Five-Year Business Plan

March 31, 2014

Table of Contents

Executive Summary

This 2014 business plan summarizes Oregon Tech's strengths and distinctive portfolio elements within Oregon and Oregon's public university system. The business plan describes the university's unique attributes, accolades, students, communities, academic and student-support programs, and its plans for growth and innovation. It also outlines a model for governance to support high-quality, affordable education for Oregonians that builds on the unique elements of Oregon Tech while also supporting shared services and tapping into the collaborative strengths of Oregon's public technical and regional universities (TRUs) through a Presidents' Council.

Oregon Tech is the Pacific Northwest's only polytechnic university. Oregon Tech is one of the nation's leading Engineering Bachelor's and Master's Universities (ranking 45th, according to *US News*). It is a leading university for allied-health majors (e.g., imaging technology, dental hygiene, respiratory therapy, etc.), and among Veteran-serving institutions in the West. Oregon Tech is part of the Oregon University System, and accredited by the Northwest Commission on Colleges and Universities. Its locations include the traditional, residential campus in Klamath Falls, the urban non-residential campus in Wilsonville, as well as sites in La Grande and Salem. In Washington, Oregon Tech offers degrees to employees of The Boeing Company. Oregon Tech Online delivers a variety of programs with convenience and flexibility. Oregon Tech offers a full array of campus activities from concerts and comedians, nationally ranked intercollegiate sports[1], intramural and club sports, and more than 50 student clubs.

Student Body. The students attending Oregon Tech are diverse, reflecting the broad relevance of degrees offered and high quality of education. Oregon Tech hit an enrollment high of 4,414 students in Fall 2013, an increase of 10.32% over Fall 2012. The majority of Oregon Tech students are from Oregon, with 62% of newly admitted students having Oregon resident status. The remaining 38% 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. Approximately 33% of students come to Oregon Tech right out of high school. The remaining two-thirds enter as transfer students; more than half (55%) of transfer students are from Oregon community colleges or other Oregon University System institutions.

Degrees and Educational Outcomes. Oregon Tech awards approximately 670 degrees each year. Graduates experience an outstanding success rate, with more than 90% either employed or enrolled in

graduate or professional school within six months of graduation. The employed graduates of Oregon Tech have the highest starting salaries and the highest mid-career salaries in Oregon. Oregon Tech ranked best for return on investment (ROI) in the Pacific Northwest and within the top 6% of all colleges and universities in the nation.

Community Partnerships. Oregon Tech continually partners with industry leaders to ensure that our programs and classes adapt to new technology and prepare students for workforce demands. Industry Advisory Councils provide critical input to degree programs. Oregon Tech is involved in many economic and workforce-development partnerships, including with Pacific Northwest Defense Coalition, Manufacturing 21 Coalition, Oregon Solar Energy Industry Association, Oregon Healthcare Workforce Institute, Drive Oregon, Oregon BEST, Portland Business Alliance, and multiple chambers of commerce. Oregon Tech convenes the **South Metro-Salem STEM (SMS) Partnership**, which 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 districts reach 126,000 students, representing 25% of Oregon's enrolled students, and nearly 6,000 teachers. Based on ODE district report cards, half of these students are economically disadvantaged. An estimated 22% of students are English language learners, and at least 55 different languages are spoken. More than 37% are students of color, mostly identifying as Hispanic/Latino (27%).

Plan for Growth and Innovation

Oregon Tech will achieve its projected enrollment growth and fiscal sustainability by: (1) maintaining high-quality, relevant educational programs in high-demand career fields; (2) developing new, innovative degree programs; and (3) 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 additional strong relationships, including our STEM Partnerships. Oregon Tech has identified three core focus areas identified to drive innovation and growth.

- **Revitalization and Innovation in Curriculum:** develop programs in flagship degrees in

Health and Engineering; increase collaboration and connectivity among Oregon Tech programs; and improve utilization and diversity of general-education courses.

- **Excellence in Research:** increase integration of research with teaching, with a focus on research, grants and sponsored projects that support the efforts of faculty and students to reach their scholarly goals.
- **Expand educational delivery through Multiple Venues:** enhance Oregon Tech's distance education profile to assume an integral role in academics, with multiple approaches to grow content offerings and pedagogical application.

Oregon Tech will enact a multi-pronged approach to increase diversity, enrollment, and success of Oregon Tech's students and the achievement of Oregon's 40-40-20 goals. These strategies will help Oregon Tech serve more Oregon students, as well as more rural, first-generation, Pell-eligible, and under-represented students in existing and new academic programs. Strategies include: (1) expansion of programs and instructions for students who are low-income, underrepresented minority, and non-traditional students; (2) enrollment growth and new innovative academic programs; and (3) increasing pathways to degrees and certificates through activities such as STEM and Regional Partnership Expansion, online learning and technology-enabled learning.

Financial Analysis

Using the financial assumptions provided by the Chancellor's Office and by the university, including projected enrollment growth and tuition rates, modest increases in expenses including personnel salaries, and significant increases in the cost of benefits, Oregon Tech can demonstrate its ability to achieve an ending fund balance of between 5% and 11% for each year included in this five year plan. Oregon Tech's executive staff conducted an analysis and determined that in terms of governance models, an independent board would result in minimal marginal differences in operations costs, with the assurance that the cost of unbundling shared services within the Oregon University System will be resolved either within the budget process or legislatively.

Future Plans and Governance Structure

In order to achieve future goals, Oregon Tech intends to participate in a Technical and Regional University (TRU) governance model that includes an institutional governing board for each of the participating technical and regional universities, supported by a Presidents' Council that enhances

collaboration with the regional universities (EOU, SOU, and WOU). The model describes authorization of the Oregon Institute of Technology (Oregon Tech) Board of Trustees as its governing board, with the same responsibilities and authorities codified in SB 270 for UO, PSU, and OSU. In addition, Oregon Tech joins its sister universities on a Presidents' Council, that is not a governing board, but provides a forum for communication among the public university presidents, provosts, vice-presidents and other officials the universities, to ensure effective sharing of resources, knowledge, best practices and advocacy.

Having a governing board specifically focused on Oregon Tech will strengthen education at Oregon Tech and help the university accelerate its academic excellence, service to its communities, and development opportunities. It can provide a chorus of voices that have a closer relationship to the university, with a single focus on advancing Oregon Tech's mission and ensuring that it is aligned with Oregon's public purpose of reaching 40-40-20 and excelling in the education of a diverse population of highly qualified graduates, per Oregon Tech's Achievement Compact with Oregon. A single governing board streamlines meeting and planning processes, has localized information about finances and academic programs, and can offer strategic advice to the university president and executive team. A board provides greater opportunities for distinctiveness that will result in increased engagement of alumni, donors and community supporters. A governing board with a Presidents' Council will fuel Oregon Tech with autonomy, coupled with collaboration, resulting in a powerful and accountable leadership structure.

Background:

Oregon Tech's position in the Oregon University System

Preface

This 2014 business plan outlines Oregon Tech's strengths and distinctive portfolio elements within Oregon and the Oregon university system. It outlines a model for governance to support high-quality, affordable education for Oregonians that preserves the unique elements of Oregon Tech while also supporting shared services and tapping into the collaborative strengths of Oregon's four public technical and regional universities (TRUs) through a Presidents' Council. It provides the business strategies and financial models that will support successful implementation of this plan.

Background

Oregon Tech is the Pacific Northwest's only polytechnic university. It offers degree programs in engineering, engineering technologies, health technologies, management, and the arts and sciences. Oregon Tech prides itself on delivering a high-quality, hands-on educational experience. Students demonstrate proficiency through internships, externships, and applied senior projects.

Founded in 1947, Oregon Tech has grown into one of the nation's leading Engineering Bachelor's and Master's Universities (ranking 45th, according to *US News*), a leading university for allied-health majors (e.g., imaging technology, dental hygiene, respiratory therapy, etc.), and a leader among Baccalaureate and Veteran-serving institutions in the West.

Oregon Tech has locations throughout the Pacific Northwest. In Oregon, this includes the traditional, residential campus in Klamath Falls, the urban non-residential campus in Wilsonville, and Dental Hygiene sites in La Grande and Salem. In Washington, Oregon Tech offers a limited number of degrees to employees of The Boeing Company at sites in the Puget Sound area. Oregon Tech Online delivers a variety of programs with convenience and flexibility. Oregon Tech's online presence was ranked seventh the nation for blind and visually impaired students in the *Chronicle of Higher Education*.

Oregon Tech awards approximately 670 degrees each year. Graduates from Oregon Tech experience an outstanding success rate, with more than 90% either employed or enrolled in graduate or professional school within six months of graduation.

Oregon Tech is a public, state-assisted polytechnic university belonging to the Oregon University System, and is accredited by the Northwest Commission on Colleges and Universities. Individual programs also are accredited by appropriate professional organizations, including the Accreditation Board for Engineering and Technology (ABET) for engineering and engineering technology programs.

Oregon Tech also offers a full array of campus activities from concerts and comedians, nationally ranked intercollegiate sports[1], intramural and club sports, and more than 50 student clubs.

Mission

Oregon Tech offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens and provides information and technical expertise to state, national and international constituents.

Student Demographics

The students attending Oregon Tech are diverse, reflecting the broad relevance of degrees offered and high quality of education. Oregon Tech hit an enrollment high of 4,414 students this in Fall 2013, an increase of 10.32% over Fall 2012, during a time of college attendance rates decreasing across the country. Specific enrollments by campus in Fall 2013 (with percentage change versus Fall 2012) were: Klamath Falls—3,037 students (+7.54%); Wilsonville—770 students (+23.00%); Salem—58 students (+48.72%); La Grande—46 students (+4.55%); Boeing—162 students (+5.19%); and Distance Education—341 students (+8.60%).

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[1] Oregon Tech is a member of the Cascade Collegiate Conference, along with EOU and SOU, which is one of the conferences in the National Association of Intercollegiate Athletics (NAIA).

The majority of Oregon Tech students are from Oregon, with 62% of newly admitted students having Oregon resident status. The remaining 38% 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. Approximately 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, more than half (55%) are from Oregon community colleges or other Oregon University System institutions.

Oregon Tech students are ready to succeed in either employment or advanced education, whichever they choose, when they graduate. More than 90% of graduates are employed or in graduate school within six months of graduation. The average annual starting salary for Oregon Tech graduates is approximately $56,000, well above the Oregon average. Further, http://www.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 (ROI) in the Pacific Northwest and within the top 6% of universities in the nation.

