

Oregon Institute of Technology, an Oregon public university, 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 Oregonians and provides information and technical expertise to state, national and international constituents.

Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepares students to apply the knowledge gained in the classroom to the workplace.

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, which focuses on application of theory to practice. The teaching and support services

\ u accomplish this, Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online degree programs, and partnership agreements with community colleges and universities.

Oregon Tech will share information and technical expertise to state, national, and international constituents.

\ 'u 'U strong business core with hands-on projects. Students gain technology-infused business skills, which develop analytical, critical thinking, and technology skills to meet employment requirements in health care environments.

The Health Care Management Radiologic Science Management Option provides ARRT registered Radiologic Technologists a Bachelor of Science degree from a distance education program that furthers

The Advisory Board reviewed the Program Mission and Objectives during the academic year.

On November 2, 2016, the advisory board met with program faculty. The 2015-16 department and program assessment results were reviewed with the board. Overall, the results showed improvement in several areas of senior project. While last year we had six department level assessments, as a group we found this amount of data was not helpful in determining how to make improvements. Therefore, beginning in 2016-17, we will be simplifying ounye4i2y board met with program faculty.

OIT-MGT 2016-17.1 Communicate the major concepts in the functional areas of accounting, marketing, finance, information technology, and management.	BUS 478 BUS 497	

80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1-4 proficiency scale).
BUS 497
C Capstone

80% of students score a 3 or 4 on each learning outcome-related performance criteria (using a 1-4 proficiency scale).
Student Exit Survey

OIT-BHRM 2016-	17.1 Interpret health policy and systems.						
BUS 497							
	C Capstone						
	Direct Senior Project						
	80% of students score a 3 or 4 on each learning outcome-related						
	performance criteria (using a 1-4 proficiency scale).						
	MIS 345						
	C Capstone						
	Direct Project (Group)						
	80% of students score a 3 or 4 on each learning outcome-related						
	performance criteria (using a 1-4 proficiency scale).						
	Student Exit Survey						
	C Capstone						
	Indirect Student Exit Survey						
	80% of graduates indicate a 4, 5, or 6 rating (scale 1-6).						

OIT-BHRM 2016-17.2 Assess the sustainability of Healthcare Organizations.					
	BUS 497				
C Capstone					
	Direct Senior Project				

	unicate the major concepts in the functional areas of accounting, ation technology, and management.
	Met
	Case Study: Met 85% Senior Project: Met 100% Exit Survey: Met 80%

OIT-MGT 2016-17.2 Describe the legal, social, ethical, and economic environments of business in a global context.

Met

N/A

Case Study: Not Met 71% Senior Project: Met 100% Exit Survey: Met 90%

## Majors History, Fall 4th Week November 30, 2016

The following data represents majors declared by student as of Fall 4th week. Students with multiple/dual majors have been reported under each major in which they enrolled; therefore the student headcount will be duplicated. A small number of students that declared a third major have now been included in this report. Data reported is combined for all levels and all locations.

Some programs may have had name changes such as CLS and have been reported as they were (historically).						5 Year	5 Year
Description	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Difference	%Change
ABA Course Series	0	0	3	0	0	0	
Accounting Certificate	0	0	0	0	1	1	
Allied Health	0	0	0	0	3	3	
Allied Health Management	11	5	3	2	1	-10	-90.99
Applied Behavior Analysis	0	0	0	10	17	17	
Applied Mathematics	41	38	47	42	33	-8	-19.59
Applied Psychology	146	149	122	96	110	-36	-24.79
Automat, Robot, & Ontrl Engr	0	0	0	0	1	1	
Biology	15	8	1	1	0	-15	-100.09
Biology-Health Sciences	136	150	150	138	151	15	11.09
Avil Engineering	127	121	110	120	118	-9	-7.19
Oinical Lab Science-Earlyadm	6	10	35	22	0	-6	-100.09
Clinical Laboratory Science	62	85	94	95	2	-60	-96.8
Communication Studies	55	42	39	47	40	-15	-27.39
Computer Engineering Tech	82	82	81	86	63	-19	-23.2
Dental Hygiene	226	240	211	221	202	-24	-10.69
Diagnostic Medical Sonography	86	104	95	102	112	26	30.29
Dispute Resolution Certificate	1						

10 Year History By Major and Degree Type As of September 5, 2016

2006-07 2007-08 2008-09

•	b	h	b	b	b	b
	87.6	b 67	4.9	08	95.1	···· \$ 56,000
% among those reporting outcomes " = 0	01.0	u /	4.7	uð	7.1	••••••••••••••••••••••••••••••••••••••
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