CHAPTER IV

Students, Faculty and Staff

A Students, Faculty and Staff Dashboard

Oregon Tech Dashboard Statistics 2014*

STUDENTS	
Enrollment (Headcount)	**Fall 2014: 4,273** **Fall 2013: 4,414** **Fall 2012: 4,001**
Degrees Awarded	**Class of 2014: 839** **Class of 2013: 744** **Class of 2012: 670**
Degrees in STEM	**40+ % (does not include health care)**
Graduate Success Rate	**90+ % either employed or graduate school w/in 6 mo. of graduation**
Average Starting Salary	**$56,000 annually**
Students of Color	**Fall 2014: 26.6%** **Fall 2013: 24.7%** **Fall 2012: 20%**
GPA of Student Athletes	**3.05**
High School GPA All Students	**3.46/4.00**
Percent of Graduates Who Borrow	**72%**
Median Indebtedness Average Loan Indebtedness	**$28,550** **$29,581**
Median Indebtedness Federal Loans only Average Loan Indebtedness Federal loans only	**$26,277** **$26,768**
Percent Part-time Students	**38% Fall 2014**

FACULTY & STAFF	
Faculty : Student Ratio	**20.1:1**
Number of Faculty	**161.7 FTE, 169 Headcount (2014)**
Number of Staff	**225**
Female Faculty and Staff	**51.63%**
Faculty & Staff of Color	**15.29%**

PROGRAMS	
% Program Accreditation	**100% where accreditations or licensure**
Average Cost of Degree	**$30,000 (Tuition & Fees)**
State Revenue per Degree	**$14,402 including all state support dollars**
# of Community College Articulation Agreements	**All 17 Oregon Community Colleges and 12 additional with Pacific Northwest Community Colleges**
Dual-Enrolled Community College Students	**500+ (Winter 2015)**
Dual Credits Awarded Annually to High School Students	**1,298 students (2013-14)**

*Data will be updated when it becomes available through Oregon Tech Institutional Research. The most current OIT Profile, prepared by the Oregon University System, is available at the Oregon University System website and comparative data, by campus, is available at www.ous.edu/dept/ir/factbook.

B Academic Programs and Academic Plan

Educational Programs

Oregon Tech's curriculum is focused on applied technologies, engineering, health professions, applied sciences, and management. The faculty teach theory and application of that theory through hands-on learning with the latest technology. Students are in laboratories, clinics, and out in the field within their first term. Faculty members know their areas of expertise because they have worked in their field and maintain those professional connections.

Small class sizes and a low student to faculty ratio of 20:1 make for an intimate learning environment at Oregon Tech. The university is a student-centered learning atmosphere where faculty teach their own classes and instruct their own labs, mentor and advise students, and provide guidance on research and externships. Oregon Tech offers its degree programs on four campuses in the state of Oregon, on one campus in the state of Washington, and online.

Current Oregon Tech degree programs include:

College of Engineering, Technology and Management

- Civil Engineering (BSCE, MSCE)
- Computer Engineering Technology (AE, BS)
- Electrical Engineering
- Optical Engineering (dual major)
- Electronics Engineering Technology
- Embedded Systems Engineering Technology
- Geomatics
  - Surveying
  - Geographic Information Systems
- Health Care Management
- Health Informatics
- Information Technology
- MS in Engineering (Pending)
- Management
  - Accounting
  - Entrepreneurship/Small Business
  - Marketing
- Manufacturing Engineering Technology (BS, MS)
- Mechanical Engineering
- Mechanical Engineering Technology
- Operations Management
- Renewable Energy Engineering (BS, MS)
- Software Engineering Technology (BS, AE)
- Systems Engineering (dual major)
- Technology and Management (BAS)

College of Health, Arts and Sciences

- Biology-Environmental Sciences
- Biology –Health Sciences
- Clinical Laboratory Science
- Communication Studies
- Dental Hygiene (AS,BS)
- Diagnostic Medical Sonography
- Echocardiography
- Paramedic (AAS)
- Emergency Medical Services Management (BS)
- Applied Mathematics
- Marriage and Family Therapy (MS)
- Nuclear Medicine Technology
- Nursing (OHSU)
- Applied Psychology
- Population Health Management
- Radiologic Science
- Respiratory Care
- Vascular Technology

Accreditation

All of the Engineering and Engineering Technology degrees are ABET accredited through EAC, ETAC or ASAC. In addition, the Management degrees are accredited through IACBE. Five of the Allied Health Programs are already accredited through their affiliate agency. Three additional program accreditations are in process.

Instructional Faculty

Oregon Tech is a teaching university that emphasizes the connection between our academic programs and industry. To maintain that connection Industrial Advisory Councils (IAC) are used to help determine new directions for our programs. Oregon Tech employs many faculty who have industrial backgrounds and have experience within the industries for which they are preparing our students.

Rank	Full Time	Highest Level of Education Completed			
		Assoc.	Bach.	Mast.	Doc.
Professor	40	--	--	18	22
Associate Professor	39	--	--	16	23
Assistant Professor	69	--	1	32	36
Instructor	11	1	10	--	--

Oregon Tech has 169 full time faculty and a student-to-faculty ratio of 20:1. This student-to-faculty ratio means that Oregon Tech faculty are able to provide a hands-on learning experience for students.

Oregon Tech has no faculty in positions as lecturer, teaching assistant, research staff, or research assistant.

Faculty annual performance evaluations (APE) are tied directly to teaching, service, and professional development. Teaching is the key component of that evaluation. It is central to promotion and tenure criteria.

Program Capacity

ETM Program Capacity *Assuming no new full-time faculty, labs, classrooms, etc.		
Degree Program	**Current Enrollment**	**Maximum Enrollment**
Civil Engineering BSCE/MSCE	116	110
Computer Engineering Technology AE/BS/Dual	79	100
Electrical Engineering	112	165
Optical Engineering (dual major)		NA – counted in primary major
Electronics Engineering Technology	57	75
Embedded Systems Engineering Tech	23	80
Geomatics, Surveying/GIS	48	80
Health Care Management	12	75
Health Informatics	60	80
Information Technology	99	100
Management, Accounting	37	35
Management, Entrepreneurship/Sm Bus	32	50
Management, Marketing	41	50
Manufacturing Engineering Technology, BS	46	155
Manufacturing Engineering Technology, MS	14	55
Mechanical Engineering	195	200
Mechanical Engineering Technology	89	180
Operations Management	35	100
Renewable Energy Engineering, BS	177	240
Renewable Energy Engineering, MS	19	30
Software Engineering Technology, AE/BS	222	245
Systems Engineering (dual major)		NA – counted in primary major
Technology and Management	14	60

HAS Program Capacity

*Assuming no new full-time faculty, labs, classrooms, etc.

