraged to contribute to professional, scholarly, and civic communities, leveraging their academic and professional expertise to address local, regional, and broader societal needs (*see Appendix A3*).

Meeting Educational Needs

Meeting the community's educational needs is an important function of the university. Examples of efforts to meet the educational requirements of the state, national, and global communities that Oregon Tech serves include providing online certificate and degree programs, extensive dual-credit pre-college programs throughout the State, summer youth camps, and operating a MESA regional center. Examples of evaluation processes and metrics of success include enrollment and participation in those programs and institution-led economic impact studies of the university, both locally and statewide.

Provide Technical Expertise

The university provides technical expertise via primary educational functions, as well as by providing the public access to university resources (e.g., the Shaw Historical Library) and faculty engagement with communities (e.g., engagement in industry or public research through Oregon Tech Research Centers, publication of Open Educational Resources (OER), and operating Community Clinics and Training Centers).

Assessing Mission Fulfillment: Institutional Excellence

Oregon Tech fosters a culture of scholarship, leadership, and engagement. A shared vision, emphasizing inclusion, collaboration, and accountability, supports institutional excellence, positive impact, and continuous improvement (*see Appendix A3*).

Learning Environment

To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship, and applied research. Project-based learning is the main element of these efforts, and resources are allocated to promote such projects. Faculty members bring their real-world problem-solving experience into the classroom, creating numerous opportunities for Oregon Tech students through externships, internships, field work, cooperative programs, and capstone projects.

Diversity and Leadership Development

Oregon Tech also promotes a shared vision of institutional excellence through the support of leadership development and inclusive engagement. Faculty, department chairs, and deans regularly review disaggregated data to better understand the needs and support all students.

Non-Academic Divisional Assessment

Beyond academic programs, Oregon Tech conducts systematic assessment efforts within non-academic divisions, including Student Affairs and Finance and Administration. These divisions engage in annual planning and assessment processes aligned with institutional priorities, contributing to an inclusive evaluation of mission fulfillment.

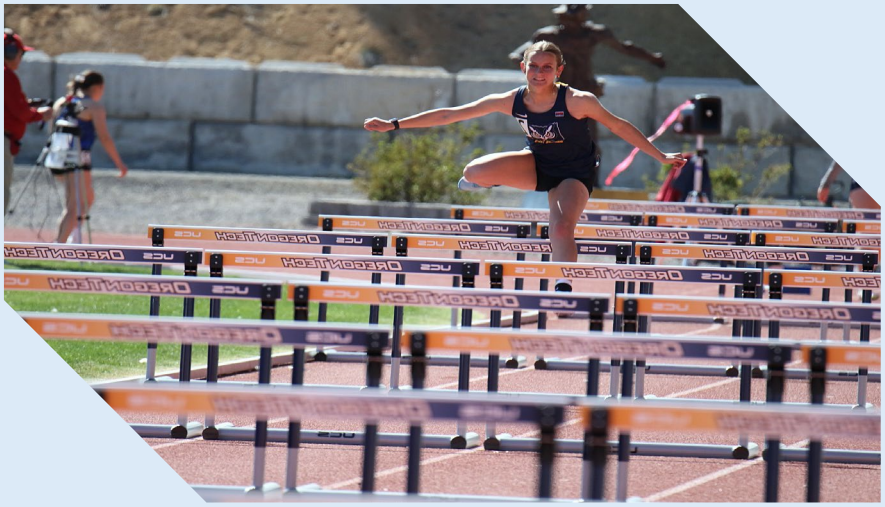
Summary

Oversight of mission fulfillment and institutional effectiveness is embedded within Oregon Tech's governance and leadership structures. The university's evaluation of mission fulfillment reflects both its commitment to the mission and the effectiveness of its assessment framework, ensuring resources are aligned with strategic-planning priorities. As the university develops its next set of strategic priorities for the new Strategic Plan, the continuity of the four strategic pillars ensures that mission fulfillment assessment remains stable and aligned.

