

**DATE:** 28 January 2020  
**TO:** All Faculty  
**FROM:** Terri Torres, Senate President  
**SUBJECT:** Agenda for Faculty Senate Meeting  
**Tuesday, 4 February 2020**



## FACULTY SENATE

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The Faculty Senate will meet Tuesday, 4 February 2020, at 6:00 pm in the Sunset room of the College Union (Klamath Falls) and conference room 130 (Portland-Metro). Faculty and other interested persons are invited to attend. The agenda is as follows:

- 1) Call to order
- 2) Roll call of Senators 3) Determination of quorum
- 4) Approval of meeting minutes:
  - a) 5 November 2019 – pages 3-7
  - b) 3 December 2019 – pages 8-15
- 5) Reports of officers:
  - a) President
  - b) Vice-President
- 6) Report of the ASOIT delegate
- 7) Reports of standing committees:
  - a) Faculty Rank Promotion and Tenure – page 16
  - b) Faculty Welfare
  - c) Academic Standards
  - d) Faculty Compensation
- 8) Reports of special or ad hoc committees
- 9) Unfinished business
- 10) New business
  - a) Zach Jones – Student Success Center Presentation
  - b) Tony Richey and Connie Atchley – Information Technology Services
  - c) Mike Myers – Student Registration Experience Survey – page 17-38

## Oregon Institute of Technology Faculty Senate Minutes – November 5, 2019

- 11) Open floor
- 12) Report of the Provost
- 13) Report of the President's Council delegate
- 14) Report of the AOF representative
- 15) Report of the IFS representative
- 16) Report of the FOAC representative
- 17) Report of the Administrative Council delegate
- 18) Adjournment



## FACULTY SENATE

### Minutes

December 3, 2019, at 6:00 PM, location: The Sunset Meeting Room of the College Union (Klamath Falls) and Conference Room #130 (Portland-Metro). **Attendance/Quorum**

President Terri Torres called the meeting to order at 6:00 PM. All senators or alternates were present except Samantha Henkell

### Approval of the Minutes

Minutes from the November 5, 2019 Faculty Senate meeting were not approved.

### Reports of Officers

#### Report of the President – Terri Torres

- I apologize for not attending the event at the Wilsonville campus but felt it would not be wise to travel due to weather conditions.
- I would like to go on record and state that Faculty Senate meetings are open to all who wish to attend. You do not have to have an invitation to attend.
- I presented challenges and concerns to the board; you all have been given access to the video. I welcome comments, concerns, and criticism. The next board meeting will be January 23 in Klamath Falls. Communications, Civil Engineering, Mathematics and Faculty Senate sent letters to the board. Shared governance, the financial health of the university, growth, administration both salaries and positions, and our current environment seem to be the shared concerns.
- While in Portland, I visited Oregon Manufacturing Innovation Center Research and Development (OMIC R&D). It is an impressive facility with great potential for the State of Oregon. I encourage you to visit the facility if you are ever in the area.
- At our last meeting, Ralph Santiago a representative of our Veterans on campus shared his concerns with issues affecting Veteran students, and asked Faculty Senate to look into the issues. I reached out to Jeff Smith who is in charge of Military Outreach on campus as well Tracey Lehman the Director of financial aid. They will be working to solve the challenges Ralph presented.
- We had a question about Title IX reporting. It is reported in the Campus Security and Fire Safety Annual report. Note, not all complaints received by the Diversity Title IX office are reportable under the Clery Act. The complaints mandated to be disclosed have been according to Tanya Coty our former Title IX coordinator.
- The Senate Executive committee met with Dr. Mott. We discussed access to FAST, enrollment numbers, the academic calendar, the transition of Faculty Senate after the union, and FOAC. There is interest in creating a more productive, interactive, and meaningful FOAC. It has been suggested there should be an election of faculty members to FOAC instead of the current appointment process. Please let me know if you have any opinions on this matter. ○ End of Report

#### Report of the Vice President - Mathew Sleep

- I sent an email to all Senators with a link to the YouTube video of President Torres' presentation to the board, and a copy of the faculty video.

## Oregon Institute of Technology Faculty Senate Minutes - December 3, 2019

- I want to thank all faculty members who helped work on the presentation. I thought it was very honest, and heartfelt.
- In viewing the rest of the board meeting, I became a little concerned. I am not sure why the board met faculty concerns with suspicion. At the meeting, they were going around, and all of the board members expressed thoughts about the meeting. A board member said, “I think we are getting too wrapped around the axle with faculty concerns and letters.” They need to step back and discern what facts versus posturing and position were. I do not think anything Sen Ex put together for the presentation or any of the words expressed in the video by the faculty members, was posturing or positioning. I feel that sometimes the board is confusing unionization and labor with the Faculty Senate.
- When President Torres presented to the board, moving beyond salary increases to administration, and increase in positions, and just looking at change in divisional budgets; we are looking at a 73 % increase in enrollment management over the last three years, a 70% increase in the President's budget over the last three years, a 55% increase to the marketing budget, contrasted with a 13 and 12% increase in budget for the college of ETM and college of HAS. I think this should be concerning. I think this is valid and should be respected, and I did not necessarily see that from the board.
- Academic Council has not met so I have no further report. ○ End of Report

### Report of the ASOIT Delegate – Samantha Henkell ○

No Report

### Report of Standing Committees

### Report of Faculty Rank & Promotion – Monica Breedlove ○

No Report

### Report of Faculty Welfare – Kari Lundgren ○ Faculty Welfare has three items to report this month.

- The first two items pertain to our efforts on charge 2 (work/life balance). ○ Charge 2: Investigate and make recommendations with respect to work culture and work/life balance at Oregon Tech, including, but not limited to, expectations and compensation for summer activities by faculty with 9-month contracts, expectations for work on nights and weekends, and unreasonable overload assignments.
  1. As reported previously, representatives from the Faculty Welfare committee interviewed the two deans about work/life balance. One interview took place in person; the other took place over email. The questions and responses from those interviews are included at the end of this report.
  2. The Faculty Welfare committee is now drafting a short survey to measure faculty perceptions of work culture, work/life balance, and burnout. This survey should be under 10 questions long, and we plan to administer the survey to all faculty by the end of week 4 of winter term.
- Our third item is separate from our charges but is a concern brought to the Faculty Welfare committee's attention by one of our committee members:
  3. Apparently, Oregon Tech is the only educational institution in the county without video surveillance, which is affecting some campus community members' sense of personal safety, especially when more remote buildings (like Purvine) are empty. Adding video surveillance to entries and exits may be worth considering.

Appendix: Interviews with the Deans on Work/Life Balance

### **Dean Dan Peterson (scribed by Kevin Brown; approved by Dan Peterson):**

Could you reflect on how you see the work/life balance of faculty members and the issues surrounding that tension?

The faculty work/life balance could be better at OIT. While some faculty have found a balance, there seems to be a general imbalance throughout the faculty. However, some faculty have brought this on themselves by saying yes to administrative requests or by seeking out additional opportunities on their own--they should say no if they feel overburdened or imbalanced. Some faculty want the opportunities and are not seeking balance.

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Faculty should choose an appropriate work life balance--it's a way, long-term, to maintain a healthy and productive faculty.

What should be the expectations of faculty when they are not under contract?

Tough question--from an administrative perspective, it helps to have faculty available, however, they should be compensated fairly for their time. I believe there should not be an expectation that faculty are available when they are out of contract. Those who chose to teach in the summer or do other contracted works should do the duties associated with the contracted role, like teaching and responding to the needs of students in their classes. Department chairs have a role in summer work to help advance their departments, however, they only work 10 hours a week. The question remains of what the administration can accomplish while the faculty are unavailable. Expectations of faculty not under contract might be a question that could be resolved through the bargaining process.