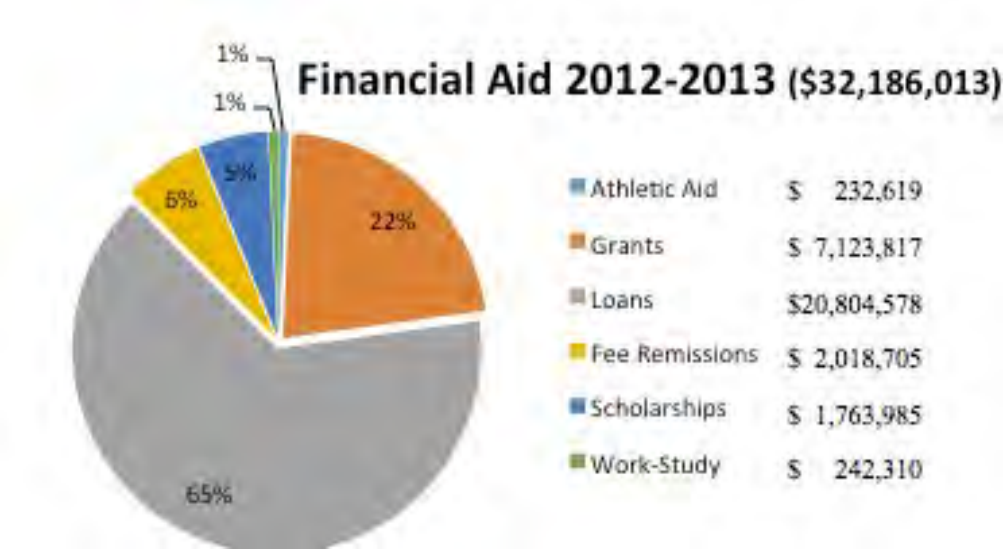
The majority of graduates (~70%) that Oregon Tech develops remain in Oregon. The rest commonly are employed in major, nearby metropolitan areas (Seattle-Tacoma, Silicon Valley and Bay Area of California, Reno-Sparks).

Student Financial Profile

Financial aid is critical for most Oregon Tech students, who typically do not come from affluent backgrounds. The annual cost to be a full-time student at Oregon Tech is $21,628, and Oregon Tech provides some form of financial aid to 82% of admitted students. Of students receiving financial aid, half are dependents (claimed by parents or others for tax purposes); 27% of these dependent students have total family incomes 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 earn less than $16,000 per year.

Oregon Tech disbursed over $32M in aid in 2012-2013. 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 in 2012-2013 for Oregon Tech graduates was $27,022 (federal loans); $29,000 was the median for all types of loans. In comparison, the average student debt of college seniors who graduated in 2011 was $26,600 and in Oregon it was $25,497, according to a Project Student Debt report.

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 (IACs) are used to help determine new directions for our programs. Oregon Tech employs many faculty members who have industrial backgrounds and have experience within the industries for which they are preparing our students.

Oregon Tech has 144 full-time faculty members, which equates to a student-to-faculty ratio of approximately 20:1. This student-to-faculty ratio means that Oregon Tech faculty can provide a hands-on, project-based learning experience for students.

Instructional and Research Faculty						
Rank	**Full Time**	**Highest Level of Education Completed**				**Professional License and/or Professional Certification**
		Associate	**Bachelor**	**Masters**	**Doctorate**	
Professor	45	--	--	26	19	12
Associate Professor	33	--	--	15	18	8
Assistant Professor	56	--	1	27	28	10
Instructor	10	1	9	--	--	3

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

Connection with Industry

As the Pacific Northwest's only public four-year 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, and internships and externships 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, including 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, and Wilsonville Economic Development Strategy Committee, 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 members conduct research with community partners. Some examples of Oregon Tech research include water-resources research with the Bureau of Land Management, 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 plant. 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.

Connection with High Schools and Higher 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 Klamath Community College (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 associates 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 SMS 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 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 districts, located in a town of 2,800 people. In contrast, West Linn-Wilsonville and Salem-Keizer serve thousands of students.

The SMS Partnership districts reach 126,000 students, representing 25% of Oregon's enrolled students, and nearly 6,000 teachers. 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% are students of color, mostly identifying as Hispanic/Latino (27% of all students).

Educational Programs

Oregon Tech's curriculum is focused on applied technologies, engineering, health professions, applied sciences, and management. Our faculty members teach both theory and the application of that theory through hands-on learning with the latest technologies. Students are in laboratories, clinics, and out in the field during their freshman year. 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 members teach their own classes, instruct their own labs, mentor and advise students, and provide guidance on research projects and externships.

Oregon Tech academic offerings include degree programs in the following areas:

Oregon Tech Degree Programs		
Accounting Option (Management)	Health Care Management	Medical Imaging Technology
Biology-Health Sciences	Entrepreneurship/Small-Business Option (Management)	Natural Sciences
Civil Engineering	Environmental Sciences	Nuclear Medicine Technology
Clinical Laboratory Science	Geomatics	Nursing (with OHSU)
Communication Studies	Information Technology Management	Operations Management
Computer Engineering Technology	Manufacturing Engineering Technology	Paramedicine
Dental Hygiene	Marketing Option (Management)	Polysomnography Technology
Diagnostic Medical Sonography	Mathematics, Applied	Psychology, Applied
Echocardiography	Mechanical Engineering	Radiologic Science
Electrical Engineering	Mechanical Engineering Technology	Renewable Energy Engineering
Embedded Systems		Respiratory Care
Emergency Medical Services		Software Engineering Technology
Engineering Technology		Technology and Management
		Vascular Technology

Oregon Tech engineering programs are nationally ranked. *US News & World Report* ranks Oregon Tech No. 45 in the nation among best undergraduate engineering programs for BS & MS universities. All the engineering degree programs at Oregon Tech are accredited by the Engineering Accreditation Commission of ABET (Civil Engineering, Electrical Engineering, Mechanical Engineering, Renewable Energy Engineering). Oregon Tech also has 7 ABET-accredited engineering technology degrees (ABET ETAC) and an ABET-accredited Geomatics degree (ABET AAAC). In 2005, Oregon Tech introduced the first ABET-accredited Bachelor of Science degree in Renewable Energy Engineering in North America. The EERE department introduced a Master of Science in Renewable Energy Engineering in 2012. The Civil Engineering Department was awarded the 2012 Walter LeFevre Award by the American Society of Civil Engineers for promoting professionalism, licensure, and ethnics. Further, Oregon Tech has been named by *Payscale.com* as one of the "Most Popular Colleges for Software Developers".

Oregon Tech also provides unique general-education courses that complement a foundation of general-education courses offered by community colleges and other educational institutions in the state. All programs are offered in cooperation with other OUS institutions and area community colleges.

Investment Rationale

The key rationale for investment in Oregon Tech is based on its role as the only polytechnic university, which has a high success rate for graduates entering graduate or professional school and/or employment, as well as a high return on investment for students and the state.

Oregon Tech:

- Provides STEM education, which is more expensive than non-STEM fields, resulting in higher costs for Oregon Tech programs. This is reflected in the fact that 98% of our portfolio is high-cost, STEM degrees. Oregon Tech's degrees granted are 48% Health; 28% Engineering; 7% undergraduate science; 2% humanities and social science; 9% business
- Has unmatched ROI for Oregon Tech students and the State of Oregon, as measured both by starting and mid-career salaries of our graduates, as well as by the expenditures per student to achieve high national rankings
- Delivers programs in small, lab-intensive, hands-on learning environments
- Recruits faculty from high-demand fields with high compensation
- Has very few general-education degrees, requirements, or courses to offset high-cost, laboratory-intensive, high-tech degrees
- Receives 36% of funding from state support
- Is the most efficient highly ranked college in the western US, according to *US News* (http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/regional-colleges-west).

Negative Consequences of Disinvestment

For students, disinvestment translates into larger class sizes, outdated labs and equipment, fewer academic-support services (such as tutoring and career counseling), and generally diminished learning environments and quality of graduates. Essentially, disinvestment removes the competitive advantages and successes that draw students to Oregon Tech, such as a personalized, intimate learning environment and high employment potential.

For Oregon as a state, and for Oregon's business communities, disinvestment would leave Oregon without a university focused on polytechnic education, which would reduce ties between public higher education in Oregon and the business communities and industries in Oregon and the Pacific Northwest.

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 serve the entire NW region better with adequate investment to grow our highly competitive, 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 program enrollment depends on market (i.e., jobs available for 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/Bachelor of Applied Science, Allied Health Management, 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.

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 a job within 6 months. Even using an overly conservative average starting salary of $55,000/year, 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 0.90 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, along with Jeld-Wen, Collins Products, Air National Guard, and Sky Lakes Medical Center.

According to the most recent economic impact study of the Klamath Falls area, which 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*), "the two institutions [Oregon Tech and KCC] 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."[2] The study also noted that KCC and Oregon Tech contribute a total of $78.9 million in annual earnings in the economy of Klamath and Lake Counties. The earnings explained by KCC and Oregon Tech are equal to approximately 2,800 jobs.

In addition to the multiplier effect of faculty, staff, students 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 communities of Klamath Falls, La Grande, and Salem, as well as many off-site visits to rural parts of Oregon, offering dental cleaning, counseling, and many other services for adults and children. The clinics are low-cost and benefit low-income residents.

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

Students at the Oregon Tech 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 Oregon Tech, 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."[3]

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

Dashboard

Oregon Tech Accolades and Rankings

U.S. News & World Report ranked Oregon Tech #2 "Top Public Regional Colleges."

U.S. News & World Report ranked Oregon Tech #45 "Engineering Bachelors and Masters University."

U.S. News & World Report ranked Oregon Tech #6 among baccalaureate colleges in the Western Region.

Forbes' annual ranking of *America's Top Colleges* ranked Oregon Tech among the best schools in the nation.

Military Times' Best for Vets: Colleges ranked Oregon Tech in the top ten percent of 650 schools.

U.S. Veterans Magazine Best of the Best listed Oregon Tech in the top veteran-friendly schools.

GetEducated.com ranked 7 of Oregon Tech's online bachelor's degrees in Health Science among the nation's 27 best buys.

PayScale Ranks Oregon Tech #1 best ROI in the Pacific Northwest and on the top %6 in the nation (85th in over 1500 universities). PayScale also ranks Oregon Tech No. 1 in starting salaries in Oregon and No. 6 in the Western US.

Oregon Tech Dashboard

Enrollment: 2012—4001; 2013—4414

Graduate Success Rate: 2011-12: 96.9%

Annual Degrees Awarded: 2012-13: 670

% Degrees in STEM and Healthcare: 41.2%

% Degrees in Health-related Majors: 46%

% Program-level accreditation or licensure: 100%, where accreditations are available

Average Starting Salary: $54,742

Faculty/Student Ratio: 20.1/1

URM Students: 23%

URM Faculty and Staff: 16%

GPA of Student Athletes: 3.05

High School GPA: 2012—3.46/4.00

Average cost of degree: ~$30,000

State Revenue per degree: $6,252/FTE/year

Average debt load of students: 2011—$25,546

Number of Articulation Agreements: Currently 83 with an additional 84 in progress

Dual-enrolled Students: 568

Dual Credits Awarded Annually: 2297

% Part-time Students: 2012—42%

OUS can provide campus profiles; Fact Book data are available on the web at:
http://www.ous.edu/dept/ir/factbook

Financial Analysis

Oregon Tech's executive staff conducted an analysis and determined that in terms of governance models, an independent board would result in minimal marginal differences in operating costs.

Oregon Tech's best estimate of the cost differential to implement either the consortium model, an independent Oregon Tech board, or to continue with a reduced Chancellor's Office is small. Estimates assume that the funds currently used by the Chancellor's office to provide shared services for the TRU universities would be transferred to those universities. Cost of implementation should not be the deciding factor in terms of the governance model. Please see Appendix I- Comparative Summary.

Oregon Tech Financial Forecast

Summary

Oregon Tech's financial forecast over the next two biennia help move us toward meeting the 40-40-20 legislative goals, while maintaining our strategic technical presence in Oregon and the Pacific Northwest.

Assumptions

- **Enrollment**

Oregon Tech projects an enrollment growth average of 3.5% per year over the next four years for our resident undergraduate students. These students make up the majority of our population. We are expecting WUE to grow at 3.5% in fiscal years 2015 and 2016, with a 2.5% growth expected in 2017 and 2018. New graduate programs being offered are boosting our projections by 5% per year, and we are restructuring our On-Line Learning programs and project 4% enrollment growth per year.