Exhibits & Relevant Appendices

1. Strategic Plan, 2021-2026
2. Councils, Commissions, and Committees
3. Academic Master Plan, 2022-2027
4. Student Affairs Annual Assessment
5. Programmatic Assessment Reports
6. NSSE Participation at Oregon Tech
7. Relevant Appendices:
    a. Appendix A3: Mission Fulfillment Activities and Evaluation
    b. Appendix A4: Equity Gap Dashboards
    c. Appendix A5: National Survey of Student Engagement (NSSE)
    d. Appendix A12: Institutional Planning & Assessment

Section II: Student Achievement



Introduction

Oregon Tech is committed to continuous improvement, student success, and advancing knowledge and practice in technology, engineering, business, and the health sciences. Student achievement is central to the institution's mission and is evaluated through a set of complementary indicators that reflect student learning, persistence, completion, and post-graduation outcomes.

The institution's assessment strategy leverages student achievement evidence to inform institutional planning, resource allocation, and improvements in teaching, learning, and student support. These processes, supported by clear roles, routine review cycles that include disaggregated data by demographics, and documentation of actions taken, position Oregon Tech to demonstrate sustained effectiveness.

Student Achievement Measures

Student learning outcomes are categorized as program learning outcomes (PLO) and institutional learning outcomes (ILO). PLO are learning outcomes that students are expected to have achieved by the time they complete the degree requirements. When a program is externally accredited, its learning outcomes align with the external accreditation standards. All PLO are evaluated within three years, and the results are shared annually with the Assessment Committee. ILO are university-wide learning outcomes; the outcomes are concise, broad statements of common learning that every student must achieve. All ILO are evaluated in a three-year cycle.

Oregon Tech uses multiple sources of evidence that together provide a longitudinal view of student achievement. In addition to the learning outcome data collected by academic departments during program assessment, key student achievement metrics include retention and graduation rates. Examples of datasets used for these measures are detailed in *Appendix A6*.

Disaggregated Indicators of Student Achievement and Peer Comparisons

In assessing student achievement, Oregon Tech reviews student achievement data, including course grades, in both aggregated and disaggregated forms to better understand patterns of success and barriers to persistence. Disaggregated data are published by the Office of Institutional Research (IR) and made available on the IR website. The disaggregated data showing DFWI grades are only visible to the course instructors, their department chairs, and deans. This process protects students' identities in a course. The published student data for a major include persistence, retention, and graduation rates, disaggregated by student characteristics. IR publishes validated student performance metrics. The IR data is sorted by students' attributes, majors, and year. See, for example, *Appendix A4*.

In addition, Oregon Tech evaluates student achievement metrics relative to selected peer institutions. These peer institutions (*see Appendix A7*) share similar missions, degree programs, size, geographic construct, and financial resources. Publicly available data for comparison with peer institutions are from the Integrated Postsecondary Education Data System (IPEDS), which provides disaggregated data for some indicators, such as enrollment and graduation rates. The comparative reports are published on the IR website. Selected data are included in *Appendix A8*.

Data collected on Oregon Tech students' success presents disparities across demographic factors. The ethnic data show that race/ethnicity, gender, age, and socioeconomic status all play a distinct role in students' educational performance. Graduation data over the years indicate that while retention rates are not uniform, Asian and white students generally have higher success rates than Hispanic students. The data for other ethnic minorities are too small to draw meaningful conclusions (*see Appendix A8*).

The disaggregated data demonstrate that, in most years, women have higher graduation rates than men across most majors. It is important to recognize that socioeconomic factors play a role in students' success. This factor—represented in the reported data as Pell grant Students—shows, for example, that in 2023-2024, 63% of Pell grant students and 74% of non-Pell grant students graduated. Similarly, the graduation rate for that year for first-generation students was 66%, whereas the rate for non-first-generation students was 73%.