Degree Program	Current Enrollment	Maximum Enrollment
Biology- Environmental Sciences	40	50
Biology- Health Sciences	150	160
Clinical Laboratory Science	49	50
Communication Studies	37	85
Dental Hygiene, AS	37	52
Dental Hygiene, BS	120	140
Diagnostic Medical Sonography	90	90
Echocardiography	60	60
EMT/ Paramedic, AAS	32	32
Emergency Medical Services Management	16	50
Applied Mathematics	30	80
Marriage and Family Therapy	0 new program	60
Nuclear Medicine Technology	44	46
Applied Psychology	135	160
Population Health Management	0 new program	80
Radiologic Science	144	144
Respiratory Care	52	75
Vascular Technology	60	60

Growth and Innovation

The Higher Education Coordinating Commission's (HECC) 2014 Strategic Plan speaks to the state's 40/40/20 goals. Oregon Tech has embraced the opportunity to draft an academic strategy to meet these goals. In addition, the HECC requested that each university determine what could be accomplished if support were increased by 5%, 10% and 25%.

The Oregon University System calculation for enrollment at Oregon Tech, based on historical proportions of OUS graduates, is 5,400 student headcount by 2025. Oregon Tech's headcount in Fall 2013 was 4,414, with 670 graduates in 2012-2013. To achieve the state's graduation targets, Oregon Tech will need to enroll 1,000 additional students by 2025 to reach its projected headcount and graduation targets, an overall increase of 23% over 10 years, or approximately a 2.5% net gain per year. The Oregon Tech strategic planning goal is to increase enrollment to 5,500 by 2020 as follows:

300 Klamath Falls campus	300 On-Line
300 Wilsonville campus	100 Extension

Challenges

- Current enrollment trends in Oregon's community colleges and universities are flat. In addition, high school graduation rates are flat.
- Current academic programs can support 800 additional students. However, Oregon Tech's programs are market-driven and some could be capped due to saturating their market. Graduate placement rates are a hallmark of our university and we will not grow those programs. Targeted recruiting has begun for those programs with market capacity.
- Cornett Hall and several other key classroom and laboratory buildings need to be renovated or replaced, and new facilities will be needed to accommodate growth. Cornett Hall houses lab and project space for Mechanical Engineering, Mechanical Engineering Technology, Manufacturing Engineering Technology, Civil Engineering, Renewable Energy, and the Oregon Renewable Energy Center, and is a top-priority project.

Oregon Tech's plan calls for a multi-pronged approach

- Increasing the diversity, retention and success of the students it serves;
- Increasing the number of students enrolled through academic program growth and innovation;
- Offering more flexible pathways to degrees and certificates through partnerships and non-traditional educational delivery methods.

Oregon Tech plans to achieve its projected enrollment growth and fiscal sustainability by maintaining high-quality, relevant educational programs in high-demand career fields, developing new, innovative degree programs, and supporting student success with academic, cultural and social student services. The continued involvement and cultivation of industry relationships is the key to success, through program and department-specific industry advisory councils, company-sponsored student projects, internships and externships, applied research with students and faculty, and strong industry and community relationships, including our STEM Partnerships.

Oregon Tech engaged in a rigorous academic planning process in 2013-14, under the leadership of the provost and three highly-productive faculty committees. The faculty driven and industry-advised academic plan now has three core focus areas to achieve innovation and growth.

New academic programs/directions:

1. **Revitalize and Innovate Curriculum**. The goal is to encourage the Oregon Tech academic community to enhance or develop new, exciting, and innovative programs, use existing strengths and areas of expertise to develop inexpensive, on-mission programs to ensure the viability of the flagship degrees in Health and Engineering, and to improve utilization and diversity of general education courses. This strategy fosters academic structures that provide connectivity within allied curricula and between Bachelor's and Master's tracks, and promotes dual majors and minors that improve student marketability and career success. The university's Office of Academic Agreements and Oregon Tech's STEM and Regional Partnerships are also involved in multiple collaborations to expand connectivity and aligned curricula between high schools, community college, and Oregon Tech.

2. **Deliver Educational Offerings through Multiple Venues**. Education is reaching an inflection point nationally with a massive variety of different online options being tested at prestigious and peer institutions. Oregon Tech's goal is to transition from having a distance education department that exhibits minimal growth because of limited resources and institutional support to one that assumes an integral role in Oregon Tech's academic identity and is supported by multiple approaches to facilitate dramatic growth in content offerings and pedagogical application.

3. **Explore Opportunities and Consequences of Applied Research.** The goal is to transition from an institution with limited applied research activity to one that integrates teaching, supports efforts to obtain external funding, and provides opportunities for faculty and students to develop their academic objectives. Opportunities for applied research include support of teaching, professional development, service to the institution, and service to community. The goal is to achieve a 25% increase in research activity in the next five years.

The academic plan will be supported by best practices in outreach, recruitment, retention and student services. Oregon Tech is also working on a Facilities Master Plan to provide ensure that the students have creative and technologically advanced classrooms and labs, and access to academic, personal, cultural, athletic and career services.

C Distinctive Elements at Oregon Tech

Oregon Tech is the only polytechnic university in the Pacific Northwest. Our multiple areas of expertise, and close connection to Oregon Industry make Oregon Tech unique. The university could better serve the entire NW region with adequate investment to grow our highly competitive, and high-ROI programs (see, for example, a recent opinion published in the *Seattle Times*: http://seattletimes.com/html/opinion/2022458414_nickbrossoitopedstemhighereducation15xml.html?syndication=rss).

Oregon Tech has the only ABET-accredited BS degree in Renewable Energy Engineering in the nation. This program has grown from a handful of students when it was started in 2005 to over 200 students today. So far we have had 100% placement (job or graduate school).

Within Oregon's overall portfolio of program offerings, Oregon Tech is distinctive:

- Only allied health programs
- Only engineering technology degrees
- Only university with Associates degrees & certificates in STEM areas
- Only polytechnic university—specialization in technology and applied sciences—in the Pacific Northwest
- Optimal enrollment of programs depends on the market (i.e., the jobs available for our graduates)
- Small size allows flexible, nimble expansion and contraction of programs, as well as creation of new programs, to respond to market demand and changing technologies
- Professional practice degrees with a focus on undergraduate success
- Focus on transfer/BAS, AHM, dual credit, and articulations with high schools, community colleges, and other education entities

The Achievement Compact shows that Oregon Tech produces over 10% of bachelor's degrees for rural Oregonians.

D Kudos

Oregon TECH

Kudos & Facts

Founded in Klamath Falls in 1947, Oregon Tech is the only public 4-year institute of technology in the Pacific Northwest. Our campuses include a traditional residential campus in Klamath Falls, an urban campus in the Portland-metro city of Wilsonville, and sites in Salem and La Grande, Oregon. With enrollment of more than 4,300 students in 2014, Oregon Institute of Technology emphasizes practical, hands-on education programs and experiences, small classes, and connections with employers and communities. Oregon Tech provides degree programs in engineering and health technologies, management, communication, and applied sciences that prepare students to be effective participants in their professional, public, and international communities.