- **Tuition**

We are expecting to increase our tuition rates after fiscal year 2015. The projected increase for base tuition and our CLS program is 3% per year, while graduate and on-line tuition is expected to increase at 2% per year. The engineering and technology differential will be increased by 5% in both fiscal years 2015 and 2016 with no further increases in the following two years.

- **Salaries and benefits**

Our goal is to keep the faculty to student ratio at 20:1. These projections have added a faculty member for each increase of 20 students, as well as associated staff positions as needed. Teaching faculty increases average 3% per year and non-teaching faculty increases average 2.5%. Classified staff are projected at 3% per year subject to collective bargaining agreements. Currently, retirement rates are projected with a 2% increase beginning in fiscal year 2016 and health care costs are projected to increase 5% per year.

- **General Inflation**

We project a 2% per year inflation factor for general expenditures, and project utilities to increase at a higher rate of 3%. This year Oregon Tech has made a commitment to upgrade equipment across campus, and our faculty postponed a portion of their COLA this year in order for this to happen. Our future annual capital outlay increases are 1% beginning in fiscal year 2016.

- **Other Assumptions**
    - State appropriations are budgeted to increase at 3% per year as directed by OUS.
    - We are assuming that the tuition buy-down allocations will continue at the same rate as the current fiscal year.
    - Our indirect cost recovery from grants has dropped in the current fiscal year because we had a major grant end at June 30, 2013. We have had new grants start up in mid-

2014 and will have more in fiscal year 2015, resulting in an overall increase over the two biennia.

Shared services and governance costs

- Shared services costs for Oregon Tech are estimated at $2.27 million beginning in fiscal year 2014, and governance costs of $275 thousand beginning in fiscal year 2015. We are projecting annual growth of 2%.

Net Shared Services and Other Additional Costs per the Chancellor's Office (Includes $60K of governance costs)	**$1,250**
Additional Costs identified by Oregon Tech Management	
PEBB Composite Rate Adjustment	317
5TH Site Funding netted above not currently part of OT Funding	574
Additional Risk Management Costs	189
Additional Governance Costs	215
Total Shared Service, Additional Costs & Governance Costs	**$2,545**
Governance Costs ($60K + $215K)	**$275**
Shared Services & Additional Costs	**$2,270**

- Changes to Business Plan presented at the February 5 University Governance workgroup meeting:
    - Shared services were presented as $531 thousand and have been increased as shown above due to additional costs identified by both the Chancellor's Office and the universities.

Institution Name: OREGON INSTITUTUE OF TECHNOLOGY
Education and General Fund
Assumptions: **100% SUPPORT**

Revenues	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Student FTE	2893	2991	3099	3210	3321
Enrollment Growth					
UG Res.	6.0%	3.5%	3.5%	3.5%	3.5%
WUE	7.3%	3.5%	3.5%	2.5%	2.5%
UG Non-Res	0.0%	1.5%	1.5%	2.5%	2.5%
Grad Res	140.0%	83.0%	49.0%	36.0%	5.0%
Grad Non-Res	86.0%	5.0%	5.0%	5.0%	5.0%
CE credit	10.0%	4.0%	4.0%	4.0%	4.0%
Other	0.0%	3.5%	3.5%	3.5%	3.5%
Tuition Rate					
UG Res.	5.0%	1.9%	4.9%	3.0%	3.0%
WUE	2.5%	3.2%	5.2%	2.0%	2.0%
UG Non-Res	0.0%	0.7%	2.0%	1.3%	1.3%
Grad Res	5.0%	5.0%	7.0%	2.0%	2.0%
Grad Non-Res	5.0%	5.0%	5.0%	0.0%	0.0%
CE credit	0.0%	2.0%	2.0%	2.0%	2.0%
Other	15.0%	0.0%	0.0%	0.0%	0.0%
Remissions (% of gross tuition)	-8.6%	-8.6%	-8.6%	-8.6%	-8.6%
General Fund - Base Funding (Includes SELP)	7.0%	11.5%	-3%	3%	3%
Indirect Cost Recoveries	-64.0%	159.0%	61.5%	0.0%	0.0%
Other	-42.0%	2.0%	2.5%	2.5%	2.5%
Expenses					
Employee FTE					
Unclassified - faculty and overload	11.8%	0.1%	2.2%	0.8%	0.8%
Unclassified - administrative non-faculty	10.0%	0.8%	1.0%	0.9%	0.9%
Unclassified - other adjuncts and stipends	9.4%	0.0%	0.0%	0.0%	0.0%
Classified	20.1%	0.1%	0.0%	0.0%	0.0%
Student GA	11.1%	0.0%	0.0%	0.0%	0.0%
Student Other	-11.8%	0.0%	0.0%	0.0%	0.0%
Salary Increases					
Unclassified - faculty and overload	4.5%	4.0%	2.0%	2.0%	3.0%
Unclassified - administrative non-faculty	5.0%	3.0%	2.0%	2.0%	3.0%
Unclassified - other adjuncts and stipends	3.0%	1.0%	1.0%	1.0%	1.0%
Classified (per OUS)	3.5%	3.3%	3.0%	3.0%	3.0%
Student GA	0.0%	1.0%	1.0%	1.0%	1.0%
Student Other	0.0%	1.0%	1.0%	1.0%	1.0%
Benefits					
Retirement (per Doug Botkin)	17.6%	17.6%	19.6%	19.6%	19.6%

Institution Name: OREGON INSTITUTUE OF TECHNOLOGY
Education and General Fund
Assumptions: **100% SUPPORT**

Revenues	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Health Insurance Cost Increase related to employe	15.2%	4.7%	1.8%	0.9%	0.9%
Health Insurance Rate Increase (per OUS)	0.0%	5.0%	5.0%	5.0%	5.0%
Grad asst benefits	128.0%	0.0%	0.0%	0.0%	0.0%
Other	12.4%	9.0%	9.0%	9.0%	9.0%
Unclassified - faculty	168	168	171	173	174
Unclassified - non-faculty	100	101	102	103	104
Classified	151	152	152	152	152
	419	420	425	427	429
Average health insurance	12,240	12,852	13,494	14,169	14,877
Full PEBB rate	14,830	15,572	16,350	17,168	18,026
%					
Services and Supplies					
Repairs/maintenance contracts	2.0%	2.0%	2.0%	2.0%	2.0%
Repairs/maintenance other	2.0%	2.0%	2.0%	2.0%	2.0%
Leases	-57.4%	2.0%	2.0%	2.0%	2.0%
Rents	2.0%	2.0%	2.0%	2.0%	2.0%
Utilities	-2.1%	3.0%	3.0%	3.0%	3.0%
Travel	1.3%	2.0%	2.1%	2.0%	2.0%
Debt	31.9%	0.0%	0.0%	0.0%	0.0%
Internal reimbursement	2.0%	2.0%	2.0%	2.0%	2.0%
Assessements	2.0%	-29.5%	2.0%	2.0%	2.0%
Non-capital equipment	2.0%	2.0%	2.0%	2.0%	2.0%
Subscriptions/books/publication	2.0%	2.0%	2.0%	2.0%	2.0%
Professional services	2.0%	2.0%	2.0%	2.0%	2.0%
Other	37.7%	2.0%	2.0%	2.1%	1.9%
Capital Outlay	3.8%	0.0%	1.1%	0.9%	1.0%
Other Costs/(Savings) - $					
Shared Services Additional Costs/~~savings~~	$0	$2,270	$2,590	$2,641	$2,695
Personal Services One-time ~~Costs/~~savings	($1,319)	($330)	($208)	($206)	($206)
Governance Board Costs	$0	$0	$0	$0	$0
Transfers-out					
To Aux./Des. Op.	55.9%	3.0%	3.1%	3.0%	3.0%
To Other	0.0%	2.0%	2.0%	2.0%	2.0%

Institution Name: OREGON INSTITUTUE OF TECHNOLOGY
Education and General Fund
Assumptions: **100% SUPPORT**

Revenues	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
OIT	Projected	Projected	Projected	Projected	Projected
Description	2013-14	2014-15	2015-16	2016-17	2017-18
Beg. Fund Balance	6,417	5,168	5,186	4,354	4,428
Revenues:					
Tuition and Fees					
UG Res.	14,733	15,534	16,865	17,979	19,166
WUE	2,525	2,696	2,935	3,069	3,209
UG Non-Res	4,453	4,551	4,713	4,895	5,083
Grad Res	149	286	455	632	677
Grad Non-Res	436	480	529	556	584
CE credit	3,847	4,081	4,329	4,592	4,871
Other	1,620	1,677	1,736	1,797	1,859
Subtotal Tuition and Fees	27,762	29,304	31,563	33,519	35,449
Less: Remissions (as % of Gross Tuition and Fees)	(2,388)	(2,520)	(2,714)	(2,883)	(3,049)
Net Tuition and Fees	25,375	26,784	28,848	30,636	32,400
General Fund - Base Funding (Includes SELP)	17,635	19,661	18,990	19,514	20,054
Shared Services Support - 100%	0	2,270	2,315	2,361	2,409
Indirect Cost Recoveries	157	407	657	657	657
Other	470	479	491	503	516
Transfers-in Aux/Des Ops/Serv dept	55	0	0	0	0
Transfers-in Other	0	0	0	0	0
Total Revenues and Transfers-In	43,692	49,601	51,301	53,671	56,036
	6.7%	*13.5%*	*3.4%*	*4.6%*	*4.4%*
Expenses:					
Salaries and Wages					
Unclassified - faculty and overload	11,994	12,484	13,008	13,371	13,875
Unclassified - administrative non-faculty	4,986	5,175	5,330	5,488	5,704
Unclassified - other adjuncts and stipends	2,139	2,160	2,182	2,203	2,225
Classified	4,471	4,626	4,764	4,907	5,054
Student GA	40	40	41	41	42
Student Other	419	423	427	432	436
Subtotal	24,050	24,909	25,753	26,442	27,337
	16.8%	*3.6%*	*3.4%*	*2.7%*	*3.4%*
Benefits:					
Retirement	4,147	4,298	4,951	5,085	5,259
Health	5,131	5,402	5,734	6,053	6,389

Institution Name: OREGON INSTITUTUE OF TECHNOLOGY
Education and General Fund
Assumptions: **100% SUPPORT**

Revenues	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Grad asst benefits	146	146	146	146	146
Other	2,114	2,200	2,276	2,337	2,417
Subtotal	11,538	12,046	13,106	13,621	14,212
	18.6%	*4.4%*	*8.8%*	*3.9%*	*4.3%*
Total Personal Services	35,588	36,954	38,859	40,063	41,548
Personal Services One-time ~~Costs~~/savings	($1,319)	($330)	($208)	($206)	($206)
Services and Supplies					
Repairs/maintenance contracts	482	492	502	512	522
Repairs/maintenance other	211	215	220	224	229
Leases	631	644	657	670	683
Rents	200	204	208	212	216
Utilities	1,019	1,050	1,081	1,114	1,147
Travel	550	561	573	584	596
Debt	1,291	1,291	1,291	1,291	1,291
Internal reimbursement	(781)	(797)	(813)	(829)	(846)
Assessements	562	396	404	412	420
Non-capital equipment	750	765	780	796	811
Subscriptions/books/publication	222	227	231	236	241
Professional services	1,133	1,156	1,179	1,203	1,227
Other	3,045	3,106	3,168	3,233	3,295
Subtotal	9,316	9,309	9,481	9,657	9,833
	3.7%	*-0.1%*	*1.8%*	*1.9%*	*1.8%*
Capital Outlay	548	548	554	559	565
	3.8%	*0.0%*	*1.1%*	*0.9%*	*1.0%*
Shared Services, Governance, Additional Costs	0	2,270	2,590	2,641	2,695
Subtotal	0	2,270	2,590	2,641	2,695
Transfers-out					
To Des. Op./Aux. (Athletics Support)	792	816	841	866	892
Other	16	16	17	17	17
Subtotal	808	832	858	883	909
Total Expenses and Transfer-Out	44,940	49,584	52,134	53,597	55,344
	11.4%	*10.3%*	*5.1%*	*2.8%*	*3.3%*
Net from Operations	(1,249)	18	(832)	74	692
Fund Balance at End of Year	**5,168**	**5,186**	**4,354**	**4,428**	**5,119**
Fund Balance as % of revenue	*11.83%*	*10.46%*	*8.49%*	*8.25%*	*9.14%*

Plan for Growth and Innovation

Oregon Tech will 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 additional strong relationships, including our STEM Partnerships.