What should be the expectations of faculty when they are under contract, but school is not in session (for example winter and spring breaks)?

I expect that during those times it will be difficult to get hold of faculty and my expectations of faculty responsiveness during winter and spring breaks both in responsiveness to contacts and administrative needs is limited. I think faculty having the same expectation is appropriate. The role of Dep. Chairs in the summer needs to be reexamined in order to accomplish necessary department work and correspondence along with university goals.

What is your perspective on teaching out of load/overload? Should overload be routine or expected?

Overload should not be routine or expected. It should be a temporary solution to an immediate need. We need a clearer understanding of when it is appropriate to use adjuncts, non-tenure track faculty, or instructors. Some faculty have embraced the opportunity to increase their earnings through additional overload or out of load work.

How should distance Ed be staffed? What is the effect on the University of our current DE overload staffing model?

In some cases, teaching out of load has negative effects on both online and in-class teaching and impacts overall performance and quality. It could negatively affect the student experience and at some point, time can't be replaced with money.

What expectations should a faculty member have regarding work outside their regular assignments, especially during nights and weekends?

These sort of assignments should be voluntary. This is the work/life balance issue—faculty should not be expected to be universally available. It's alright to not respond to emails on the nights or weekends. Faculty should appropriately manage their work effort in cooperation with their colleagues and department chairs.

**Dean Tom Keyser (over email):**

Could you reflect on how you see the work/life balance of faculty members and the issues surrounding that tension?

Good question. For me faculty positions are seldom a 40 hr. /wk. job and this includes some weekend responsibility from time to time. I always try to keep this in mind and try to respect non-contract (outside the typical 9-month contract) as the faculty's time. Additionally, administration should always judge faculty performance on meaningful output and not their presence on campus. What should be the expectations of faculty when they are not under contract?

My expectations and evaluation of faculty are based on meaningful output. Often non-contract/break time is used by faculty to perform development, which often requires blocks of un-interrupted time, which often cannot be attained during the typical academic year, or this is the time in which they can re-balance work/life. Both need to be respected when examining faculty and setting expectations.

What should be the expectations of faculty when they are under contract, but school is not in session (for example winter and spring breaks)?

See previous answer.

What is your perspective on teaching out of load/overload? Should overload be routine or expected?

Teaching overload and out of load should be the decision of the faculty. Faculty should have the right to refuse both without penalty. Overload should never be an expectation.

How should distance Ed be staffed? What is the effect on the University of our current DE overload staffing model?

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It would be optimal to have our full time faculty participate. However, additional courses often require the use of adjunct instructors. I would like to see an optional online/in-class model be available so as a faculty member could serve both online and on-ground populations without having to double their efforts. One effect that I currently see is that in several cases, on-ground students are taking on-line courses and thereby diluting on-ground course attendance.

What expectations should a faculty member have regarding work outside their regular assignments, especially during nights and weekends?

Nights and weekends may be part of their regular assignments. Chairs should carefully work with faculty so as not to have large disjoint periods of time in a faculty's schedule as to make their assignments un-necessarily burdensome (for example: avoid scheduling 8am and 8pm courses for an individual faculty). ○ End of Report

### Report of Academic Standards – Addie Clark ○

Academic Standards met once this month.

- The first charge was regarding our flow chart we discussed last month. We had the opportunity to meet with Erika Veth. She brought more understanding and clarity for those on the Academic Standards committee on how the flow chart outlined process works. The Admissions committee has not met. There are no proposed admission changes we are aware of at this time. We are considering this charge complete for the moment or until further changes.
- The second charge had to do with the final exam schedule and make recommendations if necessary. As a committee, we decided no update was needed for the Klamath Falls or Portland Metro campuses. However, we did request that webmaster update the language on the website for the Klamath Falls Campus to be consistent with the current policy. The reason for this change is that we do not have an Assistant Provost.
- The third charge has to do with the Faculty Senate committee structure. President Torres and I met with Provost Mott and shared our concerns regarding the issue. The committee last year completed work researching other unionized schools in Oregon on their respective Faculty Senate committee structure. Winter term we are going to be looking for comparators outside of Oregon. I welcome any suggestions.
- End of Report

### Report of Faculty Compensation – Michael Healy

- The Faculty Compensation committee will meet again this Friday (12/6). I have asked that we focus on two charges: reviewing how faculty release time is administered, and review the overload calculation. ○ I spent time with Joe Reid who I am calling “the keeper of the data.” He is among the longest-serving members of FCC, and he has possession of a lot of the historical data. Spending time with Joe has been enormously helpful for me, so I can effectively chair the FCC.
- I am in the process of setting up a repository for relevant data. ITS now would like us to use Microsoft Teams exclusively, rather than the old T-drive. Once that is set up, I can add access for anyone that needs it, including the AAUP Bargaining Team. ○ End of Report

### Report of Ad Hoc Committee – Kyle Chapman ○ Report of the Ad-Hoc committee-

Kyle Chapman ○ The Ad Hoc committee on teaching evaluations has met twice since our last meeting. ○ Our goal is to rewrite policies and procedures on how we use our teaching evaluations.

- The Ad Hoc committee has three working groups. One on policy, which consists of Sarah Fitzpatrick, Claudia Garibay, and myself. We will be talking with administration regarding any issues with policies.

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- We have a meeting Provost Mott next week.
- We have a committee member doing some work on the IDEA center. They are contacting with the IDEA center folks to see if there is a way we can change some of the current settings. We also are requesting them to provide us with more data.
- Our task for winter is to be compile a bank of options to widen our reach in terms of how we measure our teaching evaluations.
- That is what we have done, and where our focus will be moving forward. ○ End of Report

### Unfinished Business ○

No Report

### New Business – David Groff

- I am going to try and summarize what was explained at the President's Council meeting in June.
- While doing some work I came across an existing Oregon Tech Ethical Statement from OIT employees. It was adopted and signed by Martha Ann Dow in 2006. The policy refers to the Oregon Government Standards and Practices Commission, which is no longer the functioning body. It is now the Oregon Government Ethics Commission and it has a dead link to a set of recommended ethics interpretations and laws. The commission no longer exists so that link does not work. The Executive committee requested I move forward and fix the issue. They also requested I change our references from OIT to Oregon Tech. IT is updating the Government Standards and Practices including the temporary link, and changing it from OIT to Oregon Tech.
- President Torres commented on David Groff's report: This was on the agenda for the Presidents Council and I am assuming it will be again. I would like to make sure that policies go through Faculty Senate before President's Council passes them. With the suggested change to the last sentence of the policy to include "to avoid personal or professional conflict of interest," I would like to have a motion to approve the policy. ○ Motion Passes ○ End of Report

### Open Floor – Eve Klopf

- I have a point that my constituents wanted me to bring up. This is to request that Oregon Tech should provide a clear policy about supporting current residents of its International Faculty members. This policy should be published on the website as it is on other university websites, and this policy should apply to each International Faculty member.
- Recently we have had a couple faculty members concerned regarding un-clarity of the level of support for their green card. In the past, I think some employees received support, and going forward it seems they are no longer receiving this support.
- End of Report

**Report of the Provost – Johanna Mott** ○ Most of you have heard that Academic Affairs has become a larger group then they were before. Advising and retention is now going to be permanently integrated into Academic Affairs, and for the time being, Strategic Enrollment Management.