Return on Investment

- *Payscale.com* noted that Oregon Tech has the **highest starting salaries and the highest mid-career salaries** of any university in Oregon. In addition, Oregon Tech ranked best return on investment in the Pacific Northwest and among the top 6% of universities in the nation.
- *EducatetoCareer.org,* a new college-ranking system developed to look at the value of schools based solely on how much better off graduates are financially after earning their degree, ranked Oregon Tech as #156 Top Best Value College in the nation.
- Oregon Tech graduates enjoy an outstanding success rate, with **more than 90% either employed or enrolled in graduate school within six months after graduation.**
- The **average starting salary** for Oregon Tech graduates is **$56,000 per year.**
- With a student-to-faculty ratio of 14:1, Oregon Tech provides a hands-on learning experience that prepares students for the workforce in high-demand fields.

Rankings

- Oregon Tech secured the #8 spot among best baccalaureate colleges in the Western Region in the 2015 "Best Colleges" edition of *US News & World Report.*
- **Money.com** whittled down PayScale's 1,500 school analysis down to 665 schools judged on Quality of Education, Affordability, and Outcomes, with Oregon Tech coming in at **#76 Best Colleges for Your Money.**
- *Forbes'* Magazine ranked Oregon Tech among the **top 20% of all four-year and graduate universities in the nation** in their annual ranking of *America's Top Colleges.*

Military Friendly

- The university was named to the 2015 "Military Friendly Schools®." The list honors the top 20% of colleges, universities, and trade schools that are doing the most to embrace America's military service members, veterans, and spouses as students and ensure their success on campus.
- Oregon Tech is counted among *Military Advanced Education's* "Military-Friendly Colleges & Universities," and *US Veterans Magazine's* "Top Veteran-Friendly Schools."

Programs

- In 2005, Oregon Tech introduced the **first Bachelor of Science Degree in Renewable Energy Engineering in North America.** This ABET-accredited program was introduced in Portland and later expanded to Klamath Falls. The department introduced a Master of Science Degree in Renewable Energy Engineering in 2011.
- The Civil Engineering Department was awarded the 2012 Walter LeFevre Award by the American Society of Civil Engineers for promoting professionalism, licensure, and ethics.

Clean Energy

- Oregon Tech is home to the Oregon Center for Health Professions, established by the state legislature in 2005. The center is named for the late Oregon Tech President Martha Anne Dow. Nearly a decade ago, President Dow envisioned a top-notch facility like the one that now bears her name that would educate new generations of healthcare professionals.
- All of the engineering programs at Oregon Tech are accredited by the EAC[2] of ABET[1].
- The Oregon Renewable Energy Center (OREC) was established in 2001 at Oregon Tech. OREC promotes energy conservation and renewable energy use in Oregon and throughout the Northwest through applied research, educational programs, and practical information.
- Oregon Tech's Klamath Falls campus is currently the only university in the world that is completely heated by geothermal water, and has the first university-based geothermal- and solar-combined energy sources.

Athletics

- The Oregon Tech Hustlin' Owls men's basketball team won the NAIA Division II National Championship in 2012, marking their third national championship in the past 12 years. The team has made 17 NAIA Division II Tournament appearances.
- Men's basketball coach Danny Miles started his 44th campaign at Oregon Tech this year. Miles ranks third in wins among all college basketball coaches in history.

Student Focus

- The Lady Owls Softball Team brought home the NAIA National Championship in 2011.
- Oregon Tech student athletes throughout our 12 teams have the impressive cumulative GPA of 3.2.
- Many of Oregon Tech's courses and programs are offered online, and our online presence was ranked 7th in the nation for blind and visually impaired students in *The Chronicle of Higher Education.*
- Oregon Tech provides invaluable cultural experiences for students in their academic fields by offering exciting opportunities in international environments. The Oregon Tech student chapter of Engineers Without Borders designs and implements sustainable engineering projects such as their Tanzania Clean Water Project. Furthermore, as part of the International Externship Program, Oregon Tech dental hygiene students travel to destinations such as Jamaica to provide dental care. These experiences, combined with the international students enrolled at Oregon Tech, expose our students to other cultures that can benefit their future career and beyond.
- Our Online Bachelor of Science degree completion programs enable registered professionals to earn a B.S. in their current field. Oregon Tech is one of the few universities in the country, and the only school in the Pacific Northwest, offering web-based Bachelor of Science degree-completion programs in the high-demand health technologies.

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Kudos & Facts

Learn more about Oregon Tech's accomplishments, our education and economic returns for the region and the state! Visit www.oit.edu/kudos.

[1] Accreditation Board for Engineering and Technology

[2] Engineering Accreditation Commission

Oregon Tech is accredited by the Northwest Commission on Colleges and Universities.

Oregon TECH

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E Student Demographics

The students attending Oregon Tech are diverse in all regards, reflecting the broad relevance of degrees offered and high quality of education. Oregon Tech reached an enrollment of 4,273 students this fall (2014). Specific enrollments by campus in 2014 are: Klamath Falls, 2,232 students; Wilsonville, 813 students; Salem, 59 students; La Grande, 37 students; Boeing, 178 students; and distance education, 423 students (see the table below for fall 2012-14 enrollments).

The majority of Oregon Tech students are from Oregon, with 82% of newly admitted students straight from high school having Oregon resident status. The remaining 28% of students come from 42 other states/US territories and 20 countries.

Students at Oregon Tech are more experienced; the average age of an Oregon Tech student is 26.2. Exactly a third of students, 33%, come to Oregon Tech right out of high school. The remaining two-thirds enter as transfer students. Of transfer students, approximately half are from Oregon community colleges or other Oregon University System institutions.

Oregon Tech students graduate ready to succeed in further education or employment. About 90% of graduates are employed or in graduate school within six months of graduation. The average annual starting salary for Oregon Tech graduates is $56,000, well above the Oregon average. Further, ***Payscale.com*** **noted that Oregon Tech has the highest starting salaries and the highest mid-career salaries of any university in Oregon**. In addition, Oregon Tech ranked best for return on investment in the Pacific Northwest and within the top 6% of universities in the nation.

The talent that Oregon Tech develops stays to benefit Oregon. The majority of graduates – approximately 70% - remain in Oregon. The remainder commonly find employment in major, nearby metropolitan areas (Seattle-Tacoma, Silicon Valley, Reno-Sparks).

Student Financial Profile

Financial aid is critical for most Oregon Tech students, who typically do not come from affluent backgrounds. The annual Total Cost of Education (includes tuition, fees, room, board and misc. expenses) to be a full-time student at Oregon Tech is $22,430 for Oregon residents; and is $37,655 for nonresidents). Tuition and Fees only are as follows:

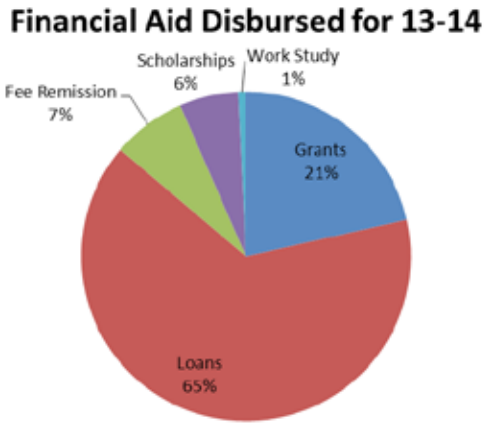
Annual Tuition and Fee Rates 2014-15

Resident Undergraduate	$ 8,445
Resident Graduate	$14,718
Western Undergraduate Exchange[1]	$11,948
Nonresident Undergraduate	$23,670
Nonresident Graduate	$23,709

Notes: Tuition and fee rates are based on 15 credit hours for undergraduates and 12 credit hours for graduates, for the Klamath Falls campus. The Wilsonville campus has different fee rates.