Identifying and Managing Student Equity Gaps

Equity gaps are evaluated by faculty at multiple levels—course and program—using disaggregated indicators. University data dashboards are available to faculty internally. Faculty review course-level outcomes each term and document their observations in Course Learning Outcomes worksheets. When gaps are identified, faculty describe actions to address the contributing factors and to monitor improvements in subsequent terms. Course-level equity gaps show student names only to course instructors, not to the department faculty. Equity gap data is available to department chairs for annual review of equity-related indicators. A summary of the data, not disclosing student names, can be shared with faculty for discussion and improvements.

Equity gap analyses are reviewed each year, enabling programs to determine whether implemented program actions are producing measurable improvement over time and to adjust strategies as needed. Department chairs are expected to report to the deans any significant equity challenges in their department. This process ensures consistency in how equity gaps are identified, actions are planned, and improvements are evaluated over time across each college.

Data Dashboards

Student achievement evidence is monitored through a suite of student data dashboards. The dashboards are designed to support timely analysis and action by faculty, staff, and administrators. Data dashboards contain data on student retention and graduation metrics, with filters by campus, program, department, and student characteristics. Course-specific DFWI (D, fail, withdraw, incomplete) rates are available to faculty for the courses they teach and to department chairs and deans for courses within their areas of responsibility.

Dashboards present disaggregated course grades by student categories, and they are designed to protect student privacy by excluding students' names. By making key indicators accessible to faculty and routinely reviewing them, Oregon Tech supports consistent identification of trends, monitoring of learning improvement efforts, and documentation of resulting actions. An example of student dashboards showing retention data is presented in *Appendix A4*.

Exhibits & Relevant Appendices

1. Office of Institutional Research
    a. Retention Rates (from 2017 to 2025)
    b. Graduation Rates
    c. Student-to-Faculty Ratio
    d. Student Achievement Outcomes
2. Peer Comparison Data - IPEDS (2023, 2022, 2021)
3. Relevant Appendices:
    a. A4: Equity Gap Dashboards
    b. A6: Student Achievement Metrics – Datasets
    c. A7: Peer Institutions
    d. A8: Student Achievement Data

Section III: Programmatic Assessment

Programmatic Assessment Framework for Academic Programs

Student learning at Oregon Tech is assessed through a continuous, faculty-driven evaluation process designed to support improvement in academic quality and student achievement. Programmatic Assessment Reports are evaluated by the Assessment Committee, a standing, university-wide body that is a major contributor to developing coherent strategies to enhance student outcomes and close equity gaps. The Committee is responsible for ensuring consistency, rigor, and sustainability in assessment practices across university programs.

The Assessment Committee identifies common themes and areas for improvement and provides feedback to programs to strengthen the refinement of assessment methods and interpretation of results. Summary observations from these reviews are shared with academic leadership and inform university-wide conversations on curriculum design, professional development, and resource prioritization. This arrangement ensures that assessments are elevated beyond individual academic programs; that deans are informed, and that assessments contribute to institutional learning and improvement.

The Committee oversees Programmatic Assessment Processes and broad Institutional Learning Outcomes (ILO) evaluation. These outcomes are evaluated on a three-year cycle, and the results are published on the Committee's website. Two specific ILO are assessed each academic year. This arrangement ensures a regular and predictable review of ILO across programs, providing actionable evidence that can be aggregated at the institutional level.

All academic programs are required to submit an annual assessment report that documents the Program Learning Outcomes (PLO) and ILO assessed, the assessment methods, the interpretation of the findings, the actions taken to improve, and plans for subsequent assessments. Academic programs document follow-up actions and consequences in successive reports, allowing the institution to track whether program changes result in improved student learning over time.

ILO assessments are reviewed and refined annually, informed by faculty providing feedback on student achievement and evolving institutional priorities. Updates are shared through targeted faculty training and at Convocation, supporting continuous improvement while maintaining flexibility to meet the requirements of external accrediting bodies.

