**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee**
**Virtually via Microsoft Teams
April 12, 2023
11:00 am – 2:00 pm**

Academic Quality and Student Success Committee
Agenda

1. **Call to Order/Roll/Declaration of a Quorum** (11:00 pm) (10 min) *Chair Jeremy Brown*
2. **Consent Agenda** (11:10 pm) (5 min) *Chair Brown*
   2.1 **Approve minutes of the January 25, 2023 meeting**
3. **Reports**
   3.1 **Provost's Report** (11:15 am) (20 min) *Provost and VP for Academic Affairs and Strategic Enrollment Management Dr. Joanna Mott*
   3.2 **Student Affairs** (11:35 am) (20 min) *Vice President of Student Affairs and Dean of Students Dr. Erin Foley*

   LUNCH BREAK (until 12:30 pm)

4. **Action Items**

5. **Discussion Items** *Chair Brown*
   5.1 **Student Involvement and Belonging** (12:30 pm) (20 min)
   Thomas Arce, Shawni Cayetano-Ramos and Zoé Smiley
   5.2 **Overview of Oregon Tech Programmatic Accreditations** (12:50 pm) (20 min)
   Provost Mott, Dean Peterson, and Interim Dean Afjeh
   5.3 **Course Modality Survey** (1:10 pm) (10 min) *ASOIT PM President Billy Kimmel*
   5.4 **Update on New Programs** (1:20 pm) (10 min) *Provost Mott*
6. **Other Business/New Business** (1:30 pm) (5 min) *Chair Brown*
7. **Adjournment** (1:35 pm)

Academic Quality and Student Success Committee Minutes

Trustees Present:

Jeremy Brown, Chair   Phong Nguyen   Jill Mason
Kathleen Hill   Celia Núñez   Nagi Naganathan (*ex officio*)

Trustees Unable to Attend:

Kelley Minty

Other Trustees in Attendance:

John Davis

University Staff and Faculty Present in person:

Abdy Afjeh, Vice Provost-Research & Academic Affairs
Ken Fincher, Vice President University Advancement
Erin Foley, Vice President of Student Affairs & Dean of Students
David Groff, General Counsel & Interim Board Secretary
John Harman, Vice President Finance & Administration
Tom Keyser, Dean College of Engineering, Technology & Management
Michelle Meyer, Director of Audit & Compliance-Business Affairs
Joanna Mott, Provost & VP of Academic Affairs
Adria Paschal, Senior Executive Assistant to the President
Dan Peterson, Dean College of Health, Arts & Sciences
Lori Garrard, Executive Assistant to VP of University Advancement
Bryan Wada, Information Technology Consultant 2
Riley Ambrose, Oregon Tech
Caroline Doty, Associate Professor/MLS
MariaLynn Kessler, Professor/Department Chair of Humanities and Social Sciences
Desire Wooten, Assistant Director of Career Services
Anna Fowler, Employer Relations & Career Advisor, Career Services
Thomas Arce, Director of Student Involvement and Belonging/Interim Director of Career Services

1. **Call to Order/Roll/Declaration of a Quorum,** *Chair Jeremy Brown*
   Chair Brown called the meeting to order at 2:35 pm. The Board Secretary called roll and a quorum was declared.

2. **Consent Agenda** *Chair Jeremy Brown*
   2.1   Approve Minutes of the October 17, 2022 Meeting
   John Davis attended the meeting and would like it reflected that he was there. Minutes approved as submitted with the change noted.

3. **Reports**
   3.1   Provost's Report *Provost and VP for Academic Affairs and Strategic Enrollment Joanna Mott*
   Dr. Mott reviewed her PowerPoint presentation which addressed a correction needed in the date to 2023.

   - The top priority for academic affairs is the upcoming seven-year report which is due March 1st and campus site visit from Northwest Commission on Colleges and Universities (NWCCU) for the reaccreditation review and site visit in the spring.
   - Updated key performance indicator dashboards. It is not complete because the employee information and student to faculty ratio will not be available until April.
   - Data comparisons were completed with other peer universities that is needed for the northwest report.
   - Human resources data was also provided in the attachments regarding employee and applicant diversity.