[1] Students who are residents of the Western states below are eligible to request a reduced WUE tuition rate of 150% of the resident rate at more than 150 participating institutions in the West. **States include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands.**

Oregon Tech provides some form of financial aid to 82% of our admitted students. Of students receiving financial aid, half are dependent (claimed by parents or others for tax purposes); 27% of these dependent students have total family income of $42,000 or less. The remaining half of students receiving financial aid are independent (not claimed by others for tax purposes); half of these students make less than $16,000 per year.



Oregon Tech disbursed over $32.7M in aid in 2013-2014. In that year, 1,508 students received Pell grants, representing 56% of all students receiving aid; and 2,204 students received loans, representing 82% of students receiving aid. Loans continue to be the bulk of our awarded and disbursed aid at 65% of the overall aid amount. The Oregon Tech Foundation awarded more than 200 scholarships, cumulatively valued at more than $400,000 for the 2013-2014 academic year.

The average loan indebtedness of 2013-2014 for Oregon Tech graduates was $26,722 (federal loans); $28,207 was the median for all types of loans. In comparison, the average student debt of college seniors who graduated across the United States was $29,400 and in Oregon it was $26,639, according to a Project Student Debt report.

Financial Aid dispersed in 2013-14 = $32,782,312.77

Strategic Enrollment Management (SEM)

The SEM Team members include many key campus offices and is co-chaired by the Provost and VP for Student Affairs. The SEM Team focuses on two critical areas for managing enrollment: ***recruiting*** new students and ***retaining*** all students through degree attainment. A formal SEM Plan is under development currently. However, on the recruitment side of enrollment management, efforts are concentrating on the best return on investment of resident students, non-residents, high school students and transfer students. Central to the recruitment effort is support from the academic programs: faculty calling new admitted students, faculty recruiting at appropriate events, and academic program materials kept up to date (brochures and webpages). Another key area is the STEM partnerships mentioned under the Connections with High Schools section.

Financial aid and the ability to leverage aid is also an important aspect of managing enrollments. As the cost of attendance continues to increase, the burden has shifted to students through tuition increases. Institutional scholarships must continue to grow by increasing the number of scholarships through the Oregon Tech Foundation and fee remission programs (also called tuition discounting).

Fall 2013 and 2014 Enrollment Comparisons

Campus Location	Actual Head Count Enrollment			Enrollment Targets (Head Count)		
	Fall 2012	Fall 2013	Fall 2014	Fall 2017	Fall 2020	Fall 2030
Klamath Falls	2,824	3,037	2,232			
Wilsonville	626	770	813			
La Grande	44	46	37			
Chemeketa	39	58	59			
Boeing	154	162	178			
Online	In KF #s	In KF #s	423			
Total	4,001	4,414	4,273	4,400	5,500	8,000

Basic Demographics	Fall 2013		Fall 2014	
Resident/non-resident	3,337 (75%)	1,077	3,209 (75%)	1,064
Full-time/part-time	2,560 (58%)	(42%)	1,969 (46%)	(54%)
Male/female	2,306 (52%)	2,108	2,288 (53.5%)	1,984
White/non-white	3,324 (75%)	1,090	3,139 (73.5%)	1,134
Average age	26.2 (40% 25 or older)		26.2	
Ave age male/female	26.9	25.4	26.8	25.5

Fall Class: First-time Freshmen vs Transfers

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
New High School	367	358	321	265	296	288	362	368	299	335	404	365	359
New Transfer	356	355	450	452	457	515	495	612	617	643	708	730	678

Graduation Rates Actual is the percentage of first-time, full-time freshmen entering and graduating from Oregon Tech within six years

	2001-02	2002-03	2030-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Actual	41.1	42.1	41.8	38.8	41.9	41.9	40.6	41	42.2	43.1			
OUS	47.0	48.2	48.0	46.4	46.1	50.2	50.6	49.1	49.2	50.8			

Historical Enrollment

Enrollment numbers - 4th Week Fall (with % change over same term previous year; *end of term data)

	Fall		Winter		Spring		Summer	
1999-00	**1999**	**% chg**	**2000**	**% chg**	**2000**	**% chg**	**2000**	**% chg**
HC	2814		2407		2416		842*	
FTE	2124.24		1950.95		1871.13		na	
2000-01	**2000**		**2001**		**2001**		**2001**	
HC	2842	1.0%	2612	8.5%	2604	7.8%	1108	31.6%
FTE	2150.98	1.3%	2066.37	5.9%	1996.05	6.7%	553.31	
2001-02	**2001**		**2002**		**2002**		**2002**	
HC	3088	8.7%	2856	9.3%	2800	7.5%	1180	6.5%
FTE	2356.62	9.6%	2235.12	8.2%	2108	5.6%	573	3.6%
2002-03	**2002**		**2003**		**2003**		**2003**	
HC	3139	1.7%	2751	-3.7%	2774	-1.0%	1133	-4.0%
FTE	2379.94	1.0%	2265.38	1.4%	2174.72	3.2%	594.53	3.8%
2003-04	**2003**		**2004**		**2004**		**2004**	
HC	3236	3.1%	2925	6.3%	2934	5.8%	1212*	7.0%
FTE	2413.13	1.4%	2284.07	0.8%	2195.53	1.0%	na	
2004-05	**2004**		**2005**		**2005**		**2005**	
HC	3373	4.2%	3102	6.1%	2980	1.6%	1147*	-5.4%
FTE	2408.58	-0.2%	2259	-1.1%	2157.88	-1.8%	na	
2005-06	**2005**		**2006**		**2006**		**2006**	
HC	3351	-0.7%	3101	0.0%	3050	2.3%	1201	4.7%
FTE	2314.5	-3.9%	2171.67	-12.7%	2041.74	-5.4%	570.5	
2006-07	**2006**		**2007**		**2007**		**2007**	
HC	3157	-5.8%	3085	-0.5%	2893	-5.2%	1065	-11.3%
FTE	2212	-4.4%	2121.45	-2.3%	1969.9	-3.5%	525.7	-7.9%
2007-08	**2007**		**2008**		**2008**		**2008**	
HC	3318	5.1%	2994	-2.9%	3032	4.8%	1184	11.2%
FTE	2267.09	2.5%	2149.31	1.3%	2042.8	3.7%	556.5	6.0%

2008-09	2008		2009		2009		2009	
HC	3525	6.2%	3298	10.2%	3300	8.8%	1321	11.6%
FTE	2381.3	5.0%	2298.1	6.9%	2180.1	6.7%	625.2	12.3%