During the current accreditation cycle, improving student retention and graduation has been a key institutional priority. In the 2023–24 academic year, approximately two-thirds of reported program-level actions focused on retention and student progression. Subsequent assessment cycles have been used to monitor the effectiveness of these actions, resulting in observable improvements in retention.

Alignment between program and institutional assessment cycles has increased overall assessment efficiency by reducing the number of evaluations needed. More than 80 percent of program assessment reports submitted over the past two years explicitly aligned PLO with ILO. Enhancing the efficiency of student learning assessment strengthens Oregon Tech's capacity to evaluate programs more effectively. Beginning in the 2025–26 academic year, programs undergoing external accreditation review may submit self-study reports in lieu of the standardized institutional assessment report.

Programmatic Academic Assessment Examples

The following case studies illustrate how assessment processes are applied across diverse academic disciplines. They demonstrate consistent expectations for assessing quality while allowing programs to tailor methods to the requirements of their discipline and accreditation.

Case Study #1: Retention in Environmental Sciences

The Environmental Sciences program is not accredited by any external agency. The program relies on internal assessment processes to ensure academic quality and workforce alignment. The program is located only on the Klamath Falls campus.

Program Assessment Process

The student coursework artifact collection process is highly collaborative among the program faculty. In their latest report, the program discussed a creative approach to increase the reliability of assessment data by using multiple assignments from different instructors on the same outcome— something they had not done the previous year.

Program Assessment Results and Continuous Improvements: Actions Taken

Changes to the program curriculum are made in response to evolving industry needs. A curriculum overhaul resulted in six different pathways for students to specialize in their degree. Follow-up assessment cycles have been used to evaluate the impact of these actions on student persistence and retention. This iterative approach demonstrates how assessment findings inform action and how outcomes are monitored over time. The success of this change is monitored by the program's "close the loop" data collection and analysis of student artifacts.

Use of Assessment Data

Recent assessment efforts have identified retention in the department as a challenge primarily linked to non-programmatic coursework sequencing and non-academic factors. In response, the program implemented actions focused on early student engagement, structured program events, and making intentional connections to academic and non-academic support services tailored to students' needs.

Case Study #2 Outcomes Alignment in Electrical Engineering

The Bachelor of Science in Electrical Engineering (EE) is accredited by the Engineering Accreditation Commission of ABET and is offered on both the Klamath Falls and Portland Metro campuses. The external accreditation of this program requires that its mission, outcomes, and assessment processes adhere to ABET's guidelines, which impose additional constraints on changes the program can make.

Program Assessment Process

Electrical Engineering evaluates its program based on input from student surveys, student work products, an advisory board, and key student success indicators, including retention, graduation rates, and post-graduation success. Student data is presented separately for the two campuses for each learning outcome but interpreted collectively. Learning outcomes assessment in EE follows a three-year cycle, and action plans address any gaps in student performance.

Program Assessment Results and Continuous Improvements: Actions Taken
Following the ABET guidelines, the EE program's assessment process involves periodic review of its mission, objectives, and student outcomes to ensure these remain aligned with the evolving industry needs. Faculty meet annually in a Closing the Loop meeting to discuss and interpret assessment data. The results of the assessment and any proposed changes impacting the program are discussed with program stakeholders, including the program's advisory board.

An identified gap in Ethical Reasoning, an ILO outcome, led the department to develop the Ethics module, which covers the engineering code of ethics. The module is implemented in two required courses, including the capstone project. Subsequent assessment confirmed improved attainment of the learning outcome. The program's successful ABET reaccreditation, effective until 2028-2029, illustrates the effectiveness of sustained, data-informed improvement.

Use of Assessment Data
Correlating higher student retention rates to the expedited hiring of faculty positions in Klamath Falls provided a data-based case for allocating resources to fill a vacant position on the Portland Metro campus.