   Staffing
   - **Dr. Mott** advised that Oregon Tech has a number of leadership positions open. Dean Keyser has accepted a new position and will be leaving Oregon Tech mid-March and there are searches for two department chairs in ETM that are pending. Dr. Mott states that 30 new faculty started in the fall of 2022. This fall there are approximately 30 faculty searches underway, at various stages. There have been some failed searches also.
   - **Chair Davis** asked if there were any root causes for the failed searches. Dr. Mott said several pools did not have qualified applicants. Salary has been discussed to see if we can attract more qualified applicants. **Trustee Nguyen** advised that the pools are small, and they consist of not qualified applicants, international (visa) issues in some cases, competition from other universities and employers, and salary. **Trustee Núñez** asked if there was a plan to bring in candidates through targeted outreach and recruitment. **Dr. Mott** also added that staff positions are harder to fill. Internal movement creates shortness in other divisions.
   - **Trustee Mason** asked how the positions are distributed among the different campuses. The majority is on the Klamath Falls campus. **Trustee Brown** asked about the faculty hiring and the data shared. 45% of the applicants identified as white in the applicant pool, but when we hire, we hire 88% white. He asked if there was something we could be doing to improve the yield with more diversity. **Dr. Mott** said that there are several candidates from underrepresented groups who also have many applications to other employers. Our location and demographics might not be perceived as friendly to some groups.
   - **Chair Davis** noted that that it has been hard to fill position in the Portland Metro area. . It is hard to find skilled workers. **Dr Nagi** added that there is an RFP for a

national search firm to help us attract candidates for leadership positions. **Trustee Brown** advised that diversity in hiring is a good discussion for the future.

- **Dr. Mott** talked about tenure track versus non tenure track positions. In comparison, Oregon Tech has a higher precent of tenure/tenure track faculty to the other public universities. **Trustee Brown** advised that tenured faculty salaries are also higher, and it is a double-edged sword. **Chair Davis** pointed out that Oregon Tech is not just hiring visiting faculty or non-tenured and the data reflects that. **Trustee Brown** requested that the tenured track hiring be a future discussion as well.

<u>**New and Developing Academic Programs**</u>

- **Dr. Mott** stated that the ETM programs were evaluated for their accreditation in calendar year 2022. HAS programs are also going through the process. The $5.5M special funding pool allocated by the legislature has been used for the expansion of rural health initiative, camera for MIT, DPT program development, ABA, and cybersecurity.

- **Dr. Mott** stated the Boeing collaboration lab is ready for launch and the first project is scheduled for March and it is real world experiences for our students on actual Boeing projects. Boivin is being renovated and is on track. DPT requires space for the faculty to do research and they have identified the Dow basement for research. The Big ABA clinic is also in dire need of a new location. **Chair Davis** noted the important contribution of Oregon Tech to the workforce. He noted that the Boeing partnership is amazing and encouraged the university to find more collaborations.

- **Dr. Mott** advised that OREC was recognized and named as a semifinalist in American Made Solar Prize. Faculty also had several publications. HAS also had several faculty publishing and presenting at conferences. We also had students and programs who were also recognized. **Trustee Brown** asked if we can also track citations for faculty.

- The Honors Program and National scholarships Director Christopher Syrnyk was appointed to Board of Directors for the National Collegiate Honors Council. Honors programs enrollment is 8% higher this year.

- Dr. Mott added that our Office of the Registrar deserves recognition. Our Registrar has done a lot of work on the HECC transfer council common course numbering initiative. The faculty senate made requests to start an automatic wait list system and the Registrar is getting that ready to implement this in fall 2023. Faculty senate also requested that we modify summer schedule which is being done.

- **Chair Davis** asked about the impact about renumbering courses and the significance. **Dr. Mott** explained the courses need to have common course outcomes. Courses will be required to be accepted with the certain numbering (Z) as credits.

- **Trustee Brown** asked about the automatic wait list and if there is a way to have a shadow section. Dr. Mott stated that HAS has been doing that and agreed that we need to do more of it to accommodate students. It is for when a course selection is full and if a student drops, the next student on the list will be automatically

contacted. Dr. Mott advised that effort is underway to rebuild schedules based on student needs instead of just rolling over the previous year schedules automatically. Chair Brown said that it is very important to alleviate the issue of students not being able to take required courses.