2009-10	2009		2010		2010		2010	
HC	3927	11.4%	3484	5.6%	3308	0.2%	1363	3.2%
FTE	2588.33	8.7%	2442.32	6.3%	2270.02	4.1%	680.15	8.8%

2010-11	2010		2011		2011		2011	
HC	3797	-3.3%	3498	4.0%	3388	2.4%	1351	-0.9%
FTE	2575.87	-0.5%	2427.46	-0.6%	2288.33	0.8%	660.93	-2.8%

2011-12	2011		2012		2012		2012	
HC	3912	3.0%	3562	1.8%	3575	5.5%	1362	0.8%
FTE	2623.63	1.9%	2515.59	3.6%	2366.75	3.4%	662.87	0.3%

2012-13	2012		2013		2013		2013	
HC	4001	2.3%	3755	5.4%	3699	3.5%	1430	5.0%
FTE	2806.88	7.0%	2678.02	6.5%	2518.15	6.4%	710.85	7.2%

2013-14	2013		2014		2014		2014	
HC	4414	10.3%	3811	1.5%	3893	1.05%	1508	5.5%
FTE	2941.00	4.8%	2705.64	1.0%	2622.52	1.04%	716.98	0.9%

2014-15	2014		2015		2015		2015	
HC	4273	-3.2%						
FTE	2905.40	-1.2%						

Retention of Students

The Oregon Tech Retention Committee is charged with increasing retention of students. Specifically, the Retention Committee reviews current retention efforts for effectiveness and reviews/recommends new initiatives for implementation. Retention of first-time freshmen and transfer students are two groups that we track retention on from first year to second year, with consideration of other subgroups of students for which we target specific initiatives. The goals of retention efforts are increases of 5 percentage points for the freshmen rate and 3 percentage points for transfer students by 2016.

Retention Rates Percentage of first-time, full-time freshmen that return to OIT or to any OUS[2] institution for a second year

	2001-02	2002-03	2030-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Actual	68.9	71.2	72.1	68.8	66.9	75.8	68.7	70.9	70.4	73.2	79.0	78.1	
Targets			72.2	73.0	73.7	74.3	75.0	75.5	75.8	76.0	76.5	77.0	
OUS	73.7	76.5	75.4	73.1	70.6	78.3	72.0	76.7	76.1	76.3			

The Retention Office is using the standard Business Process Improvement Model to address retention efforts at Oregon Tech. The following outline is a draft of the Retention Committee's plan:

Work on the 'As Is' Model to identify how we do business in variety of areas to include:
1. Process of bringing a new student to campus
2. Process of retaining a student from one year to the next
3. Process of Academic Warning/Probation notification and support

Identify areas of concern from both Quantitative & Qualitative data – In Process
The 3 areas that influence retention directly are (nationally reported statistics):
1. Advising
2. Transition to College
3. Academic Support

With these three areas in mind and using the information gathered to date, six (6) projects are underway to help raise the retention rates at Oregon Tech:

1. Process Improvement/Cost of Doing Business
    a. We have identified the process of bringing a new student to campus (flow charted)
        i. We are currently verifying the process for completeness and correctness
        ii. We will then cost out each task within the process
    b. Once the cost analysis is done on the process above we will repeat the effort of documenting the process of retaining a student from one year to the next
        i. We will then verify the process
        ii. We will then cost out the tasks within the process
    c. Our ultimate goal is to take the cost savings per student and use a portion of it as incentive for future retention efforts

[2] Oregon University System, now called Oregon's Public Universities

2. Not-registered students
    a. We took the list of all students that were not registered by the end of Spring term for summer or fall terms (minus 75 students who the BAO asked us not to call) = 774 students
        i. 51% were Freshman
        ii. 25% were Sophomores
    b. For those we talked to we asked how we could help them get registered and recorded why the student was not registered
    c. Obtained information on why they were not registered before the end of Spring term
        i. Top 3 reasons:
            1. Waiting to get into their program/worried that registering would hurt their chances of getting into their program of choice
                a. Dean of Health, Arts & Sciences (HAS) and Retention Office have plans to have all Pre-Medical Imaging Technology (PMIT) students registered for their Plan B before end of Spring Term (for those who are not admitted into the program)
            2. Transferring to another school/moving home
            3. Didn't know it was time to register/Forgot
                a. A new 20 foot banner has been purchased to advertise registration
    d. Obtained information on where they are headed if they indicated they were not returning (will have shortly)
    e. Of the 774 students not registered at end of Spring Term that we called and actually spoke to, 549 are now registered
    f. We will continue to call students between every term for Academic Year (AY) 2014/15

3. Probation Process
    a. Knowing what we do about how many students we lose, Oregon Tech needs to look at the entire process from how we notify students that they are on Academic Warning/Probation to the support they receive until they are on secure footing again
    b. Probation Data - Looking at all student's academic standing from one term to another beginning Fall 2007 to Spring 2014 (5.5 years). If the student's academic status was:
        i. Warnings – 48% (399.6 students per year) did not retain or graduate from OIT
        ii. Probation – 71% (206 students per year) did not retain or graduate from OIT
        iii. Warning to probation – 75% (53.82 students per year) did not retain or graduate from OIT
        iv. Warning to warning – 44% (47.27 students per year) did not retain or graduate from OIT
        v. Probation to probation – 63% (34.91 students per year) did not retain or graduate from OIT
    c. Currently the Registrar's and Retention Offices are working together to re-write emails and determine best practices to notify students of their academic standing
    d. Process flowchart is almost complete and then will need verification of accuracy

4. Working on reducing the D, F, W rate of classes without changing academic curriculum or rigor - Pilot Project
    a. Currently over 25% of all classes taught at all campuses, to include ACP, Tech Online, and continuing education students have a

non-passing grade of D,F, or a Withdraw rate above 15%
b. 62.1% of MATH classes have a D, F, W rate above 15%
c. Instructors have volunteered to participate in the pilot project to see if this effort will work as well here as it did at Midland/Odessa Community College

5. ACADs (Academic Success Courses)
   a. Looking to involve faculty to look at and adjust/re-write ACAD content
   b. Fresh Start – Probationary students
   c. FYE Flight School has added Pre-flight Training; ***the First Year Experience (FYE) Flight School is specifically designed to help prepare first time freshmen "Take Off" successfully during their first year of college.***

6. What is working well
   a. Plan to call a representative number of current Oregon Tech students on the Wilsonville and Klamath Falls campuses as well as the Tech Online students to determine if they had ever wanted to leave school and if so, what kept them here.
   b. We are looking to identify what we do well to ensure we do not change these things when implementing new initiatives

Data, Data, Data – access to data that is easily attainable and reliable is critical. Such data includes:

a) Beginning College Survey of Student Engagement – National Survey of Student Engagement – 1/3 of all students have responded so far
   a) We will be catching all TRiO[3] Bridge and FYE Pre-flight students before orientation
   b) We will be catching the rest at orientation
b) Gaining access to all grad and exit surveys
   a) Almost every department has either given access to their grad surveys in Qualtrics or provided the Retention Office with the data. Those who have not, have agreed to.