- I have no AVP so all of those direct reports are sent to me, and may take some time for processing, I am asking for your patience.
- I am meeting with many individuals, learning about their divisions, and keeping track of things to be addressed.

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- The Deans and I met with the Chairs today and talked about retention. ○ Dan Peterson, Jeannette Isakson, Lindy Stewart, Farooq Sultan, and six other people from HAS, Student Affairs, and Cory Murphy from retention attended a daylong workshop training.

Dan Peterson reported about the training and addressed possible changes to departments. We are working on ways to make data more available to Chairs, departments, and faculty in order to improve retention. ○ We are at the finalist stage for the Financial Analyst position and are hoping to have that position filled soon. ○ The positions of AVP for Academic Excellence, and the HAS Dean are posted, but the DPT is still in process.
- Today was the deadline for sabbaticals and yesterday was the deadline for the sabbatical applications. At this time, we have six to consider.
- The student and faculty innovation awards are under review, we had nine proposals. We funded one proposal outright, and we had two that we need more information before we can proceed. ○ It was suggested at the town hall that we have a suggestions box. We now have Tech tips, the electronic version, and are looking at those suggestions as they come in. Some people are not confident the information will be confidential; therefore, a physical suggestion box is located in the library. ○ Now to address the online vendor question Mark Clark asked about; I have not received any inquiries at this point. I do have some knowledge regarding the issue, and feel there are advantages, and disadvantages. I am aware that they provide logistical support as well as advertising. There are many pieces to this, and that is why some universities have gone to that model. However, as I said I have not seen anything regarding moving in that direction. There are some specific areas of concern and that may not be the way to go.
- I attended the Board of Trustees meeting for the first time. There is considerable interest in certain areas that we will be addressing in the up and coming meeting. There will be a presentation on retention information. They would like more information on how we are addressing retention, given our current decline.
- There is always interest in the faculty hiring process, and the diversity of the pool versus the diversity of the faculty we eventually hire.
- We had a presentation from Dawn LoweWincentsen on open access and where we are with advertising course material costs. We are working in an area, which requires us to have a searchable database by cost of course materials for all courses. I talked to the registrar's office and Connie Atchley in IT, and they were working on it; however, things were derailed with a change in software. They are now back on track and plan to have it resolved before the next board meeting.
- Regarding permanent residence. I think there is some confusion about the difference between people who are on H1B Visas and who want to get green cards, and those who have green cards and want to become citizens, and those that are not on H1B but need to be on H1B to work at the university. There are different situations and I will follow up with Human Resources for clarification. The university will provide letters of support but will not financially support Lawyers for further processes or next steps. ○ Regarding the Academic Standards question about looking at committees, I would like to look at other universities, rather than Oregon Universities only. We will move forward once we have a broader look. ○ End of Report

### Report of Presidents Council Delegate – Terri Torres ○

No Report

### Report of the AOF Representative – Matthew Sleep ○

No Report

### Report of the IFS Representative – Mark Clark



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- Mark Clark began his report by briefly reviewing the organization and purpose of the Inter-institutional Faculty Senate (IFS). He stressed that IFS is now the principle faculty voice when it comes to policymaking at the State level, and plays a major role in faculty interaction with the Higher Education Coordinating Committee (HECC).

He outlined the major topics discussed at the November 2019 IFS meeting at Oregon Health Sciences University (OHSU) in Portland, Oregon.

1. The administration of OHSU made a presentation to Senators and stressed that OHSU is very much emphasizing its statewide mission. There are quite a number of new initiatives outside of Portland, particularly in rural areas. They are very concerned about meeting rural health needs, so current cooperative efforts between OHSU and Oregon Tech should be seen as part of that statewide mission.
  2. IFS is working to support the Oregon Transfer Agreement Committee (OTAC) that is charged with implementing House Bill 2998, which mandates transfer paths from community colleges to four-year state institutions. Three transfer paths have been established, and the committee is working on additional paths.
  3. Through the work over the past months, it was recognized there is a need for some kind of unified computer resource that community college students can access information about different degrees and transfer paths. Given the shortage of community colleges advisors, it is very important that students can access information. As a result, HECC is going to be requesting money from the legislature for computer resources, and some kind of a unified system to allow essentially all of the registrar's systems to talk to one another, and make it easier for students to access transfer information.
  4. HECC is reviewing the statewide funding model that distributes dollars appropriated by the legislature to the different public institutions. An advisory group has been established and includes members of IFS. This is in a very preliminary stage, but the major take-away from early meetings is that because of the competing interest of the different state institutions, it is very unlikely there will be any major changes to the current funding model.
  5. HECC has established a new oversight committee for high school-based partnerships. The committee is looking at all sponsored-credit programs and other initiatives for high school students to earn college credit.
  6. In a related item, Senators had an extended discussion with Tracey Hodgen, President of the Community College Council (the representative body of the various Faculty Unions at Oregon's Community Colleges). There is no equivalent of IFS at the community college level so the Community College Council is the closest thing to a body where there are faculty representatives from multiple community colleges. Hodgen noted that high school-based credit programs are becoming more common among community college students. This has led to concerns about quality of instruction, as well as problems with financial aid resulting from poor advising and students transferring into college with excessive credits.
  7. Senators discussed a recent trend towards the use of outside vendors to offer and advertise online courses. Southern Oregon University (SOU) and Eastern Oregon University (EOU) have programs currently in place, and Senators from EOU expressed concern that the program at their institution had been implemented with limited faculty input.
  8. University of Oregon Faculty are concerned how members of Public University Boards of Trustees are appointed. They plan to work, and bring legislative change to the way board members who represent students, staff, and faculty are selected. The goal is to move that selection out of the hands of the Board of Trustees and put it entirely under the control of the groups being represented.
- The next IFS meeting will be in January at Oregon State University (OSU).
  - End of Report

○

**Report of the FOAC Representative – Matthew Sleep** ○ FOAC met once and last time I talked about our budget development principles. ○ The board approved these so I just want to read them directly to you and they are the principals we should follow as we build fiscal year 2021.

1. Balance revenue and expenses with the operating budget.
2. Prioritize recruiting, retaining and graduating students to ensure long-term sustainability.
3. Align programs and initiatives with industry and other employer demand.

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4. Invest in faculty, staff, and infrastructure to support student and institutional success.
5. Use an open and transparent budget development process. ○ End of Report

### Report of the Administrative Council Delegate – Zach Jones

- We are currently in our infancy stage in terms of trying to figure out what our constituents want. We just created a constituency list, so every Administration Council representative now has a list of constituents. That is a big step forward compared to previous years.
- We are also in the stage of creating sub-committees. We will be addressing that at our next meeting.
- Admin council needs to act, and we cannot do that once a month through these meetings so subcommittees are necessary.
  - We developed and distributed a survey. We reviewed some good feedback, which has helped determine what we focus on next.
  - We are in the process of reviewing our bylaws that have not been updated since 2005, and updating our election procedures as well.
  - End of Report

### Adjournment

Terri Torres adjourned the meeting at 7:49pm.

Respectfully submitted,  
Vanessa Bennett, Secretary  
/sub

## RPT Report

RPT was asked to consider concerns from faculty who find themselves in the situation (facing promotion) where they had been hired in a position that did not allow for full-time college level teaching, like a program director, OMIC employee, or as in my previous position here at Oregon Tech, where I worked 50% of the time for ACP and taught 50% in Communication. The situation does not allow a faculty member the time to amass "a minimum of six years full-time, college level teaching."