- **Dr. Mott** advised, as part of a pilot program, the financial aid office is getting financial aid information out to students earlier. Education partnerships and outreach (EPO) is reaching out to the schools in the Klamath County with more success.

- **Dr. Mott** stated the expansion of MESA to the Klamath County area is progressing well. Dual credit enrollment has increased both for the fall and winter quarters. Unfortunately, the Assistant Director at Klamath Falls resigned and the first search to fill the position failed. However, our efforts are continuing with the remaining staff.

- **Dr. Mott** shared that advising and retention is working closely with departments and faculty. **Trustee Brown** stated that he had spoken to friends in New York that they have a program in high schools that does not teach general education classes and their retention is about 85%. Dr. Mott talked about Klamath County school officials came to Oregon Tech for a visit and that Klamath County school district is on board for getting more students to Oregon Tech.

3.2 **Student Affairs** *VP Erin Foley*
   Dr. Foley recognized efforts of her team.

- Dr. Foley reported that our student athletes are excelling in sports and in the classroom.

- She advised that campus safety has had some extra challenges to deal with because of the death of two students on campus.

- Dr. Foley advised that the college union has some aging issues for facilities.

- The Winter Wings is being diligently planned which brings in visitors from all over the state.

- Disability services is serving 278 students and being innovative with electronic versions of their materials.

- Housing and Residence Life has good retention with a 3.3% attrition, which is the best in a decade. Housing actively supports students with more than just a roof over their heads and actively supports student success. **Trustee Brown** asked if we know what keeps the students in housing other than just the need for housing. **Dr. Foley** advised that there has been a survey, but they do not have the results yet. The timing of the new housing project is very important.

- Student Health has been working with the mental health and welfare of our students. Anxiety and depression are on the rise especially since the pandemic. Counseling staff is instrumental in helping campus managing grief.

- International student numbers are down slightly.

- Portland Metro is working hard on bringing life to campus with events and increase in participation.

- Resilience, Emergency Management and Safety have been working on creating strategies.

- Student Involvement and Belonging (SIB) has several new clubs that want to participate on campus and there was a week of service last week creating food and/or hygiene kits for community organizations with need.
- Veterans Affairs opened a larger space on the Portland Metro campus.
- Dr. Foley advised they are struggling to fill positions within their department including a few director positions.
- **Trustee Hill** inquired about the student deaths on campus. Dr. Foley advised they were chronic medical issues and there is not a safety issue on campus. **Chair Davis** commended the administration for letting him know right away and he is organizing flowers and cards to be sent to the families of the students and the staff member who passed away.

4. **Action Items**
   4.1 **Academic Master Plan** *Dr. Mott*
   - **Dr. Mott** advised that the academic master plan is moving forward and was started in January 2022. It will align with the institutional strategic plan. **Trustee Brown** stated that this is a significant undertaking by the academic side of the house because it really sets out the intention for the academic side of Oregon Tech for the next five years. It is important for the board to be behind this and to be able to articulate this. The reason it is an action item today is for a vote to approve the academic master plan. If it goes forward, it will go before the full board tomorrow.
   - **Dr. Mott** stated the mission and vision was presented to the board in April 2022 and shared across campus in spring of 2022. It was submitted to the board at the July retreat and comments were addressed. It was presented at convocation and final comments were incorporated and the plan was posted on the website in the fall of 2022. **Dean Peterson** advised that there was good representation across the academic community for input and collaboration.
   - The charges were to develop academic vision and mission statements for Oregon Tech, form a plan for fiscally sustainable growth, outline initiative to increase enrollment, retention, graduation rates, and to develop a path for progress in entrepreneurial and collaborative initiatives. Dr. Mott advised that each charge has a preamble and goals and subgoals. Dr. Mott provided an example charge from the master plan.
   - **Trustee Brown** addressed his concern that we will need a "gate keeper" to be able to review what is relevant to our university, either adding or getting rid of programs. Trustee Brown asked that we develop a process to review the relevance of new programs for review after a few years after implication. Trustee Brown would like the academic plan to reflect the interests of industries and required skills. Dr. Mott said she would include those in the resources.
   - Dr. Mott provided an example of enrollment and student success focus. Trustee Brown talked about creating an innovative first year experience for all students and how it increases retention by creating student interest and excitement. Trustee Nguyen supported Trustee Brown's statement.
   - **Chair Davis** requested Dean Peterson to talk about the process and next steps. Dean Peterson stated we need to look at the metrics to be able to execute the plan. He advised that it would help create a stronger plan for all departments. He said logistically they will get there and encouraged the board to adopt the master plan.