[3] The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.

Campus Life

The experiences student receive in classrooms is critical, but the co-curricular experience is equally important to developing the most-prepared graduates as possible. This extra-curricular experience is primary goal of many of the Student Affairs departments, but is not exclusively that of Student Affairs. Central to the many activities on campus is the office of Campus Life, while Housing and Residence Life also provide many opportunities for students.

The Campus Life staff work with student leaders to engage all students in a variety of student programs, including student government, and student clubs. Currently in Klamath Falls there are ten student programs and over 50 student clubs, ranging from an academic-focused club to a special interest club.

For a complete list and descriptions of student programs and clubs: http://www.oit.edu/campus-life. Wilsonville also provides student government and a growing number of student clubs: http://www.oit.edu/wilsonville/student-services/campus-life.

Students (approximately 500) that live on campus (Klamath Falls) are also provided many extracurricular activities, through programs by the student Residence Life staff members. In a typical year, Residence Life provides nearly 200 programs, a couple of which are now campus traditions: annual Haunted House, Easter Egg Scramble, Spring Fling and Sausage Fest. This spring the Residence Hall will celebrate its 50th anniversary with events for former student staff to return to campus for a celebration. Housing and Residence Life information is available at www.oit.edu/housing.

F Diversity at Oregon Tech

Oregon Tech is subject to compliance with federal and state regulation regarding affirmative action and non-discrimination in employment and access to, and participation in, all aspects of our educational programs. These include numerous federal and state civil rights acts, including Title IX of the Education Act; the Higher Education Reauthorization Act; federal and Oregon Affirmative Action requirements and regulations; sections of the Rehabilitation Act; the Americans with Disabilities Act; and system and universities policies. We endeavor to go far beyond legal compliance, seeking continual enhancement of a culture of inclusion and equity by drawing on the resources of all university community members, recognizing the educational, professional and educational value of a diverse learning, living and working environment.

Oregon Tech's Equity Commission is comprised of student, faculty, staff and community representatives who have come together to identify needs and facilitate efforts to enhance our institutional diversity and equity, cultural competency and interpersonal awareness. The "Statement on Diversity and Inclusion" promulgated by the Commission capsulizes this commitment:

Oregon Institute of Technology
Statement on Diversity and Inclusion

Oregon Tech is committed to maintaining a safe, welcoming and supportive environment based on respect for all students, faculty and staff. Our community is comprised of individuals with diverse personal characteristics, backgrounds, ways of life, and beliefs. We strive to bring community members together to exchange ideas, share unique experiences, and learn from one another. Embracing our differences allows us to create a safe, comfortable and inclusive learning environment for all students. We invite all community members to join us as we endeavor to provide an inclusive, hands-on learning environment that celebrates diversity and promotes student success.

As we continue to build our community, we are focused on:

- **Increasing the number of under-represented students, faculty, and staff**
- **Providing programs and trainings for community members that educate and promote diversity and inclusion awareness, mutual appreciation, and inter-cultural competency**
- **Assessing the needs of under-represented students and developing programs and services that will allow under-represented students to achieve their academic and professional goals**

Oregon Tech's record bears out the results of our efforts, as evidenced in continued admission and retention of students of color at all locations; our standing of being among the leaders of Oregon's public universities in terms of percentage of women and minorities in faculty and staff positons, attesting to the effectiveness of our targeted recruitment; and the establishment of our Diversity Center, Women's Center, the Safe Zone Project and the Gay-Straight Alliance and our Multicultural Student organizations. The STEM partnerships continue to grow in establishing relationships with school and industry entities promoting higher education among under-served populations.

G Connection with High Schools and Post-Secondary Education

Oregon Tech is engaged in academic agreements with multiple community colleges and high schools. Oregon Tech offers dual enrollment with Chemeketa, Clackamas, Klamath, Linn-Benton, Mt Hood, and Portland Community Colleges, and has articulation agreements with all 17 Oregon community colleges and several colleges in California and Washington. Oregon Tech served over 1,000 students through our Advanced Credit Program, awarding over 3,000 dual high-school-college credits at the local high schools in 2013, to provide more educational pathways for the state's students. Oregon Tech's innovative Reverse Transfer Program with KCC allows students who have not completed their associates degrees with KCC, but who have taken classes at Oregon Tech that otherwise would have fulfilled their requirements for an associate's degree from KCC, to "reverse transfer" those credits to KCC for awarding of the KCC associates degree.

Oregon Tech has convened the South Metro-Salem STEM (SMS) Partnership for over two years. The Partnership includes 15 school districts, six post-secondary partners, 11 core industry partners and 9 community-based organizations, all working together to catalyze Oregon students to achieve STEM degrees and certificates, and reach Oregon's education goals by increasing the access, excitement and engagement of students in STEM courses and experiential learning. The SMS Partnership serves a large and diverse geographic region south of the Portland metropolitan area along Interstate 5, including 15 school districts from Tigard-Tualatin in the north to Salem-Keizer and Dallas in the south. It contains urban and rural districts. Amity, with single elementary, middle and high schools is one of the smallest, located in a town of 2,800 people. West Linn-Wilsonville and Salem-Keizer serve thousands of students.

The SMS Partnership districts reach 126,000 students and 5,899 teachers, representing 25% of Oregon's enrolled students. This area is diverse. Based on ODE district report cards, half of students (50%) are economically disadvantaged. An estimated 22% of students are English language learners, and at least 55 different languages are spoken. More than 37% of students are students of color, mostly identifying as Hispanic/Latino (27% of all students).

The Partnership was named a STEM Hub by the state of Oregon in 2014 and received a $600,000 grant to implement its STEM strategy.

H Connection with Industry

As the Pacific Northwest's only public institute of technology, Oregon Tech's faculty and staff take pride in our mission to deliver technology education. Oregon Tech continually partners with industry leaders to ensure that our programs and classes adapt to new technology and prepare students for workforce demands. Our degree programs are kept current through advice from Industry Advisory Councils, industry-supported senior projects, internships and externship in work-settings that provide relevance during school and immediate employability upon graduation.

Due to its strategic strengths, Oregon Tech is involved in many economic and workforce development organizations: Pacific Northwest Defense Coalition, Manufacturing 21 Coalition, Oregon Solar Energy Industry Association, Oregon Healthcare Workforce Institute, Oregon Health Policy Board Workforce Committee, Drive Oregon, Oregon Best, Portland Business Alliance, along with Klamath and Wilsonville Chambers and Rotaries, among others. Oregon Tech's leaders and faculty participate with local economic-development entities to recruit and retain local businesses, align degree programs with emerging skills and new technologies, and supply a talented workforce for local companies.

Oregon Tech faculty conduct research with community partners, such as water resources research with the Bureau of Land Management, and child and behavioral psychology research with the Department of Human Services, and battery testing and fuel cell technology with electric vehicle clusters and companies around the state.