The "Eligibility Requirements" in OIT 20-040 (p. 3) on promotion from Associate to Full Professor state the following:

### Associate Professor to Professor Eligibility Requirements:

"Four full years in current rank..., which will include a minimum of six years full-time, college level teaching in addition to appropriate professional experience..."

Discussion addressed what percentage of the faculty this situation affected: it was suggested that 1-3 people might currently be affected by such a situation. Discussion also addressed the concern about whether it was good practice to change the policy based on the needs of the few (consensus was this was not good practice). We also discussed the likelihood that there could be more of these situations facing faculty in the future, and whether it would be good to offer an "exception sentence" in the current policy.

Ultimately, it was suggested that rewriting policy is not the right approach, but instead it would be better for faculty, chairs, deans, and provosts to address these situations (that would make it impossible to teach for six years) as HR matters, as part of the hiring and contract offering process. In this way, then, faculty, chairs, and colleges would know from the start of a faculty member's time here that this matter has been agreed upon from the start of the faculty member's contract. It was also suggested that this situation could, and should, also be addressed by a faculty member's department chair as part of the FOP and APE evaluation and advising process on a yearly basis. However, it was also noted some chairs are themselves Associate Professors, and have not themselves navigated this promotion to Professor, thus they might not possess the experiential wisdom to offer this guidance to their own faculty.

Therefore, if HR and Provost, when issuing a contract, could address these particular situations at the start of a faculty member's career expectations at Oregon Tech, then all parties from the faculty member to PAC would be operating under a clear set of requirements and expectations, rather than needing to request a special exception waiver from the Provost. Clear expectations and requirements at the start of a career would amount to an agreed-upon and successful experience for all involved.

Lastly, some faculty's job descriptions or duties change at some point in their career, and thus such circumstance are out of the purview of HR, so it ultimately may be useful to add some "exception sentence" as part of the policy, in expectation for such changes that faculty members might be expected to take on, or might willingly accept as a change in their job duties, their position descriptions.

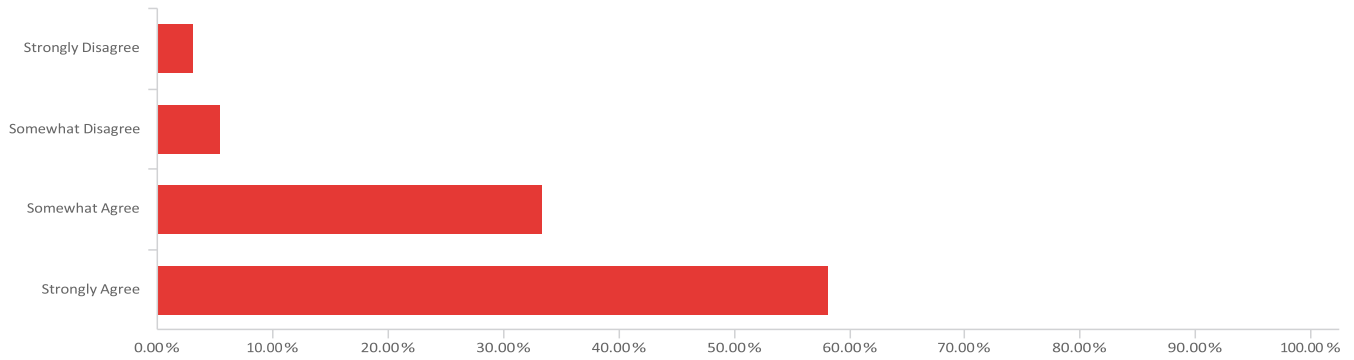
# Default Report

*Student Registration Experience Survey*

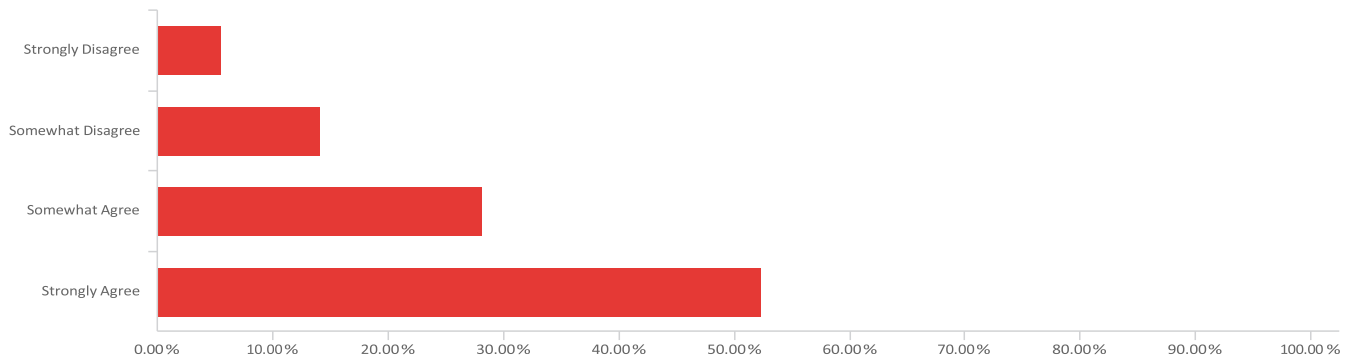
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1 - Knowing what books and software are required for each course would

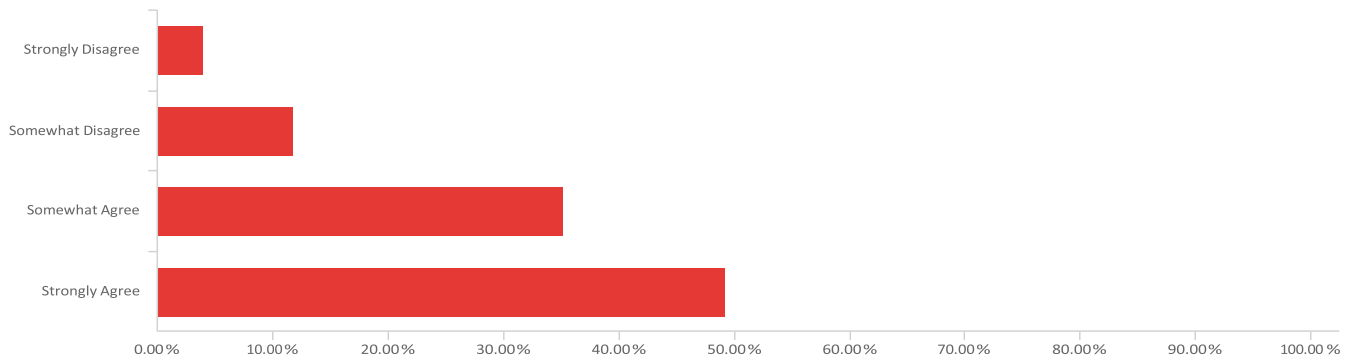
make registration easier.