Academic Plan

Oregon Tech engaged in a rigorous academic planning process in 2013-14, under the leadership of the Provost and three highly-productive faculty committees. As a result, an Academic Plan has been developed with three core focus areas identified to drive innovation and growth.

1. **Revitalization and Innovation in Curriculum**

   This core area focuses on ideas and strategies to support and encourage the Oregon Tech academic community in expanding, developing, and offering new, exciting, and innovative programs in our academic departments. Oregon Tech is taking action on three strategies:

   a. Use existing strengths and areas of expertise to develop cost-effective, on-mission programs to ensure the viability of our flagship degrees in Health and Engineering.
   b. Increase collaboration and connectivity among programs. Specific strategies include the following: Develop academic structures that provide connectivity within allied curricula and between Bachelor's and Master's tracks. Develop and promote dual majors and minors that improve student marketability and career success. The university's Office of Academic Agreements is also involved in multiple collaborations to expand connectivity and aligned curricula between high schools, community college, and Oregon Tech.
   c. Improve utilization and diversity of general education courses to ensure that all courses are relevant, innovative, and purposeful about providing a broad, globally competitive skill set to students in technical majors.

This faculty team has established measurable outcomes and the Provost has appointed a Program Innovation Team to activate the plan.

2. **Excellence in Research to Support the Educational Mission**

   Oregon Tech will increase integration of research with teaching, with a focus on research, grants and sponsored projects that support the efforts of faculty and students to reach their scholarly goals. This core area will foster a culture that: supports the creation of knowledge; values experiential learning; and is involved in regional economic development. The goal is to achieve a 25% increase in research activity in the next five years. Identified actions include:

   a. Review Promotion, Tenure, and Annual Performance Review policies to identify possible changes to support the goal.
   b. In conjunction with the Office of Strategic Partnerships and Office of Technology Transfer, institute a faculty research committee that enables, advises, and tracks research.
   c. Establish regular Research Colloquia which feature research being done by Oregon Tech faculty and students.
   d. Encourage involvement with the Office of Strategic Partnerships as a way of making connections with industry for faculty research projects.
   e. Make efforts to identify opportunities and projects that can occur during faculty discretionary time (typically during the summer), so that faculty have time to embrace research opportunities without sacrificing teaching.

3. **Expanded Delivery of Educational Offerings through Multiple Venues**

   Education is reaching an inflection point nationally with a massive variety of different online options being tested at both prestigious and Oregon Tech peer institutions alike. Oregon Tech desires to capitalize on these opportunities by further incorporating a robust online educational model that embraces and protects its core values and supports its mission. Oregon Tech will transition to having a distance education department that assumes an integral role in Oregon Tech's academic identity. It will be supported by multiple approaches to facilitate dramatic growth in content offerings and pedagogical application. The first action is to hire a new Director of Online Learning who will become an integral member of the Provost's Leadership Team and who will develop and implement an action plan to expand online learning.

Student Services

Oregon Tech's growth and innovation is supported by best practices in student services, whereby students have access to programs and staff that support their academic retention and graduation. Student services will continue to expand, especially at the Wilsonville campus, in order to meet student needs: a director and part-time counselor were hired this year, and a career services staff will be in place soon. The student services in Wilsonville are augmented by an array of student services in Klamath Falls.

Student services personnel continually identify and implement initiatives to support and retain students. These activities include accurate course placement, expanding tutoring services, financial literacy and scholarship workshops, student success programs geared to specific cohorts of students, and more. Recruiting and retaining students are the primary foci of the student services division.

Meeting 40-40-20 Goals

With sufficient state investment, Oregon Tech plans to follow a multi-pronged strategic approach to increase diversity, enrollment, and success of Oregon Tech's students and the achievement of our 40-40-20 goals. These strategic investments will help Oregon Tech serve more Oregon students, as well as more rural, first-generation, Pell-eligible, and under-represented students in existing programs and the expanded academic programs described above. Areas of investment are:

1. Increase diversity and work to remove barriers for low-income, underrepresented minority, and non-traditional students.
    - *Expansion of Student Success Programs*
    - *Early and Often Supplemental Instruction*
    - *Early Intervention Alert Program*
    - *Financial Pathway Oregon*

2. Grow enrollment based on market demand and innovation in curriculum, while keeping low student-teacher ratios to maintain intimate, hands-on learning environment, and enhancing economic opportunities for Oregon Tech graduates.
    - *Planned Enrollment Growth, as reflected in financial plan*
    - *New Innovative Academic Program Start-up:* We expect to launch five new academic programs during the upcoming biennium.

3. Increase pathways to degrees and certificates through partnerships and non-traditional educational delivery methods.
    - *STEM and Regional Partnership Expansion*
    - *Expansion of Online Learning*
    - *Improved Technology-Enabled Learning*

Facilities Planning

Oregon Tech is a vibrant and sustainable university that requires a facility master plan that is continually living and evolving to meet current need, anticipate future opportunities and utilizes best practices. Plans are currently underway to develop an Oregon Tech Facilities Master Plan using an interactive Building Information Modeling (BIM) tool. The facility master planning includes an assessment of existing conditions, additional renewable energy opportunities, and exploration of best-practice options that will result in a master plan that captures priorities, costs and timelines. The BIM planning tool will serve as the Klamath Falls and Wilsonville campuses interactive database of existing building information, which will be integrated into other data tools such as energy monitoring, security, maintenance, and technology, and used as a facility management tool. The Facility Master Planning process will link facility master planning and BIM to academic programs, including simulations of the master plan in the classroom. Student participation also will be included in the master planning process.

All together, the plan for growth and innovation will help Oregon Tech achieve its enrollment targets and help the state meet its 40-40-20 goals. The identified goals and strategies provide concrete steps to improve Oregon Tech's academic offerings and student success. Immediate and long-term actions will lead to near-term improvements as well as continued growth and excellence into the future.

Governance Structure

Governance Community Input and Process

Starting in February 2013, Oregon Tech conducted a broad community input process to offer students, faculty, staff, alumni, major stakeholders, and community members an opportunity to help shape Oregon Tech's future. Major events included faculty, staff, student, and community informational sessions and forums. These activities were supported with invitations to hundreds of people by email, plus event reminders, calls, and announcements at venues. President Maples personally held meetings with the Oregon Tech Foundation, Presidents' Advisory Council, and major donors and industry partners to explain the options and seek guidance. The President or Provost convened seven campus and community forums. The forums were followed with an invitation for all stakeholders to provide input on the three governance options through the Community Involvement Survey (Appendix G).

The summary of input provided is presented below.

Respondents by Category

	Respondents	**%**
Foundation or advisory board member	16	4%
Classified staff	27	7%
Community member	29	8%
Unclassified staff	59	16%
Faculty	76	20%
Alumni	77	21%
Other	89	24%
Total	373	100%

Respondents were asked if the best governing model would be for Oregon Tech to be part of a larger university (Affiliate model), to have an independent board, or to have a shared board as part of a consortium. Responses overwhelmingly favored Oregon Tech having an independent board.

Governance Survey Results			
	Affiliate	Independent Board	Consortium Board
Faculty	12%	**74%**	15%
Students (other)	8%	**73%**	19%
Classified Staff	13%	**58%**	29%
Unclassified Staff	14%	**81%**	5%
Foundation or Advisory Board	6%	**93%**	6%
Alumni	3%	**85%**	13%
Community	15%	**78%**	7%

Independent Governing Board (single-school) Model

A single-school governing model would authorize the Oregon Institute of Technology Board of Trustees, with the same responsibilities and authorities codified in SB 270 for the large campuses. Oregon Tech would recommend board members to the Governor for a 15-member board, with a single focus on advancing the mission of the Pacific Northwest's only polytechnic university, ensuring that our mission is aligned with Oregon's public purpose of reaching 40-40-20, and excelling in the education of a diverse population of highly qualified graduates, per Oregon Tech's Achievement Compact with Oregon.

The advantage of a single-school board is that it embeds Oregon Tech's unique mission as a statewide polytechnic university, and clusters it with Oregon's two other statewide universities, UO and OSU. A single board also positions Oregon Tech to collaborate through the Higher Education Coordinating Commission (HECC) with the larger institutions that have more overlapping and competitive programs, particularly in health and engineering (i.e., it makes sense for Oregon Tech to engage in program approval with PSU and OSU related to its STEM programs).

The Independent Governing Board model meets student, faculty and community priorities.

Student Priorities

Students identified their academic priorities as including the following: high-quality programs; ability to enroll in classes they need in a timely fashion; access to up-to-date equipment and software; IT infrastructure; and getting a job and being gainfully employed after graduation.

Having an independent governing board should allow operation to continue as currently exists. It should not negatively affect students in any manner (e.g., cost, reduced opportunities, value of

degree reduced, higher number of students in class, etc.). If the new governance structure adds layers that impede the university's ability to respond to industry, students could be affected by not having opportunities for new majors or minors, or internship opportunities. The impact on tuition is expected to be minimal, with a possible decrease in cost to students through enhanced philanthropy.

In fact, having a single-institution governing board should amplify and improve how Oregon Tech delivers programs through an increased Board focus on the OT mission. According to AGB data (Top 10 Strategic issues for boards, 2013-2014), effective boards should understand their institution student population. To do so they must have a good grasp of tuition structure, cost containment, and financial-aid policy. Strength of the student body should be valued and mission-driven. Student learning outcomes are directly related to this strength of student body. Boards need to understand how learning outcomes are reported and how they are used to improve teaching and learning. They must also understand the institutional programs and resources and their relevance. In addition, an effective board understands their connection to the oversight for accreditation. **A single board for an institution as distinctive as Oregon Tech has a much greater chance of achieving these goals**.

Faculty/Staff Priorities

Faculty/Staff at Oregon Tech identified their priorities as:

- Student and graduate success
- Teaching; educational focus
- Project-based learning from year one
- Applied small classes
- Curriculum integrity
- Team projects
- Communication and professionalism (i.e., collegiality)
- Assessment
- Local responsiveness to students and industry
- Shared governance
- High-demand majors; industry-driven curricula
- Providing appropriate levels of direct, local services based on having multiple campuses and partner sites

According to AGB data (Top 10 Strategic Issues for Boards, 2013-2014), an effective board should understand how the academic workforce aligns with the mission of that institution. The quality of education and the delivery of instruction are often tied to the particular faculty composition of that institution, but a change could negatively affect quality of the education. Assessment of the academic workforce is an important piece that could be affected by specific governance models. As noted above, a single governing board for a single, distinctive institution has much greater odds of achieving these goals.