Oregon Tech is a leader in renewable energy. Notably, Oregon Tech's Klamath Falls campus is currently the only university in the world that is completely heated by geothermal water, and has the first university-based geothermal combined heat and power plants. The Oregon Renewable Energy Center (OREC) and GeoHeat Center, research centers at Oregon Tech, are nationally recognized resources related to renewable energy. OREC and its affiliated faculty and students play a critical role in Oregon and the Northwest as a facilitator, advisor, and action-oriented solutions developer to address the Northwest's energy and economic challenges. According to Dean Charlie Jones, OREC has produced a 10-year ROI for Oregon of 4.3-to-1, raising $10.3 million in public and private funds to leverage the state's $2.4 million investment.

I Scholarship, Applied Research, and Innovation

The central mission of Oregon Tech is to provide outstanding undergraduate and professional education. Consequently, scholarship, applied research and innovation at Oregon Tech is designed to support and enhance our educational mission as a polytechnic university. As a non-research intensive university, applied research projects with companies are primarily focused on system integration, prototyping, modeling, testing, and characterization.

Active Applied Research areas include:

- Geothermal Energy (Geo-Heat Center)
- Grid Integration of Renewables & Smart Grid (OREC/EERE)
- Energy Storage (OREC/EERE/ CSET)
- Applied Optical Engineering (EERE)
- Advanced Manufacturing (MMET)
- Transportation (NITC)
- Research Experiences for Undergraduates (Multiple Fields/ Majors)

Funded applied research at Oregon Tech is supported by the Office of Sponsored Projects & Grant Administration (SPA), Office of Innovation & Technology Transfer (OITT), Business Affairs Office (BAO), and Office of Strategic Partnerships (OSP).

Office of the Vice President for Research

The Vice President for Research (VPR) promotes and oversees research, sponsored projects, innovation, and technology transfer at the Oregon Institute of Technology. As the Chief Research Officer, the VPR is responsible for university-wide advancement of the research objectives by encouraging and facilitating excellence in scholarly, sponsored research, and innovation activities. Major responsibilities include: (1) Authorized University Official with signature authority over Sponsored Projects, Grant-related agreements, Intellectual Property Agreements, Patentable Subject Matter, and Research Administration & IP regulatory compliance; (2) Oversees the Office of Sponsored Projects & Grants Administration, Office of Innovation & Technology Transfer, Graduate Council, and Oregon Tech IRB; (3) Represents Oregon Tech in external Councils and Boards with the other Oregon VPRs including the Oregon Innovation Council (OregonInc), the Commercialization Research Council, the SRC's Boards, AUTM, and LES; and (4) Provides faculty support to secure external funding by encouraging investment in research infrastructure and promoting scholarship on campus.

Office of Sponsored Projects & Grants Administration (SPA)

Mission

The mission of the Office of Sponsored Projects & Grants Administration (SPA) is to facilitate funded research, projects and programs at Oregon Tech. The SPA works with faculty and staff to develop and submit proposals for foundation, corporate and government funding. The broad services offered by the SPA are encapsulated by three critical areas: stimulating new sponsored projects, consultation and administrative guidance, and management of proposal submission. The SPA is the first stop for faculty and staff who wish to pursue external sources of funding.

Responsibilities

The SPA is responsible for assisting faculty and staff with prospect research and proposal development for sponsored research, projects and programs. The SPA serves as a resource for faculty who wish to pursue research as well as faculty and staff who wish to otherwise advance the university through funding-eligible projects and programs.

SPA responsibilities include the following functions, activities, and services:

1. Stimulate new and sponsored projects:
   - Provide faculty and staff development workshops;
   - Serve faculty and staff as a resource for information about seeking, obtaining and managing sponsored projects and related internal processes.
   - Identify funding opportunities and sources, and match these with faculty research or project interests (in collaboration with the OSP);

2. Consultations and Proposal Development:
   - Provide guidelines for proposals;
   - Offer one-on-one consultations with faculty seeking grant funding and personally assist faculty in completing requisite forms, when necessary;
   - Assist faculty with proposal development, including contributing boilerplate information, ensuring that proposals have the necessary evaluation and sustainability metrics and assurances, helping faculty develop strong cases of need, and ensuring budgets are appropriate and sound;
   - Refer faculty and staff to the OSP for assistance with early-stage collaborations, private sector proposal partners, industry support or other external relationships that enhance a project or proposal;
   - Coordinate with the Business Office, the Office of Strategic Partnerships, the Office of Innovation and Technology Transfer and other entities as needed.

3. Proposal Submission & Post-Award Management:
   - Prepare and manage electronic submission processes;
   - Ensure proposals have requisite approval, including potential IP or legal approvals;
   - Mediate potential conflicts of interest or dual submission issues;
   - Track proposal submissions, awards, rejections and resubmissions;
   - Manage internal infrastructure for proposal management;
   - Ensure grant activities contribute to the advancement of the University.
   - Provide post-award management services: regulatory compliance, ethical compliance, and post-award report submissions.

Philosophy

The SPA is committed to serve faculty and staff who desire to engage in grants and sponsored projects that support the educational mission of the University.

More Information

For additional information visit the SPA Website at http://www.oit.edu/spa

Office of Innovation & Technology Transfer (OITT)

Mission

The primary mission of the Office of Innovation & Technology Transfer (OITT) is to facilitate the development, dissemination, protection, transfer, licensing, and commercialization of technology, inventions, and creations developed by professors, staff, and students at Oregon Tech in order to benefit the public.

Responsibilities

The OITT is responsible for managing the intellectual property assets of Oregon Institute of Technology. Its objective is to promote the transfer of Oregon Tech technology for society's use and benefit, while generating income to provide for continued support of applied research and education. The OITT serves in a support role to OREC, academic departments, and the university at large in all matters involving intellectual property. Please visit OITT's home page on the Oregon Tech web site for further information.

OITT responsibilities include the following functions, activities, and services:

1. Supporting and providing educational training to faculty, staff, and students regarding intellectual property.
2. Assisting faculty and staff in writing invention disclosures.
3. Supporting OREC, the Office of Strategic Partnerships, and Oregon Tech's departments in matters involving intellectual property, including helping structure corporate sponsored applied research agreements.
4. Receiving invention disclosures from faculty, staff, and students.
5. Evaluating invention disclosures for their commercial and licensing possibilities.
6. Administration of the preparation, filing, and prosecution of national & international patent applications.
7. Developing licensing strategies for OIT's intellectual property assets.
8. Managing and monitoring of existing license agreements.
9. Developing IP strategy and managing intellectual capital of Oregon Tech.

Philosophy

OITT is committed to socially responsible licensing, and endorses the "In the Public Interest: Nine Points to Consider in Licensing University Technology" document which recommends that we consider including provisions that address unmet needs, such as those of neglected patient populations or geographic areas, giving particular attention to improved therapeutics, diagnostics, and agricultural technologies for the developing world.

More Information

For IP Guidelines and Policies for Faculty, Industry Partners, and Student please visit the OITT Website at: http://www.oit.edu/oit

J Economic Impact on Community

Oregon Tech has a positive impact on Oregon's economy. In terms of the earning power of its graduates, Oregon Tech has approximately 670 graduates per year, of which 90% have with job within 6 months. Based on a $55,000 average salary, this equates to $33,165,000 earnings. Since approximately 70% of graduates remain in Oregon, this means an increase in income tax. 70% of earnings equals $23,215,500 in Oregon payroll, which multiplied by .09 Oregon tax equals $2,089,395 income tax for Oregon from new graduates annually.