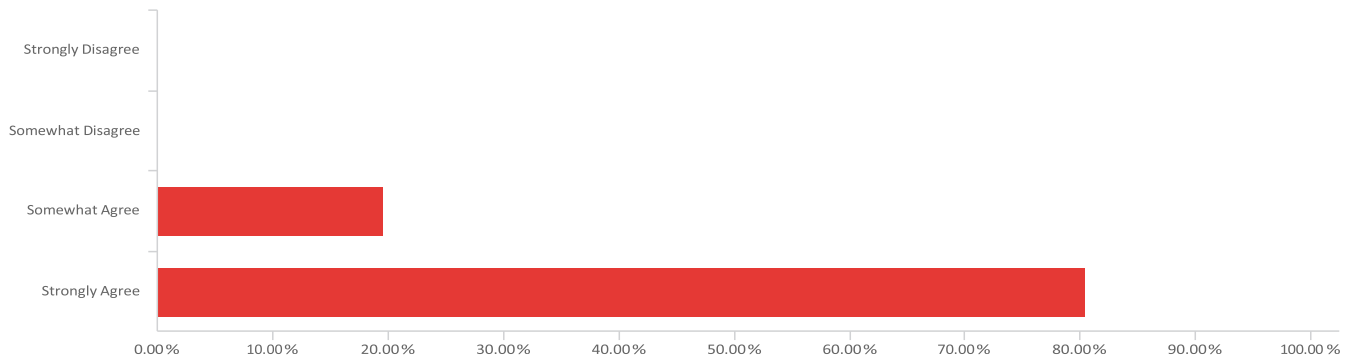
2 - Knowing the cost of required books or software would make registration easier.



### 3 - It is helpful to me to see the syllabus of courses before registering.

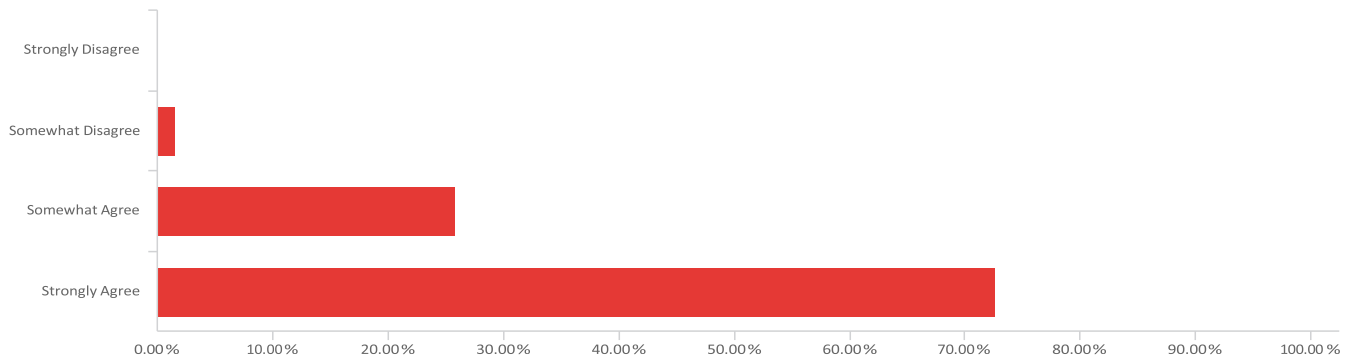


4 - An accurate course map for my major would be helpful to me.

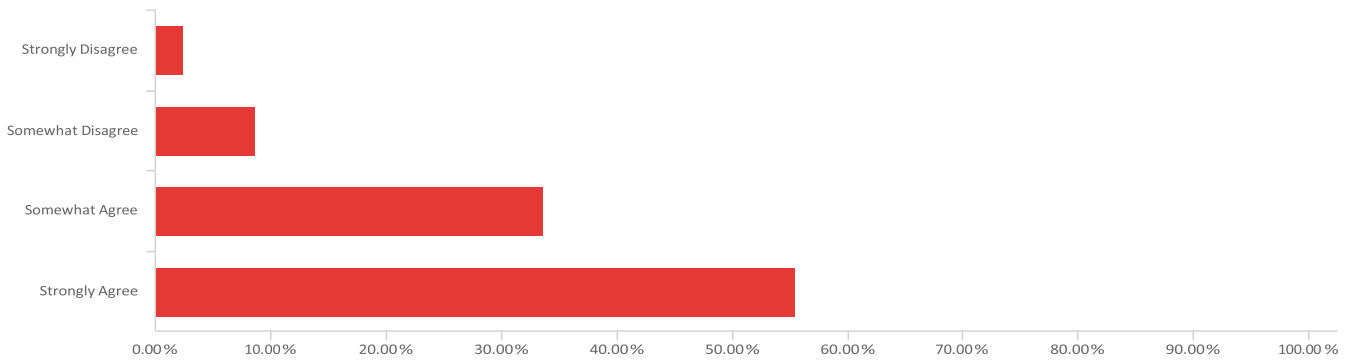




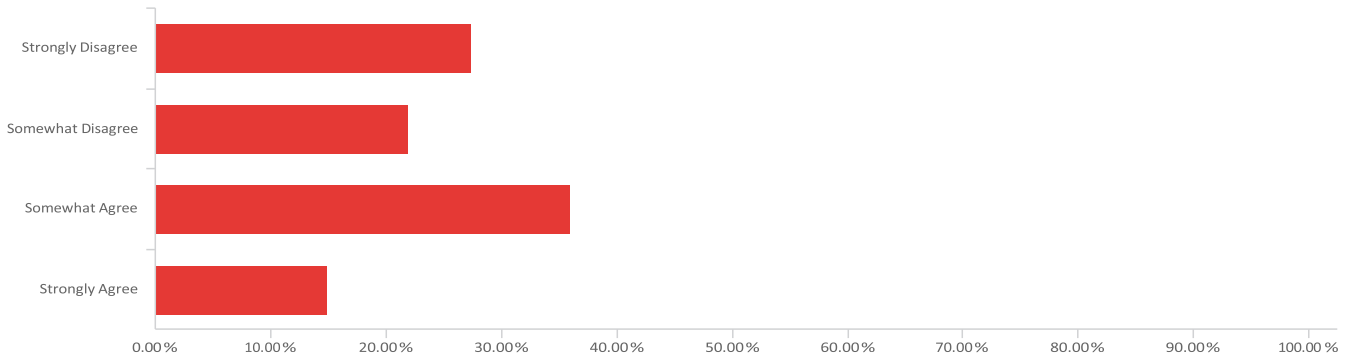
5 - A year long schedule of course offerings would be helpful for me.



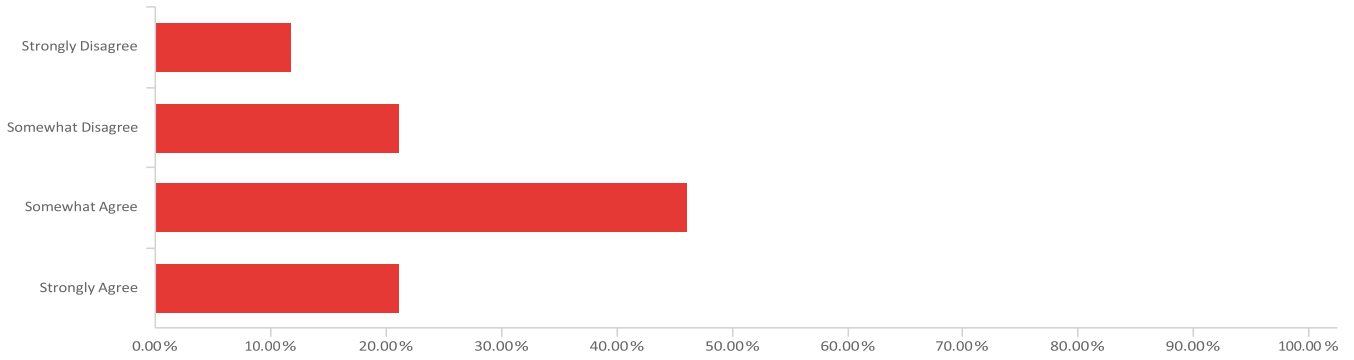
6 - Creating a year-long academic plan with my advisor would be helpful to me.



7 - I am aware of which courses in my program are offered once a year.