Having a single, institutional board has both pros and cons from a faculty/staff perspective.

PROS	CONS
Maintain mission integrity	Cost for board of trustees support ($250–$300K/year)
Teaching mission is primary	Requires more political advocacy to achieve the interests of the university
Autonomy and control of campus destiny	Time-consuming board cultivation and need for responsiveness from faculty and staff
Maintain shared governance	More time consuming job for university president
Faculty and staff direct representation on board of trustees	
Board dedicated to Oregon Tech's success/vision as top-ranked polytechnic	
Greater transparency	
Board with equal statutory authority to UO, OSU, PSU	
Maintain Oregon Tech's promotion, tenure, and evaluation policies	
Maintain educational model: curriculum, programs, current structure	
Increased potential for philanthropy and industry engagement	
More widely recognized brand	
Direct access to HECC for program approval and budget	
Maintains community connections in Klamath Falls and Wilsonville	
More flexible, nimble, and responsive	

Community Priorities

Oregon Tech's external community includes the citizens, businesses, and STEM education partners in our immediate campus communities. Oregon Tech's broader external community includes Pacific Northwest employers, the Oregon Tech Foundation, the President's Advisory Council, all of our alumni, businesses throughout the nation that hire Oregon Tech graduates, private partners in our educational endeavors, and many more constituencies. Their priorities are unsurprisingly similar to the priorities of Oregon Tech's students, families, alumni, and faculty:

- Student and graduate success
- Brand recognition for Oregon Tech degrees
- Rural Oregon and metro-area economic impacts and multipliers
- Community connections and volunteerism of faculty, staff, and students
- Integrity and applicability of degrees
- High-demand majors; STEM degrees; industry-driven; relevance; job-ready students
- Transferability of degrees; articulation agreements
- Pathways for students—a transfer destination to build upon community college degrees
- Proximity and responsiveness to companies
- Delivery models with applied, hands-on experiences
- Flexibility for industry-responsive continuing education
- Local athletics
- Visibility and accountability of President

The AGB report prepared by Dr. Stearns captures the essence of how the external community may be affected [emphasis added]: "The primary advantage for each university in having its own governing board is oversight and advocacy that is strongly focused on the issues of that particular university, **with its own traditions and culture."** Oregon Tech serves such a unique community, comprised of STEM industries and organizations, that having a distinct board, focused on that community, is in the best interests of the students specifically and Oregon taxpayers generally.

Community partners identified only benefits to having a single institutional board, as described in the list below.

- Elevates the brand
- Direct report of President to Board for accountability
- Direct access to Board by external communities
- Maintains mission integrity
- Teaching mission is primary
- Autonomy and control of campus destiny
- Faculty and staff direct representation on board of trustees
- Board dedicated to Oregon Tech's success/vision as top-ranked polytechnic
- Greater transparency
- Board with equal statutory authority to UO, OSU, PSU
- Maintain Oregon Tech's promotion, tenure, and evaluation policies
- Maintain educational model: curriculum, programs, current structure
- Increased potential for philanthropy and industry engagement
- Direct access to the HECC for program approval and budget
- Maintains community connections in Klamath Falls and Wilsonville
- More flexible, nimble, and responsive
- Possible increased cost for Board development and support
- Increased time for campus leadership to interface with Board

Association of Governing Boards (AGB) Perspective

The AGB lists the following as advantages and disadvantages to having a single institution board.

Advantages	**Disadvantages**
Focused advocacy and attention	Additional governance
Institution focused on own oversight and advocates for self	Potential costs for staff, travel, meetings, or for institutional staff to educator board
Less travel than either of the other models	Need to assure board members have vision of institution as a strategic goal
Fewer meetings overall but most local- may also include conference calls etc.	Institution may be held accountable for all fiscal problems regardless of those from decision-making of board or president
Increased ability for fundraising and other efforts of development	For Oregon Tech, the HECC will be the body holding them accountable
Presidential preferences in regard to:	No ability to increase revenue via levies, etc.
Autonomy	*HECC will control tuition increases*
Enhanced personal support	Institutional prestige may suffer
Ability to work with own board to build enthusiasm of institution	Institutional boards should exercise authority but should not hinder decisions of coordinating board or agency
Ability to carry out the purpose of a state university: Educate students, Advance knowledge, and Enrich economic and cultural influence of the state.	Quality of board is important*
	In some cases, university boards are simply assigned (by the Governor) from the existing advisory board for political stamina

** In terms of board quality, the best practice is that in selection of the board, the Governor should consult with the president, board chair, and leaders in the region. It is necessary to select diverse board members with good representative backgrounds. This practice also should be utilized when vacancies arise. The board needs to be maximally effective, and needs to be knowledgeable and supportive of accreditation of Oregon Tech.*

Oregon's Collaboration Priorities

A single-school board could support the collaboration priorities, and would enhance the following:

- Research opportunities and research pathways for students, such as the UO-Oregon Tech 4+1 in Applied Chemistry or Physics
- Business-responsive courses and pathways for industry partners in collaboration with PSU and PCC on the metro westside and in Wilsonville
- ETIC-supported innovative program development with UO and PSU

Oregon Tech Recommended Model

A single-school governing model would authorize the Oregon Institute of Technology Board of Trustees with the same responsibilities and authorities codified in SB270 for the large campuses. Oregon Tech would recommend board members to the Governor for a 15-member board, with a single focus on advancing the mission of Oregon Tech and ensuring that it is aligned with Oregon's public purpose of reaching 40-40-20 and excelling in the education of a diverse population of highly qualified graduates, per Oregon Tech's Achievement Compact with the state. As in SB270, board members will serve staggered terms as appointed by the Governor and confirmed by the Legislature. The board will have a student member, a faculty member, and a non-faculty member, each appointed by the Governor. The president of Oregon Tech will be appointed by the Board of Trustees as its principal officer and will serve at its pleasure. The president will be an *ex-officio* non-voting member of the board.

In terms of ongoing Oregon Tech operations, the VP-level and Director-level functions are unchanged. Oregon Tech will continue to participate in the University Shared Services Center. Oregon Tech also proposes participating in in the cost of TRU shared services, including IR/Budget, Banner FIS, fixed-asset accounting, contracting support, capital construction services, internal audit services, student-support services, advocacy, and legal.

Coordination among Oregon's Public Technical and Regional Universities (TRUs) Presidents' Council

Oregon Tech is proposing a Technical and Regional University (TRU) Governing Model, similar to that found in the states of Michigan and Washington. In collaboration with our sister campuses, EOU, SOU, and WOU, each campus would be governed by an institutional board, and would have the opportunity to participate in a Technical and Regional University (TRU) Presidents' Council, to expand cooperation, advocacy, and oversight of TRU shared services.

The Presidents' Council, composed of the founding TRU presidents and one member of each university's governing board, will be chaired by a TRU president on a rotating basis. It will not be a separate legal entity, but will work to advance an advocacy and policy agenda to strengthen Oregon's technical and regional universities for the benefit of Oregonians. The Presidents' Council will ensure ongoing collaboration among the institutions and joint oversight for TRU shared services. The participating university governing boards will meet together once a year on one of the TRU campuses in conjunction with the Presidents' Council to share issues and strategies for leveraging their combined strengths.

The Presidents' Council fulfills its primary mission by:

- Articulating how the technical and regional state universities serve the public good through educational, social, and economic development
- Providing a collaborative forum to advance the policies and resource needs of the smaller state universities
- Enhancing the ability of the state universities to achieve effective institutional performance, autonomous governance, and public accountability
- Convening diverse stakeholders to develop a shared perspective on the value of public investment in higher education and the contributions of the regional and technical universities

Specifically, the Presidents' Council will:

- Coordinate and submit annual budget and capital requests prepared by the TRU's for submission to the HECC

- Assess the ongoing effectiveness of Technical and Regional University Shared Services and other collaborative initiatives
- Enhance the ability of the state's technical and regional universities to achieve strong institutional performance, effective governance, and public accountability
- Convene diverse stakeholders to work collaboratively with the universities to ensure optimal educational, social, and economic development
- Create strong relationships among the TRUs for advocacy for Oregon's small public universities

Advantages	Disadvantages
• Provides autonomy coupled with collaboration • Establishes 40+ board members around the state who are knowledgeable and passionate about the TRU missions • Provides greater opportunities for distinctiveness than does an alignment model • Provides more voices for TRU support statewide than a consortium model • Provides stronger support and direction for each TRU campus than a consortium model • Provide opportunities for lower cost through TRU shared services with structured oversight by presidents and boards • Provides more opportunities for collaboration	• Increased time for board training and support • Increased time commitments from president and staff for collaboration and oversight of shared services

APPENDICES

A. Oregon Tech Achievement Compact
B. Investment by Degree
C. Cost by Degree
D. Degree History
E. Enrollment for 404020
F. OUS degrees by major - 2008-09 to 2012-13
G. Governance Community Input and Process
H. Presidents' Council Description
I. Oregon Tech Comparative Summary of Ongoing Costs Under Governance Models

APPENDIX A

OREGON TECH ACHIEVEMENT COMPACT

Oregon Institute of Technology Mission:

Oregon Institute of Technology, a member of the Oregon University System, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens and provides information and technical expertise to state, national, and international constituents.

Mission Core Themes

- Applied degree programs
- Student and graduate success
- Statewide educational opportunities
- Public Service

Outcome Measures	2011-12			2012-13 Projected			2013-14 Targets		
	All Oregonians	Disadvantaged Students* URM	Disadvantaged Students* Pell Eligible	All Oregonians	Disadvantaged Students* URM	Disadvantaged Students* Pell Eligible	All Oregonians	Disadvantaged Students* URM	Disadvantaged Students* Pell Eligible
Completion									
# of bachelor's degrees awarded to Oregonians	418	57	235	436	59	245	442	59	248
# of bachelor's degrees awarded to rural Oregonians	164	24	129	165	24	130	167	24	132
# of advanced degrees awarded to Oregonians	**	0	n/a	**	0	n/a	**	0	n/a
Quality									
	Percent of engineering, computer science, and technology employers reporting they were "Very or Extremely Satisfied" and they were at least "Somewhat Satisfied" with recent graduates' knowledge or abilities in the following areas:***								
	Very or Extremely Satisfied			*At least Somewhat Satisfied*					
Written Communication	11/57 (19%)			38/57 (67%)					
Verbal Communication	15/56 (27%)			42/56 (75%)					
Critical Thinking	24/58 (41%)			51/58 (88%)					
Knowledge in employee's field of study or major	36/58 (62%)			58/58 (100%)					
	Engineering, computer science, and technology employer satisfaction with the general knowledge and skills of the majority of recent college graduates (overall)***								
% very or extremely satisfied % at least somewhat satisfied	49/79 (62%) 76/79 (96%)								
Alumni Satisfaction	Data Available 2014								

(Continued)

Outcome Measures	***2011-12***			***2012-13 Projected***			***2013-14 Targets***		
		Disadvantaged Students*			Disadvantaged Students*			Disadvantaged Students*	
	All Oregonians	Minority	Pell Eligible	All Oregonians	Minority	Pell Eligible	All Oregonians	Minority	Pell Eligible
Connections									
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	138	13	56	135	22	55	137	22	56
	49%	32%	46%	43%	48%	40%	43%	48%	40%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	174	25	110	192	27	121	195	27	123
Local Priorities *(optional for each institution)*									

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Employer survey administered during 2012-13 to Oregon engineering and technology employers; targets for 2013-14 are not available for these employers. Employers were not asked to rate their satisfaction of OUS alumni's performance in terms of race/ethnicity, thus race/ethnicity data is not available.