The regional economic impact of Oregon Tech is also substantial. For example, in Klamath Falls, a city of about 20,000 residents (45,000 in the urban growth area), Oregon Tech is among the largest employers in the region, along with Jeld-Wen, Collins Products, Air National Guard, and Sky Lakes Medical Center.

The most recent economic impact study on the Klamath Falls Campus was conducted in 2006 by M. Henry Robison and Kjell A. Christophersen of CCbenefits, Inc. *The Socioeconomic Benefits Generated by Klamath Community College and Oregon Institute of Technology* found that "the two institutions combined pay $23.1 million annually in direct faculty and staff wages, salaries, and benefits in the local region, and account for an additional $55.7 million in earnings off campus. In addition, taxpayers see a real money "book" return of 10.3% on their annual investments in KCC and OIT and recover all investments in 12.9 years. Students enjoy an attractive 14.8% annual return on their investment of time and money—for every $1 the student invests in KCC and OIT, he or she will receive a cumulative $4.37 in higher future earnings over the next 30 years or so. The State of Oregon benefits from improved health and reduced welfare, unemployment, and crime, saving the public some $666,100 per year."[4]

According to the study, KCC and OIT contribute a total of $78.9 million in annual earnings in the economy of Klamath and Lake Counties. The earnings explained by KCC and OIT are equal to approximately 2,800 jobs.

In addition to the multiplier effect of faculty, staff, student and institutional spending, Oregon Tech's students and faculty contribute as volunteers and subject-matter experts in multiple venues in the region. For example, the Dental Hygiene Department runs dental clinics for residents in the community, offering dental cleaning, counseling, and many other services for adults and children. The clinic is low-cost and benefits low-income residents.

Further, *US News* just named Oregon Tech the most efficient highly ranked college in the western US (http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/regional-colleges-west). Students at the OT Klamath Falls campus enjoy an impressive 14.8% annual return on their investment of time and money—for every $1 the student invests in Klamath Community College and OT, he or she will receive a cumulative $4.37 in higher future earnings over the next 30 years or so. The

4. *The Socioeconomic Benefits Generated by Klamath Community College and Oregon Institute of Technology,* 2006, M. Henry Robison and Kjell A. Christophersen of CCbenefits, Inc.

State of Oregon benefits from improved health and reduced welfare, unemployment, and crime, saving the public some $666,100 per year."[5]

5 *The Socioeconomic Benefits Generated by Klamath Community College and Oregon Institute of Technology,* 2006, M. Henry Robison and Kjell A. Christophersen of CCbenefits, Inc.

K Athletics

Overview:
The Athletics Department oversees and facilitates Oregon Tech's intercollegiate, extramural, and intramural sports programs. In addition, the outdoor program and newly formed cheer squad report to this department.

Oregon Tech supports thirteen intercollegiate programs serving just under 300 students. (Men's Baseball, Basketball, Cross Country, Golf, Soccer, and Track & Field along with Women's Basketball, Cross Country, Golf, Soccer, Softball and Track & Field. Our intercollegiate programs help with diversity at OIT through recruitment of minority and international students.

Our intramural sports program conduct sports each term based on student requests and serves just under 200 students. Extramural sports are those that compete with others schools at the club level. There currently are two supported in Men's and Women's rugby serving around 60 students.

The Outdoor Program (OP) is a student run and student directed organization that began in the mid 1970's. Today, the OP plans, leads, and facilitates numerous outdoor trips and activities every term for the students and faculty of OIT. The program staff is knowledgeable in many recreational activities and is involved and willing to share their expertise to others.

The athletics department receives funding from several sources. Incidental Fees are student allocated dollars ($837,565). Sports Lottery funds are legislatively approved funding directed for economic development ($396,126). Budgeted Operation are institution allocations ($859,770). Fee Remissions are not specifically classified as revenue. They are used for aid to students ($732,359). Rounding out the budget are funds generated from ticket sales, advertising, fundraising and charitable contributions. The total budget from all revenue sources supporting athletics, recreation and fitness activities is about $3 million dollars.

By far the biggest challenge at Oregon Tech is with our athletics and recreation facilities. Our main gymnasium was built in the late 60's and has only had minor renovations. A pool was added in the early 80's but was closed as funds did not exist to adequately maintain and operate it. An addition was added in 2004 to the front of the building which expanded our cardio-vascular work out options. A new gym floor was added in December of 2012. Oregon Tech is the only public university with only one gym floor. Recently the tennis courts had to be closed due to safety concerns. With so many other priorities there is no identified funding available to support this facility. The aging track is slated to be renovated in the spring/summer of 2015. This project will also bring the soccer programs back to campus. The softball field is also undergoing some renovation with newly constructed dugouts and some field work being done the fall of 2014.

Our Mission:
The mission of the Oregon Tech Athletic Department is to facilitate growth and development of its student-athletes by providing a broad-based athletic program that creates educational opportunities through the medium of competition at the collegiate level. The department also

provides personal health and fitness opportunities to the campus community through its Tech-Fit facilities and the educational classes offered.

Our Vision:
To be the top NAIA school in the country.

Philosophy:
The Oregon Tech Athletic department is dedicated to preparing our student-athletes for professional and personal success in the real world by learning the values of integrity and excellence on the court, field, and in the classroom. To that end, we are committed to field teams with the talent and ability to compete at the top of the Cascade Collegiate Conference, as well as regionally and nationally in the NAIA while representing Oregon Tech with dignity and class.

The privilege of participation in intercollegiate athletics and dedication to team goals provides a classroom where students may experience the development of skills, sportsmanship, loyalty, self- discipline, and the responsibility to be a team while learning the values of winning, losing, and competing. The Oregon Tech athletic program contributes to campus life by providing a focal point for social interaction, leadership development, involvement in peer support groups and entertainment.

Goals:

1. To encourage student-athletes to excel within a well-rounded environment that includes academics, athletics, intramural sports and other extra-curricular activities.
2. To continue to generate enrollment as well as aid in retention and graduation of student-athletes by providing positive learning environments.
3. To help Oregon Tech gain recognition locally, statewide, regionally, and nationally.
4. To maintain a combined cumulative grade point average of 3.10 for all programs.

Other Objectives:

1. Strive to be a NAIA Champions of Character program that encourages coaches and student-athletes to lead lives of respect, responsibility, integrity, servant leadership, and positive sportsmanship.
2. Maintain a coaching staff representing the best in athletic instruction and possessing the ability to motivate and inspire student-athletes.
3. Serve the community with classes, clinics, and sports camps designed to improve individual wellness and team performance.
4. Unite the Klamath Basin and the campus community.
5. Provide student-athletes with the finest facilities and equipment that funding allows.
6. Encourage competition that enhances the students' physical, social, emotional, and spiritual well-being.