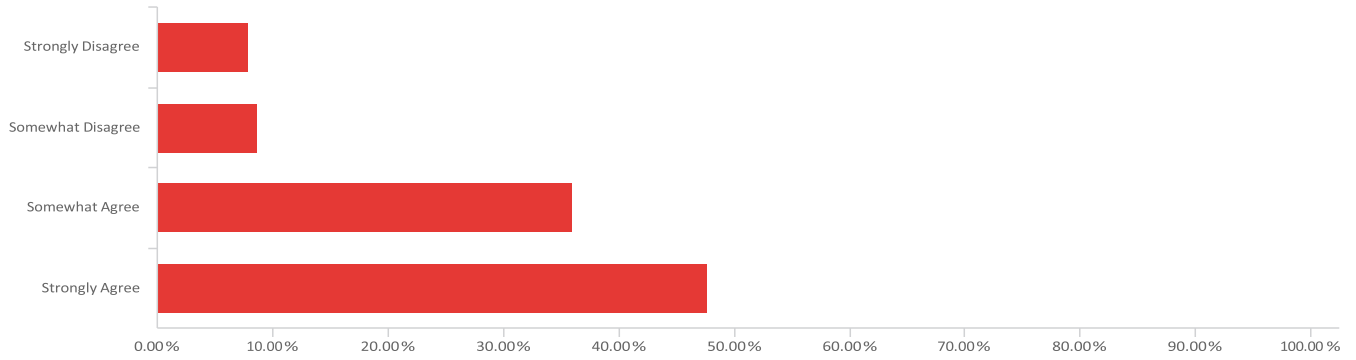


8 - The courses I need for my degree are offered at times of day that are convenient to me.

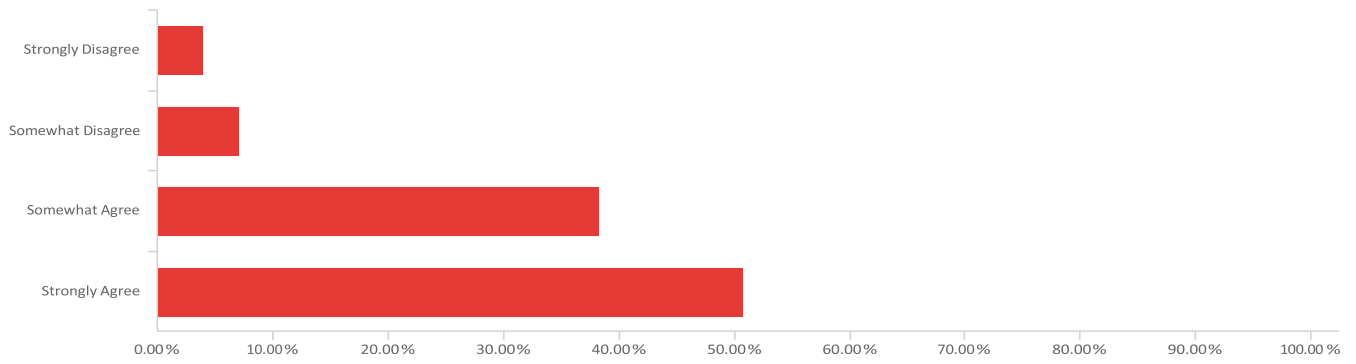


9 - I understand how to use the Degree Works program to track my progress towards

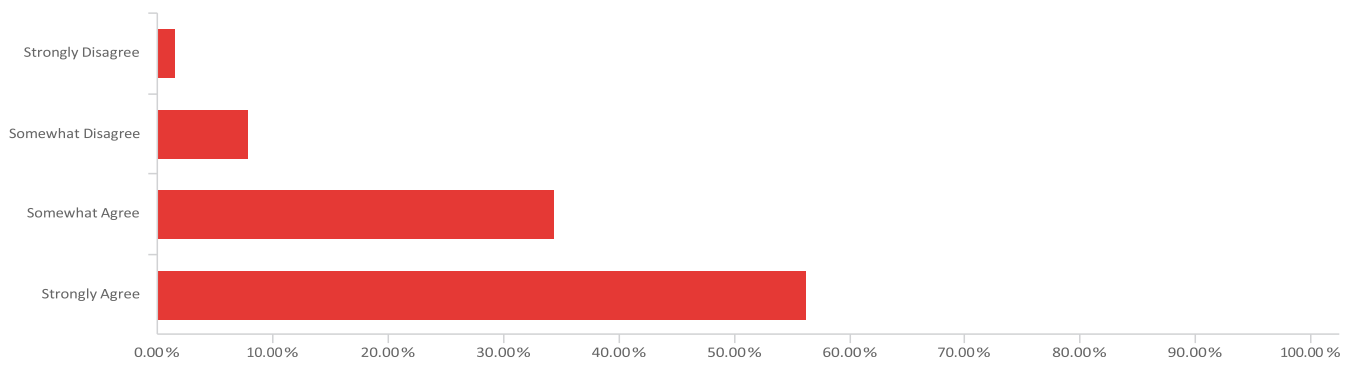
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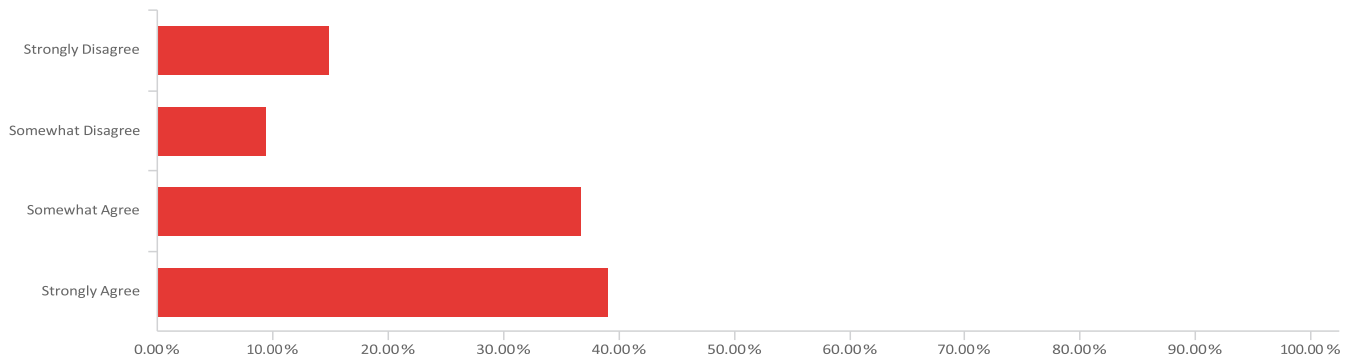
## 10 - I have a positive relationship with my faculty advisor.