Investment

Education and General	2009-10	2010-11	2011-12	2012-13
OIT	$ 18,964,541	$ 19,192,099	$ 14,960,065	$15,660,392

Oregon TECH

Disadvantaged Students 2011-12

Outcome Measures Actual for 2011-12	**Disadvantaged Students***					
	African-American	**Hispanic/ Latino**	**Native Amer. or Alaskan Native**	**Pacific Islander**	**Multi- Racial or Multi-Ethnic**	**Pell Eligible**
Completion						
# of bachelor's degrees awarded to Oregonians	**	25	8	**	20	235
# of bachelor's degrees awarded to rural Oregonians	0	10	**	**	8	129
# of advanced degrees awarded to Oregonians	0	0	0	0	0	n/a
Quality						
Alumni satisfaction	Data Available 2014					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	0	8	0	0	**	56
	--	36%	0%	--	**	46%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	**	12	**	0	9	110
Local Priorities *(optional for each institution)*						

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

Oregon TECH

Disadvantaged Students 2012-13 Projections

Outcome Measures 2012-13 Projections	**Disadvantaged Students***					
	African-American	**Hispanic/ Latino**	**Native Amer. or Alaskan Native**	**Pacific Islander**	**Multi- Racial or Multi-Ethnic**	**Pell Eligible**
Completion						
# of bachelor's degrees awarded to Oregonians	**	26	8	**	21	245
# of bachelor's degrees awarded to rural Oregonians	0	10	**	**	8	130
# of advanced degrees awarded to Oregonians	0	0	0	0	0	n/a
Quality						
Alumni satisfaction	Data Available 2014					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	**	10	**	**	7	55
	**	43%	**	**	54%	40%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	**	13	**	0	10	121
Local Priorities *(optional for each institution)*						

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

Disadvantaged Students 2011-12 Projections

Oregon TECH

Disadvantaged Students 2013-14 Targets

Outcome Measures 2013-14 Targets	**Disadvantaged Students***					
	African-American	**Hispanic/ Latino**	**Native Amer. or Alaskan Native**	**Pacific Islander**	**Multi- Racial or Multi-Ethnic**	**Pell Eligible**
Completion						
# of bachelor's degrees awarded to Oregonians	**	26	8	**	21	248
# of bachelor's degrees awarded to rural Oregonians	0	10	**	**	8	132
# of advanced degrees awarded to Oregonians	0	0	0	0	0	n/a
Quality						
Alumni satisfaction	Data Available 2014					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	**	10	**	**	7	56
	**	43%	**	**	54%	40%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	**	13	**	0	10	123
Local Priorities *(optional for each institution)*						

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

APPENDIX B

INVESTMENT BY DEGREE

OUS

State investment per UG FTE

2008-2012

	EOU	OIT	OSU	OSUcc	PSU	SOU	UO	WOU	Systemwide
2008	6,635	9,988	4,060	15,293	3,777	5,284	3,908	4,814	4,464
% of systemwide	149%	224%	91%	343%	85%	118%	88%	108%	100%
2009	6,817	9,336	4,278	18,275	3,969	5,327	4,135	5,412	4,723
% of systemwide	144%	198%	91%	387%	84%	113%	88%	115%	100%
2010	6,101	7,973	3,563	16,494	3,089	4,916	3,203	4,558	3,900
% of systemwide	156%	204%	91%	423%	79%	126%	82%	117%	100%
2011	5,262	8,234	3,886	14,486	3,309	4,634	3,441	4,152	4,023
% of systemwide	131%	205%	97%	360%	82%	115%	86%	103%	100%
2012	4,161	6,252	2,259	11,399	2,368	3,498	1,839	2,973	2,987
% of systemwide	139%	209%	76%	382%	79%	117%	62%	100%	100%
FY 2012 tuition only									
resident	5,603	6,377	6,228	5,904	6,156	5,625	7,551	6,450	
Total	9,764	12,629	8,487	17,303	8,524	9,123	9,390	9,423	
Cost per UG	9,851	13,890	10,789	9,518	9,518	9,601	12,266	10,116	
Difference	(88)	(1,261)	(2,302)	7,784	(994)	(478)	(2,876)	(693)	

APPENDIX C

COST BY DEGREE

OUS

Cost of instruction relative to statewide average

EOU	2008	2009	2010	2011	2012
LD	109%	105%	108%	100%	91%
UD	109%	105%	108%	100%	91%
Masters	109%	105%	108%	100%	91%

OIT	2008	2009	2010	2011	2012
LD	145%	141%	134%	134%	128%
UD	145%	141%	134%	134%	128%
Masters	145%	141%	134%	134%	128%

SOU	2008	2009	2010	2011	2012
LD	97%	98%	97%	92%	89%
UD	97%	98%	97%	92%	89%
Masters	97%	98%	97%	92%	89%

WOU	2008	2009	2010	2011	2012
LD	97%	85%	93%	99%	94%
UD	97%	85%	93%	99%	94%
Masters	97%	85%	93%	99%	94%

Statewide Average

	2008	2009	2010	2011	2012
LD	$9,154	$9,502	$8,898	$9,292	$10,031
UD	$10,312	$10,705	$10,024	$10,468	$11,300
Masters	$16,747	$17,385	$16,279	$17,000	$18,352
PhD	$21,409	$22,225	$20,810	$21,732	$23,460

OSU	2008	2009	2010	2011	2012
LD	103%	105%	99%	98%	100%
UD	103%	105%	99%	98%	100%
Masters	103%	105%	99%	98%	100%
PhD	103%	105%	99%	98%	100%
Pharm					
Pharm PhD					
Vet					

PSU	2008	2009	2010	2011	2012
LD	96%	87%	86%	88%	87%
UD	96%	87%	86%	88%	87%
Masters	96%	87%	86%	88%	87%
PhD	96%	87%	86%	88%	87%

UO	2008	2009	2010	2011	2012
LD	106%	108%	112%	108%	113%
UD	106%	108%	112%	108%	113%
Masters	106%	108%	112%	108%	113%
PhD	106%	108%	112%	108%	113%
Law					

OUS

Cost of instruction per year 2008-2012

EOU	2008	2009	2010	2011	2012
LD	$9,946	$10,000	$9,646	$9,307	$9,145
UD	$11,205	$11,266	$10,867	$10,485	$10,303
Masters	$18,197	$18,296	$17,648	$17,028	$16,732

OIT	2008	2009	2010	2011	2012
LD	$13,310	$13,365	$11,895	$12,465	$12,819
UD	$14,995	$15,057	$13,401	$14,043	$14,442
Masters	$24,352	$24,452	$21,763	$22,806	$23,454

SOU	2008	2009	2010	2011	2012
LD	$8,920	$9,333	$8,654	$8,538	$8,944
UD	$10,049	$10,514	$9,749	$9,618	$10,077
Masters	$16,320	$17,075	$15,832	$15,620	$16,364

WOU	2008	2009	2010	2011	2012
LD	$8,891	$8,039	$8,312	$9,215	$9,435
UD	$10,017	$9,056	$9,365	$10,381	$10,629
Masters	$16,267	$14,707	$15,208	$16,859	$17,262

Statewide Average

	2008	2009	2010	2011	2012
LD	$9,154	$9,502	$8,898	$9,292	$10,031
UD	$10,312	$10,705	$10,024	$10,468	$11,300
Masters	$16,747	$17,385	$16,279	$17,000	$18,352
PhD	$21,409	$22,225	$20,810	$21,732	$23,460

OSU	2008	2009	2010	2011	2012
LD	$9,416	$9,974	$8,818	$9,104	$10,004
UD	$10,607	$11,237	$9,934	$10,257	$11,270
Masters	$17,226	$18,249	$16,133	$16,657	$18,303
PhD	$22,022	$23,329	$20,624	$21,294	$23,398
Pharm	$15,636	$13,934	$12,186	$15,336	$17,819
Pharm PhD	$31,271	$27,869	$24,373	$30,671	$35,637
Vet	$24,335	$27,352	$25,888	$28,515	$29,921

PSU	2008	2009	2010	2011	2012
LD	$8,804	$8,310	$7,680	$8,214	$8,703
UD	$9,918	$9,362	$8,652	$9,254	$9,805
Masters	$16,107	$15,203	$14,051	$15,029	$15,923
PhD	$20,591	$19,435	$17,962	$19,212	$20,356

UO	2008	2009	2010	2011	2012
LD	$9,696	$10,287	$9,964	$10,065	$11,360
UD	$10,924	$11,589	$11,225	$11,339	$12,798
Masters	$17,740	$18,821	$18,230	$18,415	$20,784
PhD	$22,678	$24,060	$23,304	$23,541	$26,569
Law	$20,152	$22,002	$22,594	$27,497	$29,043

APPENDIX D

DEGREE HISTORY

OUS Degree History
2007-08 to 2012-13

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
EOU	**EOU**						
	Certificate	134	131	124	114	100	95
	Associate's	-	-	-	6	8	7
	Bachelor's	625	537	572	540	619	673
	Master's	76	96	113	87	107	91
	Doctoral	-	-	-	-	-	-
	Professional - Law	-	-	-	-	-	-
	Professional - Pharmacy	-	-	-	-	-	-
	Professional - Vet Med	-	-	-	-	-	-
	Professional - Other	-	-	-	-	-	-
	Total	*835*	*764*	*809*	*747*	*834*	*866*
OIT	**OIT**						
	Certificate	2	5	16	17	12	18
	Associate's	81	72	79	50	49	56
	Bachelor's	434	488	495	532	564	597
	Master's	4	7	2	6	8	9
	Doctoral	-	-	-	-	-	-
	Professional - Law	-	-	-	-	-	-
	Professional - Pharmacy	-	-	-	-	-	-
	Professional - Vet Med	-	-	-	-	-	-
	Professional - Other	-	-	-	-	-	-
	Total	*521*	*572*	*592*	*605*	*633*	*680*
OSU	**OSU**						
	Certificate	229	249	244	221	326	264
	Associate's	-	-	-	-	-	-
	Bachelor's	3,267	3,300	3,453	3,478	3,929	4,154
	Master's	674	648	727	745	774	746
	Doctoral	173	178	179	174	205	213
	Professional - Law	-	-	-	-	-	-
	Professional - Pharmacy	74	80	88	92	86	85
	Professional - Vet Med	44	48	43	49	58	55
	Professional - Other	-	-	-	-	-	-
	Total	*4,461*	*4,503*	*4,734*	*4,759*	*5,378*	*5,517*
PSU	**PSU**						
	Certificate	899	756	626	700	696	628
	Associate's	-	-	-	-	-	-
	Bachelor's	3,289	3,325	3,532	3,945	4,320	4,321
	Master's	1,506	1,577	1,625	1,783	1,654	1,675
	Doctoral	45	68	50	56	65	78
	Professional - Law	-	-	-	-	-	-
	Professional - Pharmacy	-	-	-	-	-	-
	Professional - Vet Med	-	-	-	-	-	-
	Professional - Other	-	-	-	-	-	-
	Total	*5,739*	*5,726*	*5,833*	*6,484*	*6,735*	*6,702*
SOU	**SOU**						
	Certificate	78	102	219	254	261	265
	Associate's	-	-	-	-	-	-
	Bachelor's	663	651	720	757	770	773
	Master's	260	245	280	249	232	215
	Doctoral	-	-	-	-	-	-
	Professional - Law	-	-	-	-	-	-
	Professional - Pharmacy	-	-	-	-	-	-
	Professional - Vet Med	-	-	-	-	-	-
	Professional - Other	-	-	-	-	-	-
	Total	*1,001*	*998*	*1,219*	*1,260*	*1,263*	*1,253*
UO	**UO**						
	Certificate	439	433	459	401	325	332
	Associate's	-	-	-	-	-	-
	Bachelor's	3,636	3,460	3,735	3,831	4,272	4,622
	Master's	856	899	955	976	986	949
	Doctoral	151	173	161	149	170	169
	Professional - Law	182	161	185	174	161	149
	Professional - Pharmacy	-	-	-	-	-	-
	Professional - Vet Med	-	-	-	-	-	-
	Professional - Other	-	-	-	-	-	-
	Total	*5,264*	*5,126*	*5,495*	*5,531*	*5,914*	*6,221*