Case Study #3 Critical Thinking Outcomes in Medical Laboratory Science
Medical Laboratory Science (MLS) is a degree offered only on the Portland Metro campus. This program is fundamentally different from the other two programs presented previously. It is a one-year, cohort-based, externally accredited program that culminates in a single-term clinical rotation at an affiliated hospital. Students must complete prerequisites to be eligible for admission to this professional program. Assessment activities are aligned with the cohort model, enabling annual reviews and timely responses to findings.

Program Assessment Process
MLS has achieved consistency of high graduation and certification passage rates (100%). The program has utilized its assessment activities, including examination of student work products throughout the curriculum, to make programmatic improvements.

Continuous Improvement Actions Informed by Results
Beginning in the 2022-23 Academic Year, the MLS program began collecting all learning outcomes annually to align with the one-year cohort graduation cycle. Analysis of the data revealed a curriculum gap in the Critical Thinking outcome (ILO), particularly in assignments that involved mathematics. Faculty implemented targeted curricular adjustments and partnered with tutoring services to provide additional support.

Notably, the Accrediting Agency for this program, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), awarded a ten-year accreditation, following the 2021 site visit, citing the strength of the program's assessment processes.

Case Study Analysis
Assessment results are intentionally connected to institutional decision-making and resource allocation. For example, analysis of student retention data informed the prioritization and

expedited hiring of faculty positions in high-impact programs, as well as targeted investments in advising and student support services. Facilities planning and technology investments are similarly informed by utilization of data, student success indicators, and programmatic needs, ensuring that resources are aligned with evidence of institutional priorities and outcomes.

At the institutional level, these assessment practices support the synthesis of findings across programs and inform broader academic planning. Together, the case studies demonstrate Oregon Tech's capacity to sustain programmatic assessment, actionable improvements, and to present credible, integrated evidence of effectiveness.

Exhibits

1. Assessment Committee
2. Program Assessment Reports – All Programs
3. Program Assessment Reports – Highlighted Case Studies:
    a. Case Study 1: Environmental Sciences Assessment Report
    b. Case Study 2: Electrical Engineering Assessment Report
    c. Case Study 3: Medical Laboratory Science Assessment Report

Section IV: Moving Forward

Introduction

Oregon Tech's commitment to student success is grounded in a culture of innovation, data-informed practices, and continuous improvement. These guiding principles have shaped decision-making processes and resource allocation, ensuring that strategies remain not only practical but also adaptable to the dynamic needs of the industry and community.

Oregon Tech remains committed to developing and refining the student-focused assessment data and incorporating faculty and staff input into university resource allocation. The assessment practices described in Sections I–III are not transitional or pilot efforts; instead, they are embedded, routinely applied, and supported by institutional structures that enable the university to demonstrate effectiveness. Section IV outlines how Oregon Tech will build on these processes to ensure readiness for the Year Seven self-evaluation and peer review.

Planned Efforts and Initiatives

Identified Challenges and Monitoring Strategies

Oregon Tech recognizes several ongoing challenges that require continued monitoring and evidence-informed response, including enrollment variability, capacity pressures associated with growth and faculty hirings, and the complexity of multi-campus delivery. These risks are monitored through enrollment analysis, student success dashboards, and annual assessment. Administrators use the data to evaluate the effectiveness of mitigation strategies, adjust priorities, and ensure that improvement efforts remain aligned with the university's mission.

University Strategic Planning

The current cycle of the University Strategic Plan (2021-2026) is nearing completion, and the institution has already begun identifying the new strategic priorities for the next cycle. The Board of Trustees has directed the university to plan a three-year Strategic Plan cycle that builds upon the same four foundational pillars—Student Success, Innovation, Community, and Institutional Excellence—while refining goals, metrics, and targets to reflect current institutional priorities.

A new University Strategic Plan Steering Committee has been convened (*Appendix A10*) to guide this work. The new Plan, expected to be completed by Spring 2026, will emphasize fewer, more focused goals supported by clearly defined measures, allowing the university to track progress consistently and to integrate assessment results into planning and resource allocation. This approach ensures continuity in mission fulfillment while strengthening the institution's ability to present coherent evidence in the cycle.