# 11 - My advisor is adequately capable of helping me select courses to meet my goals.

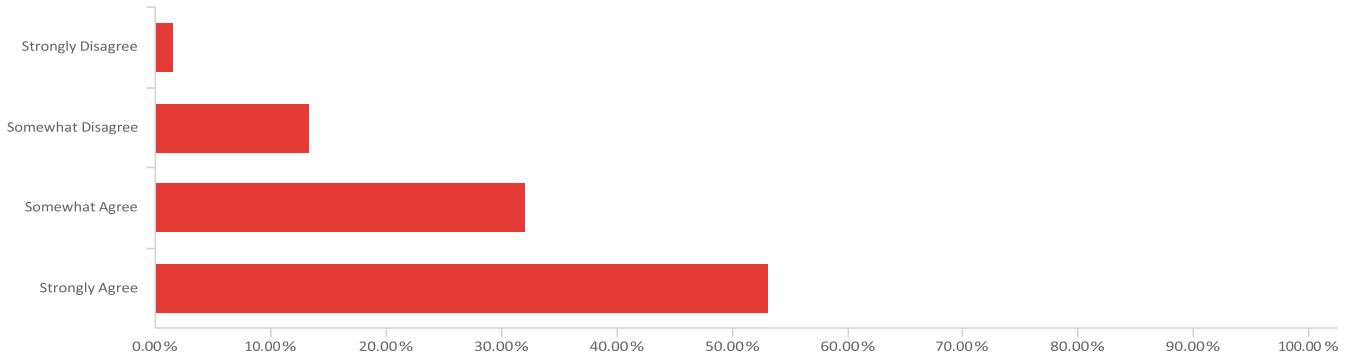


## 12 - My advisor helps me plan my term schedule.

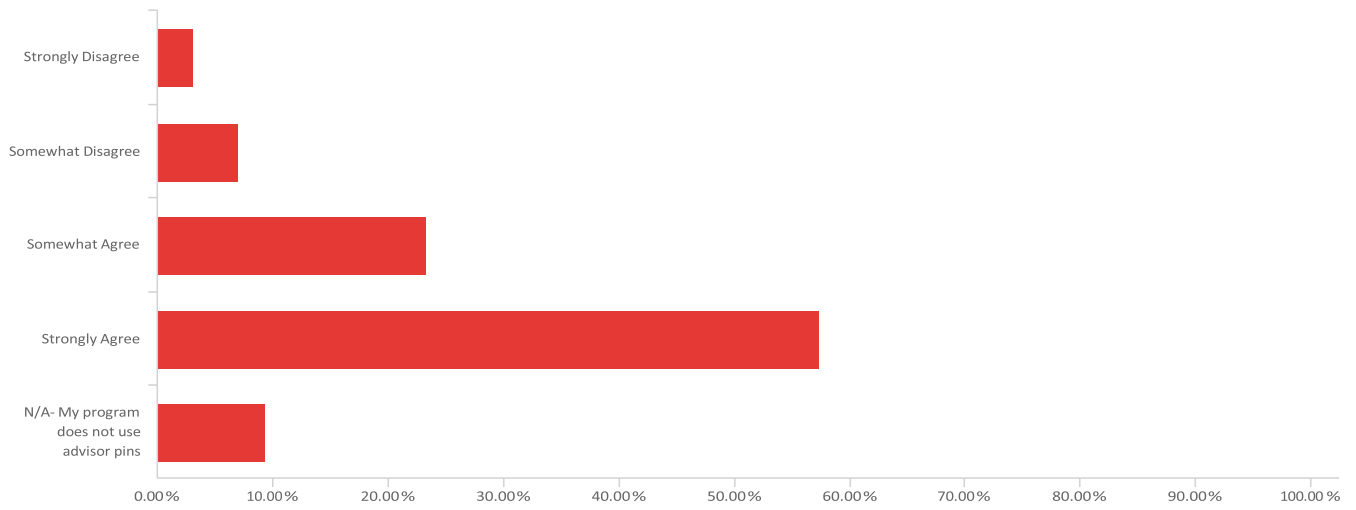




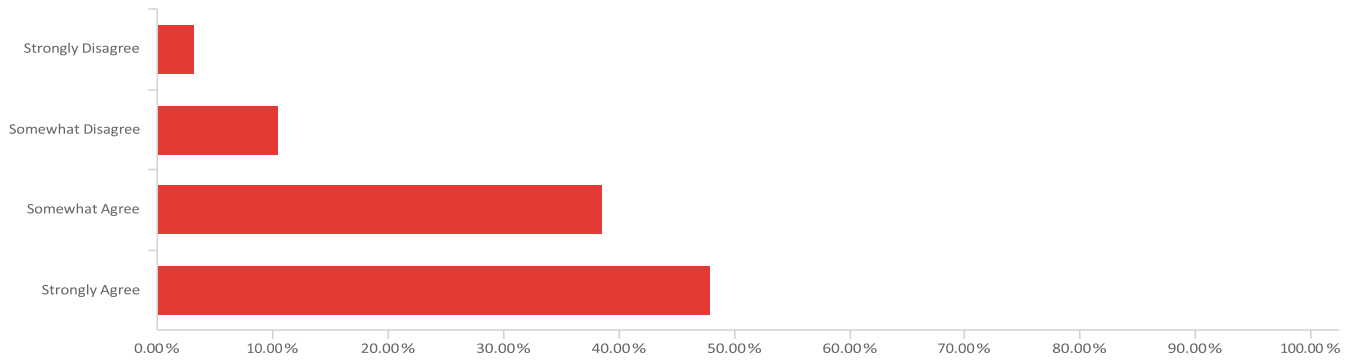
13 - My advisor is available by appointment when I need assistance with  
scheduleplanning.



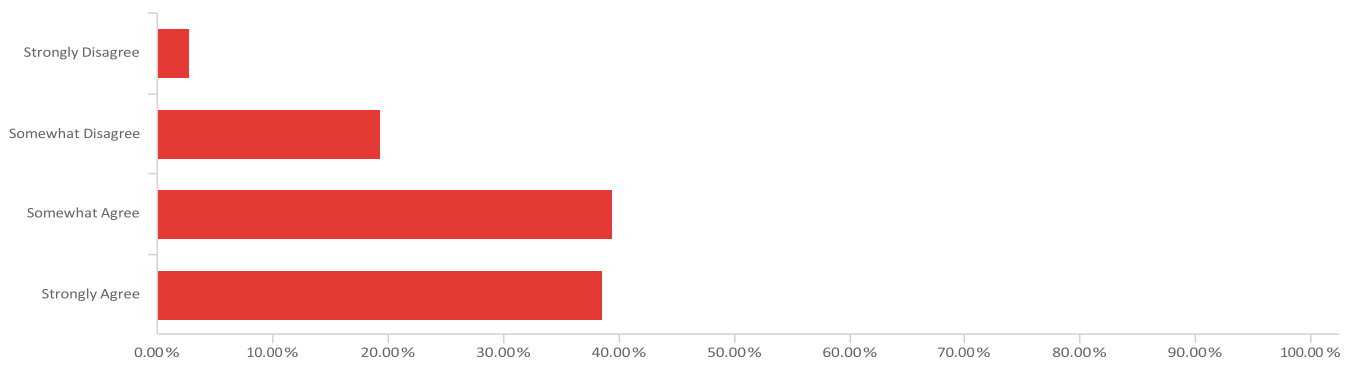
## 14 - I have access to my advising pin.



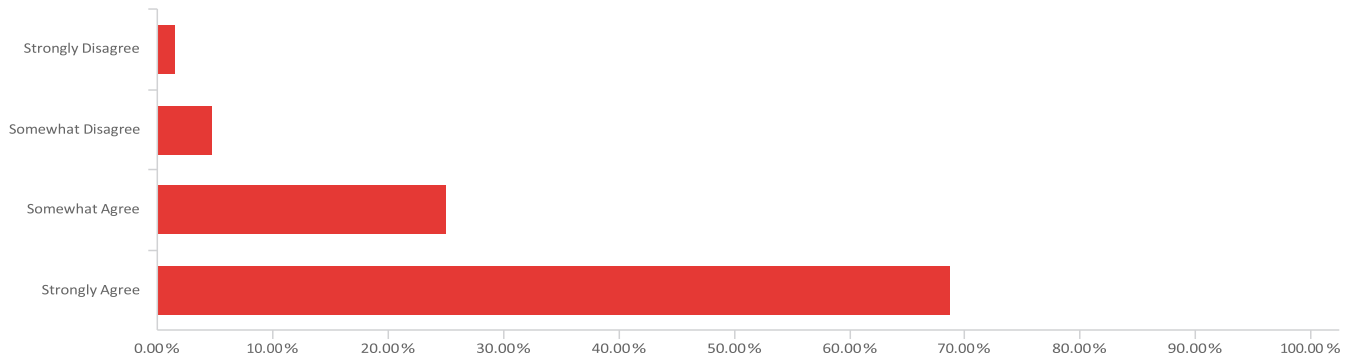
15 - Oregon Tech helps me apply college credits earned at another institution towards mydegree.