WOU	**WOU**						
	Certificate	206	209	241	212	180	174
	Associate's	3	1	-	-	-	-
	Bachelor's	737	814	808	843	1,018	1,036
	Master's	201	189	197	228	211	220
	Doctoral	-	-	-	-	-	-
	Professional - Law	-	-	-	-	-	-
	Professional - Pharmacy	-	-	-	-	-	-
	Professional - Vet Med	-	-	-	-	-	-
	Professional - Other	-	-	-	-	-	-
	Total	*1,147*	*1,213*	*1,246*	*1,283*	*1,409*	*1,430*
	OUS Total (7 Inst)						
	Certificate	**1,987**	**1,885**	**1,929**	**1,919**	**1,900**	**1,776**
	Associate's	**84**	**73**	**79**	**56**	**57**	**63**
	Bachelor's	**12,651**	**12,575**	**13,315**	**13,926**	**15,492**	**16,176**
	Master's	**3,577**	**3,661**	**3,899**	**4,074**	**3,972**	**3,905**
	Doctoral	**369**	**419**	**390**	**379**	**440**	**460**
	Professional - Law	**182**	**161**	**185**	**174**	**161**	**149**
	Professional - Pharmacy	**74**	**80**	**88**	**92**	**86**	**85**
	Professional - Vet Med	**44**	**48**	**43**	**49**	**58**	**55**
	Professional - Other	**-**	**-**	**-**	**-**	**-**	**-**
	Total	***18,968***	***18,902***	***19,928***	***20,669***	***22,166***	***22,669***
OHSU	**OHSU**						
	Certificate	97	87	92	107		
	Associate's	-	-	-	-		
	Bachelor's	209	221	299	317		
	Master's	204	193	169	182		
	Doctoral	52	46	48	56		
	Professional - Law	-	-	-	-		
	Professional - Pharmacy	-	-	-	-		
	Professional - Vet Med	-	-	-	-		
	Professional - Other	162	192	194	188		
	Total	*724*	*739*	*802*	*850*	*-*	*-*
	OUS Total (8 Inst)						
	Certificate	**2,084**	**1,972**	**2,021**	**2,026**		
	Associate's	**84**	**73**	**79**	**56**		
	Bachelor's	**12,860**	**12,796**	**13,614**	**14,243**		
	Master's	**3,781**	**3,854**	**4,068**	**4,256**		
	Doctoral	**421**	**465**	**438**	**435**		
	Professional - Law	**182**	**161**	**185**	**174**		
	Professional - Pharmacy	**74**	**80**	**88**	**92**		
	Professional - Vet Med	**44**	**48**	**43**	**49**		
	Professional - Other	**162**	**192**	**194**	**188**		
	Total	***19,692***	***19,641***	***20,730***	***21,519***	***-***	***-***

APPENDIX E

ENROLLMENT FOR 404020

Fall Headcount, Actual and Projected[1] 2000 through 2019

	EOU	OIT	OSU Corvallis	OSU Cascades[2]	PSU	SOU	UO	WOU	Total
2000 (Actual)	2,784	2,842	16,777	-	19,029	5,502	17,843	4,731	69,508
2001	2,978	3,088	18,032	245	20,185	5,469	19,008	4,878	73,883
2002	3,418	3,139	18,774	387	21,841	5,478	20,044	5,030	78,111
2003	3,287	3,236	18,974	373	23,117	5,505	20,034	5,032	79,558
2004	3,338	3,373	19,159	438	23,486	5,161	20,339	4,772	80,066
2005	3,533	3,351	19,236	491	24,015	4,989	20,394	4,879	80,888
2006	3,425	3,157	19,362	495	24,284	5,002	20,388	4,889	81,002
2007	3,433	3,318	19,753	497	24,999	4,836	20,376	5,037	82,249
2008	3,666	3,525	20,320	510	26,587	5,082	21,507	5,349	86,546
2009	3,957	3,927	21,969	611	27,972	5,104	22,386	5,654	91,580
2010	4,137	3,797	23,761	678	28,522	6,443	23,389	6,233	96,960
2011	**4,298**	**3,911**	**24,977**	**764**	**28,958**	**6,744**	**24,447**	**6,217**	**100,316**
2012 (projected)	4,604	3,824	25,564	782	30,067	6,976	24,365	6,651	102,833
2013	4,725	3,875	26,087	872	30,480	7,068	24,715	6,834	104,656
2014	4,810	3,904	26,406	918	30,790	7,141	24,970	6,926	105,865
2015	4,838	3,918	26,563	932	30,886	7,158	25,127	6,971	106,393
2016	4,908	3,972	26,885	948	31,297	7,249	25,437	7,065	107,761
2017	4,974	4,021	27,209	962	31,693	7,338	25,747	7,150	109,094
2018	5,018	4,057	27,475	970	31,975	7,401	25,998	7,216	110,110
2019	5,044	4,077	27,660	974	32,141	7,438	26,172	7,260	110,766
2020	5,043	4,077	27,719	972	32,143	7,436	26,219	7,267	110,876

Headcount is total enrollment and includes a l extended enro lment.

[2] In this report, OSU Cascades had nine students who were double-counted in Fall 2001 and one in Fall 2003.

Source OUS Institutional Research, Fall Fourth Week Enrollment Reports.

Summary of Degrees and Certificates Awarded, 2009-10

	Associate's	Bachelor's	Master's	Doctoral	Professional	Certificates	Total
EOU		572	113			124	809
OIT	79	495	2			16	592
OSU		3,453	727	179	131	244	4,734
PSU		3,532	1,625	50		626	5,833
SOU		720	280			219	1,219
UO		3,735	955	161	185	459	5,495
WOU		808	197			241	1,246
OUS Total	79	13,315	3,899	390	316	1,929	19,928
OHSU		299	169	48	194	92	802
Grand Total	79	13,614	4,068	438	510	2,021	20,730

A formal award, distinct from a degree, certifying the satisfactory completion of an instructional program or course of study.

Sources OUS Institutional Research, IPEDS Completions.

10,720

2,595

2011 Enrollment as a Percentage of the Total

	EOU	OIT	OSU Corvallis	OSU Cascades[2]	PSU	SOU	UO	WOU	Total
2011	4.28%	3.90%	24.90%	0.76%	28.87%	6.72%	24.37%	6.20%	100.00%

2010 Bachelor's Degrees by Institution

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total
2010	4.30%	3.72%	25.93%	26.53%	5.41%	28.05%	6.07%	100.00%

Enrollment Needed for 40-40-20 (Based on Historical Proportions)

	EOU	OIT	OSU Corvallis	OSU Cascades[2]	PSU	SOU	UO	WOU	Total	
2013	4,685	4,263	27,225	833	31,564	7,351	26,647	6,777	109,344	
2014	4,787	4,356	27,817	851	32,251	7,511	27,227	6,924	111,724	2.18%
2015	4,889	4,449	28,411	869	32,940	7,671	27,809	7,072	114,110	2.14%
2016	4,991	4,542	29,007	887	33,630	7,832	28,392	7,220	116,502	2.10%
2017	5,094	4,636	29,604	906	34,323	7,993	28,976	7,369	118,901	2.06%
2018	5,197	4,729	30,203	924	35,017	8,155	29,562	7,518	121,305	2.02%
2019	5,301	4,823	30,803	942	35,713	8,317	30,150	7,667	123,716	1.99%
2020	5,404	4,918	31,405	961	36,411	8,480	30,739	7,817	126,133	1.95%
2021	5,508	5,012	32,009	979	37,110	8,643	31,329	7,967	128,557	1.92%
2022	5,612	5,107	32,614	998	37,812	8,806	31,922	8,118	130,987	1.89%
2023	5,716	5,202	33,220	1,016	38,515	8,970	32,515	8,269	133,424	1.86%
2024	5,821	5,297	33,829	1,035	39,221	9,134	33,111	8,420	135,868	1.83%
2025	5,926	5,393	34,439	1,053	39,928	9,299	33,708	8,572	138,319	1.80%

Bachelor's Degrees Needed fo 40-40-20 (Based on Historical Proportions)

	EOU	OIT	OSU	PSU	SOU	UO	WOU	Total	
2013	633	548	3,823	3,911	797	4,135	895	14,742	
2014	652	564	3,936	4,026	821	4,257	921	15,176	2.94%
2015	671	580	4,048	4,141	844	4,379	947	15,610	2.86%
2016	689	596	4,161	4,256	868	4,501	974	16,044	2.78%
2017	708	613	4,273	4,371	891	4,622	1,000	16,478	2.71%
2018	727	629	4,386	4,486	915	4,744	1,026	16,912	2.63%
2019	745	645	4,498	4,601	938	4,866	1,053	17,346	2.57%
2020	764	661	4,611	4,716	961	4,987	1,079	17,780	2.50%
2021	782	677	4,723	4,832	985	5,109	1,105	18,214	2.44%
2022	801	693	4,836	4,947	1,008	5,231	1,132	18,648	2.38%
2023	820	709	4,949	5,062	1,032	5,353	1,158	19,082	2.33%
2024	838	726	5,061	5,177	1,055	5,474	1,184	19,516	2.27%
2025	857	742	5,174	5,292	1,079	5,596	1,211	19,950	2.22%
2026	876	758	5,286	5,407	1,102	5,718	1,237	20,384	2.18%

Questions?

1. Do you agree with the 2025 projections for your campus? If not, please provide an alternative projection which may necessiatate corresponding changes for other campuses
2. Should we simply grow all campuses equally, or should we differentiate growth based on other factors? If you favor differentiation, what factors would you suggest? For example to become financially sustainable, lowest cost, need for critical degrees, et
3. How does resident/non-resident enrollment affect these enrollment projections? We need 40% of Oregonians to obtain a bachelor's degree by 2025
4. How does the enrollment relative to bachelor's degree production need to change/stay the same over the years
5. We need to know how many new or renovated facilities (in square feet and $), new faculty (in FTE) and new investments in technology (in $) will be needed to support this growth? Please try to estimate incremental needs each yea
6. How can we change pedagogies or make other changes to obtain productivity impovements, e.g., use less facilities, faculty or $ to support this growth
7. Should we differentiate degrees based on critical needs to support the State's economy? If so, this may dictate different growth patterns by campus based on program mixes
8. Other issues?