The Steering Committee is focusing its work on addressing six themes: (1) Brand and Visibility, (2) Student Success, (3) Faculty and Staff, (4) Future-Ready Programs and Applied Research, (5) Infrastructure, and (6) Community. Each subcommittee will:

- Ground its work in Oregon Tech's current Mission, Vision, and Values.
- Focus on achievable strategic actions within a three-year timeframe.
- Identify measurable outcomes and implementation pathways to attain them.

- Recognize cross-committee interdependencies to ensure recommendations align with and reinforce one another.
- Emphasize financial sustainability and institutional culture as shared university threads.
- Input from internal and external stakeholders—including faculty, staff, students, alumni, industry partners, and community leaders—to ensure broad input and buy-in.

Student Recruitment

Student recruitment remains a key institutional priority and is closely aligned with Oregon Tech's mission goals. The university admissions office focuses on recruiting students who are interested in hands-on learning. The Educational Program Outreach (EPO) coordinates partnerships, tracks participation, and matriculation data for dual credit programs.

Student Support

Oregon Tech continues to strengthen student support services through coordinated planning and resource alignment led by Strategic Enrollment Management and Retention. This work focuses on identifying barriers to student success and implementing targeted strategies to improve retention, progression, and degree completion.

Professional advisors provide early and ongoing guidance to students, supporting academic planning, major selection, and career exploration. The advisors offer career counseling to help new students select an educational path or major that aligns with their career goals. These efforts are monitored using retention and progression indicators, allowing the institution to evaluate effectiveness and refine support strategies over time.

Student Learning Outcomes

Assessment of students' learning outcomes remains central to the university's continuous improvement efforts. The Assessment Committee is leading strategies to strengthen the evaluation of student learning. All programs require a common set of ILOs that are usually evaluated by faculty outside the major.

Other Assessment Initiatives - Institutional Effectiveness

Over the period of this evaluation (2023-2025), the university has hired 51 new faculty members across both colleges. The new faculty members are expected to contribute to enhancing scholarly work and applied research, advancing educational innovation, and thus elevating student educational experience. Of the hired faculty, 25 are tenure-track, and the rest have instructor or visiting appointments. Improving university processes and simplifying rules enables the university to eliminate hiring obstacles, attract new talent, and enhance faculty hiring. Progress to date on the remaining Recommendations from our most recent Ad Hoc review is briefly described in *Appendix A11*.

Exhibits & Relevant Appendices

1. A10: University Strategic Plan Steering Committee
2. A11: Institutional Accreditation Review Progress
3. A12: Institutional Planning

Conclusion

Oregon Tech approaches the remainder of this accreditation cycle with confidence grounded in evidence and reflection. The assessment practices described throughout this report—spanning mission fulfillment, student achievement, programmatic assessment, and institutional excellence—are embedded, consistently applied, and supported by institutional structures that promote sustainability and continuous improvement.

Across academic and administrative units, Oregon Tech consistently demonstrates the ability to identify meaningful outcomes, evaluate performance using multiple measures, and use results to inform action. These practices are reinforced through university leadership, shared governance, and alignment between strategic planning and resource allocation. The university has moved beyond establishing assessment processes to demonstrate how those processes function over time and contribute to institutional improvement.

While the University acknowledges ongoing challenges, including enrollment variability, resource constraints, and a changing higher education landscape, these challenges are addressed through data-informed planning and a commitment to adaptability. Oregon Tech's culture of applied learning, innovation, and collaboration positions the institution to respond effectively while enhancing academic quality and student success.

This Mid-Cycle Self-Evaluation affirms that Oregon Tech is well-positioned to conduct a rigorous and comprehensive self-evaluation. The institution's assessment systems, governance structures, and evidence-based continuous improvement practices provide a strong, credible foundation for demonstrating mission fulfillment and institutional effectiveness throughout the rest of the accreditation cycle. Oregon Tech remains committed to innovation, supporting its students' learning and success, and serving its broader community.