## 16 - I have access to someone who can answer my financial aid questions.

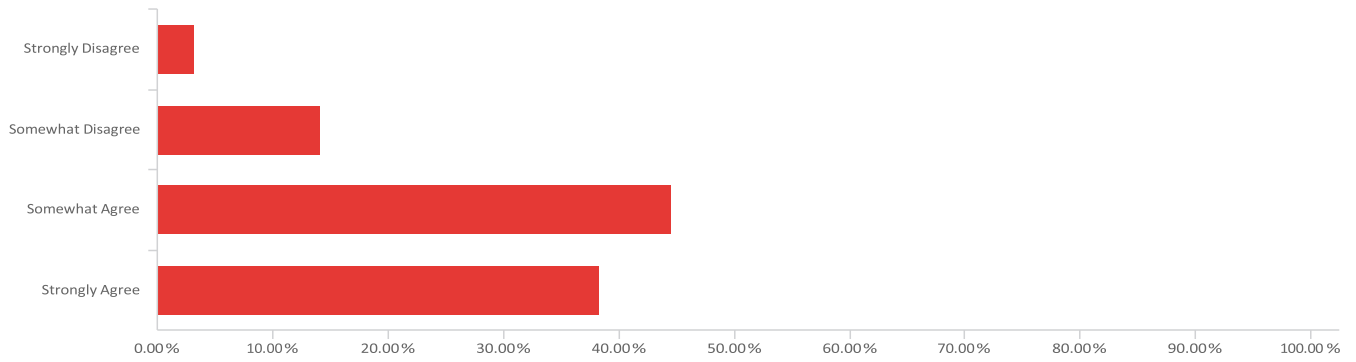


17 - I understand the importance of registering for the next term before finals week of the current term.

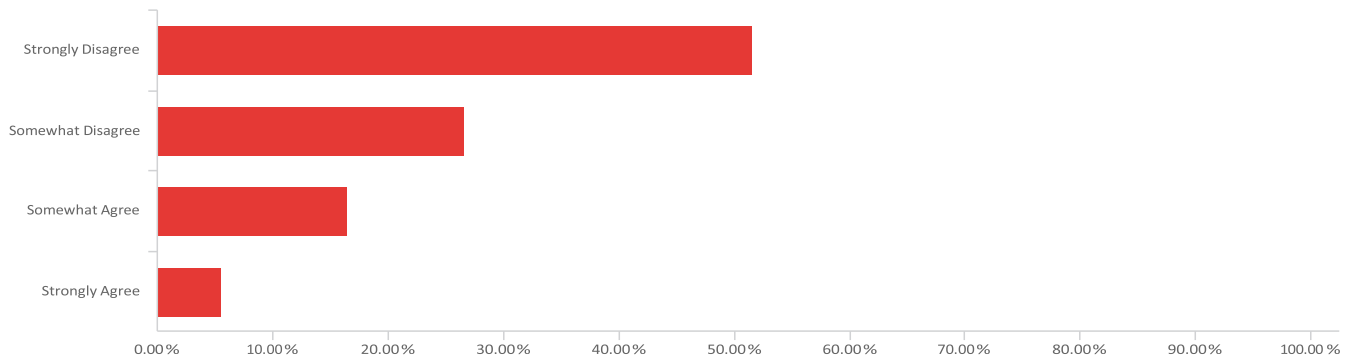


18 - I understand that late registration is a main contributor of courses being dropped

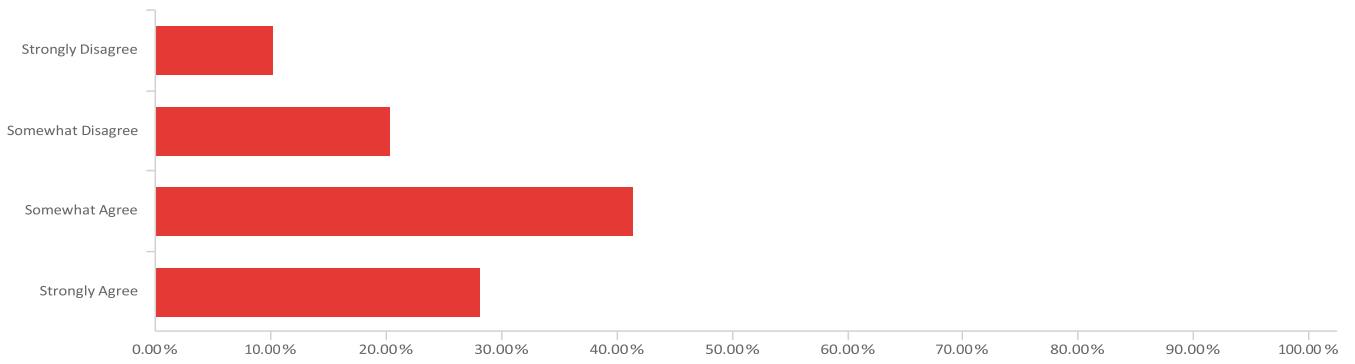
dueto low enrollment.



## 19 - I primarily take classes online.

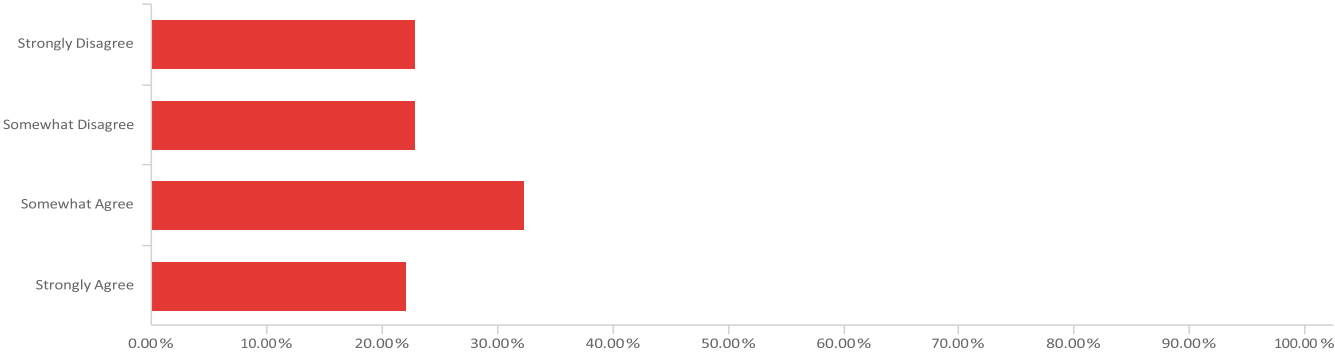


## 20 - When classes I need are not offered, I look for online alternatives at Oregon Tech





21 - When classes I need are not offered, I look for alternatives at other colleges.



22 - It would be helpful for my instructors to send an introduction and

supplemental information a week before classes start.