APPENDIX F

OUS DEGREES BY MAJOR – 2008-09 TO 2012-13

INST_NAME	(All)	NOTE: Table displays first majors only
AWARD_LEVEL	(All)	

Count of CA2_STITLE	Column Labels				
Row Labels	2008–09	2009–10	2010–11	2011–12	2012–13
Agriculture	239	263	243	254	337
Architecture	265	311	287	371	342
Area/Eth/Cultur/Gender/Grp Std	86	117	118	127	136
Biological/Biomedical Sciences	744	787	757	826	950
Business/Management/Marketing	2,734	2,846	2,987	3,122	3,122
Communication and Journalism	519	595	666	772	807
Computer and Information Sci	296	300	334	382	411
Education	3,269	3,177	3,206	2,876	2,855
Engineering	920	965	1,138	1,258	1,231
Engineering Tech/Relatd Fields	184	187	183	158	180
English Language/Literature	645	643	549	603	609
Family and Consumer Sciences	436	452	463	531	565
Foreign Languages, Lit, Ling	450	508	513	567	550
Health Professions/Relatd Prgm	833	1,015	1,040	1,292	1,299
History	315	377	372	358	344
Homeland Secur/Protective Srvc	289	258	307	385	436
Legal Professions and Studies	165	196	184	166	161
Liberal Arts/Humanities	614	629	666	740	677
Mathematics and Statistics	213	218	232	216	233
Multi/Interdisciplinary Stdies	688	711	764	804	814
Natural Resources/Conservation	427	422	493	639	603
Parks/Rec/Leisure/Fitness	287	277	312	325	366
Philosophy and Religion	105	111	126	147	118
Physical Sciences	307	360	357	396	440
Psychology	860	867	941	1,129	1,124
Public Admin/Social Service	452	523	540	553	570
Social Sciences	1,720	1,886	2,007	2,239	2,400
Visual And Performing Arts	840	927	884	930	989
Grand Total	18,902	19,928	20,669	22,166	22,669

APPENDIX G

GOVERNANCE COMMUNITY INPUT AND PROCESS

G. Governance Community Input and Process

Oregon Tech conducted a broad community-input process to offer the students, faculty, staff, alumni, major stakeholders, and local citizens an opportunity to help shape Oregon Tech's future. The following timeline lists the major events. These activities were supported with invitations to hundreds of people by email, plus event reminders, calls, and announcements at venues. President Maples personally held meetings with faculty, staff, students, the Oregon Tech Foundation, President's Advisory Council, major donors, and industry partners to explain the options and seek personal advice and guidance.

- February – September 2013: Legislative testimony, collaboration among TRU presidents, and with legislators, governor's staff and state board of higher education; Negotiated amendments to SB 270 to provide the technical and regional universities with the option to notify the State Board of Higher Education and the Governor of governing board preference, between March 1, 2014 and June 1, 2015. http://www.oit.edu/libraries/portland_osp/technical-regional-university-tru-amendments-sb270a.pdf
    - http://www.oit.edu/libraries/presidents_office/special-committee-higher-ed-testimony- key-points.pdf
- Sept 17, 2013: President Maples Presentation to all faculty and staff at 2013 Convocation http://www.oit.edu/faculty-staff/president/presentations/convocation-2013
- September 2013: Oregon Tech Governing Board Information and Options Website http://www.oit.edu/office-of-strategic-partnerships/governing-board-information-options
- Oct 15, 2013: Faculty-Administrator Meeting with all Oregon Tech faculty and staff Video and transcript: https://www.oit.edu/office-of-strategic-partnerships/governing-board-information-options
    - Approximately 60 people attended at both campuses.
- Oct 18, 2013: Oregon Tech Klamath Falls Governance Forum with faculty, staff, and students (transcript posted on website). Summary: Approximately 50 people attended in Klamath Falls and by video in Wilsonville. Significant faculty focus on labor issues, loss of academic distinctiveness and autonomy with an affiliate campus model; For students, concern about how to communicate the change and value of degree to incoming, current students and alumni.
- Oct 21, 2013: Executive Team affiliated partner analysis
    - Summary: Executive Team discussed mission, brand, program alignment, leadership, philanthropy, labor issues and opportunities for each potential affiliate partner, including OHSU. The group reached consensus that UO was the first choice for affiliate partner due to complementarity and agreed to pursue conversation with President Gottfredson.
- Oct 28, 2013: Wilsonville Campus Forum
    - Summary: Approximately 50 students, faculty and staff attended. All options were discussed in Q&A format. Strong preference was expressed by multiple students for institutional governing board. Students asked for unsolicited vote at end of forum, and voted unanimously for single board.
- Oct 29, 2013: Campus Forum #2 on KF Campus
    - Summary: Approximately 30 students, faculty and staff attended. All options were discussed in Q&A format. More focus on tenure and promotion policies; class sizes, and best options to maintain teaching mission.

- Nov 7, 2013: Oregon Tech Wilsonville Student Forum
  - Summary: Approximately 20 students attended. Organized and support by ASOIT
  - student leadership. All options were discussed in Q&A format. Desire expressed for more information about potential impacts on student tuition, class sizes, and maintaining industry-focused programs.
- Nov 7, 2013: Oregon Tech Wilsonville Community Forum
  - Invited local elected officials, business organizations, industry partners and alumni. Approximately 25 people attended, representing two chambers of commerce, city of Wilsonville, businesses and alumni. Alumni were most engaged and concerned about loss of identity and value of Oregon Tech degree with either consortium or affiliate models.
- Nov 8, 2013 Community Involvement Survey released
  - Click on Community Involvement Survey on this page:
  - https://www.oit.edu/office-of-strategic-partnerships/governing-board-information-options
  - Survey results are summarized below and included in the Appendix.
- Nov 18, 2013: Oregon Tech Klamath Falls Student Forum
  - Approximately 20 students attended, organized by ASOIT leadership.
- Nov 18, 2013: Oregon Tech Klamath Falls Community Forum—Community members, business leaders, education partners, elected officials, alumni invited. Co-hosted by President Maples with President's Advisory Council and Oregon Tech Foundation Members; President Maples provided overview of options by PowerPoint, followed by Q&A. Approximately 30 people attended. Foundation members were quite vocal about charting a course for the university that leads to greater philanthropy; general preference expressed at meeting for institutional governing board model.

APPENDIX H

PRESIDENTS' COUNCIL DESCRIPTION

Technical and Regional University Presidents' Council:
Purpose, Organization, and Functions

as Part of the Proposed Governance Structure, in collaboration with Institutional Boards, for the Technical and Regional Universities (TRU)

Purpose of the Presidents' Council

The governance structure for the Technical and Regional Universities (TRU) includes an institutional board of trustees for each university, and a Presidents' Council, a collaborative component that supports statewide focus and partnership among the TRU institutions. The Presidents' Council is not a separate legal entity and is not a governing board; it is an element of the model mandated to advance the state's goals through collaboration and partnership, avoid unnecessary duplication of efforts, and ensure effective sharing of resources and academic programming.

The Presidents' Council advocates, communicates, and collaborates to strengthen Oregon's technical and regional universities (TRU's) for the benefit of Oregonians. The Presidents' Council key functions include:

- Coordinating and submitting annual budget and capital requests prepared by the TRU's for submission to the HECC.
- Assessing the ongoing effectiveness of Technical and Regional University Shared
- Services and other collaborative initiatives.
- Enhancing the ability of the state's technical and regional universities to achieve strong institutional performance, effective governance, and public accountability;
- Convening diverse stakeholders to work collaboratively with the universities to ensure optimal educational, social, and economic development; and
- Creating strong relationships among the TRUs for advocacy for Oregon's small public universities.

Membership

The founding members of the Presidents' Council may include Eastern Oregon University, Oregon Tech, Southern Oregon University, and Western Oregon University.

The Presidents' Council is composed of the member university presidents and the presidents of their respective institutional governing boards of trustees. The Chair of the Higher Education Coordinating Commission (HECC) or a designee member of the HECC is an affiliate member with a standing seat as an ex-officio member on the Directors' Council.

The Presidents' Council may by consensus decide to include other affiliate members and determine their affiliation.

Annual Meetings
The Presidents' Council will meet at least twice a year. For one of those meetings, the Presidents' Council will convene full membership of the four institutions' Boards of Trustees.

Among other business, the Presidents' Council will address recommendations or issues brought forward from the campuses and will adopt a legislative strategy to advocate on behalf of the Technical and Regional Universities before each state legislative session.

Chair

The chair of the Presidents' Council will be a rotating position held by one of the governing board presidents.

Meeting Agendas

After consultation with Presidents' Council membership, the Presidents' Council chair will determine meeting agendas.

Voting
Each Presidents' Council member will have one vote. In the event of a tie vote on issues of importance to the functioning of the Presidents' Council, the Chair of the Higher Education Coordinating Commission or designee will exercise the deciding vote on the issue.

Presidents' Council Offices
An office for the Presidents' Council is located at one of the member universities, on a rotating basis, as deemed appropriate by the Presidents' Council.

APPENDIX I

OREGON TECH COMPARATIVE SUMMARY OF ONGOING COSTS UNDER GOVERNANCE MODELS

Oregon Tech Comparative Summary of On Going Costs Under Governance Models
Oregon Tech Independent Board; TRU Consortium, SBHE Status Quo & Affiliate

	Initial Costs		Potential Costs	Reoccurring (On-Going) Costs Under Separate Models				
Functional Area	One Time Costs Independent Board		Other Significant Costs	Oregon Tech Independent Board Model	TRU Consortium/ Presidents Council Model	Status Quo SBHE Model		Affiliate Model
Board Support				$269,600	$269,600	$269,599		unknown tbd
General Policy Framework	$10,000			$0	$0	$0		unknown tbd
Financial Systems & Reporting				$144,186	$144,186	$144,186		unknown tbd
Procurement & Contracting				$23,800	$23,800	$67,893		unknown tbd
Legal Services				$143,750	$143,750	$204,740		unknown tbd
Payroll				$42,136	$42,136	$42,136		unknown tbd
Technology & Information Systems			$574,092	$680,574	$680,574	$680,574		$98,800 plus
Treasury & Banking			$203,113	$57,475	$57,475	$57,475		unknown tbd
Internal Audit	$2,000			$152,000	$152,000	$154,250		unknown tbd
Risk & Insurance			$326,134	$328,846	$328,846	$328,846		unknown tbd
Labor Relations				$26,301	$26,301	$26,301		unknown tbd
Employee Benefits			$317,000	$8,835	$8,835	$8,835		unknown tbd
Budget & Academic Institutional Research				$100,000	$100,000	$136,650		unknown tbd
Student Services & Outreach				$50,000	$50,000	$75,000		unknown tbd
Academic Program Planning & Review				$0	$0	$353,886		unknown tbd
Other Costs				$148,948	$148,948	$148,948		unknown tbd
Legislative Relations/ Presidents Council				$75,000	$75,000	$260,232		unknown tbd
Column Totals	$12,000		$1,420,339	$2,251,451	$2,251,451	$2,959,550	(1)	
Totals plus Initial Costs and Potential Risks	$3,683,790				$3,671,790	$4,379,889		

(1) $1,262,018 of direct CO support or 22.87 % of estimated 2014-15 CO FY14-15 Organizational Recommendation provided by J. Kenton ($5.5mil)