- **Trustee Hill** asked about areas of resistance or if people are ready for the change and Dean Peterson said that there might be some challenges, but this is an opportunity to move the university forward. He worries that there might be some faculty who are not ready to do more research but knows others will be excited. An academic master plan will give direction and promote excitement. Dean Peterson feels there will not be too much friction and for the plan to get implemented and followed through.
- **Trustee Brown** asked what two or three programs do we have now that have national recognition or have the potential for national recognition and how to get people to buy into it. Dr. Mott advised that there are several programs they have discussed and she is not envisioning a slew of new programs.
- **Trustee Brown noted the importance of a 20 second elevator pitch for the Academic Master Plan.**

  Action Item: Motion to approve the academic master plan for Oregon Tech to be brought to the consent agenda of the full board.
  Moved Trustee Mason
  Second Trustee Núñez
  With all trustees present voting aye, the <u>motion passed unanimously</u>.

5. **Discussion Items**
   5.1 **Update in New Programs** Dr. *Joanna Mott*
   - Dr. Mott shared her presentation with the board and advised their early notice disseminations were submitted to statewide Provost Council in fall 2022. The programs are MS Dental Therapy, MS Natural Resources, MS Biomedical Sciences and BS Respiratory Care (new location – PM).
   - The Doctor of Physical Therapy program is preparing for an oral hearing in April, and they are interviewing student applications for the cohort.
   - MLS program is planning start an online completion program.
   - Dr. Mott stated they are putting in early notice for new locations for three MMET degrees and a CSET degree for a new location approval in Medford.
   - There is an internal review in progress for MS mechanical engineering program, MS Natural Resources and MS Bio-health science degrees and graduate certification in Population Health Innovation.
   - Dr. Mott advised that dental therapy is still under discussion and respiratory care at Portland Metro is under discussion with OHSU.
   - **Trustee Brown** asked about a transitional doctorate of physical therapy and said he had heard it a program that is becoming popular and only requires a certificate. He requested Dr. Mott to look into the possibility for details on that kind of program.
   - **Trustee Brown** commented about online students versus face-to-face students and if we are starting an online degree with a program we already have as face to face. Dean Keyser gave an example of Geomatics students who are able to practice the profession while also taking classes online to get a degree.

- **Caroline Doty** stated that the online degree program is to help with the rural clinical sites as it is geared towards people who already have an associate's degree and are currently working in the field.
- **Trustee Brown** stated that sometimes when you have a degree completion program, the general education requirements are more expansive than a two-year degree program. Caroline Doty advised that the general education requirements must be completed prior to applying to the program.

5.2 **Oregon Tech Career Services Update** *Interim Director Thomas Arce, Assistant Director Desire Wooten, Employer Relations, and Career Advisor Anna Fowler*
- Thomas Arce shared about the restructure of Career Services and how they are marketing it in alignment with the strategic plan.
- **Trustee Brown** pointed out how amazing the salary comparisons for Oregon Tech students in comparison to other Oregon universities and this should be our biggest marketing point for people to invest in Oregon Tech.
- **Trustee Nguyen** asked if Thomas Arce had the data on which employer provides the highest salary for our graduating seniors. **Dr. Foley** advised that there is data on the web site regarding hiring agencies and salary averages.
- **Desire Wooten** talked about Handshake which is a platform for posting student jobs and other registrations for events. **Dr. Naganathan** asked if there were other competing platforms. Desire Wooten said Handshake is the dominant platform.
- **Desire Wooten** said that they make student appointments and walk them through resume, applications, interviewing, career exploration and development and internship/job search processes. **Trustee Brown** asked if this was student initiating contact with the Career Services team and if Oregon Tech requires students to contact them. Desire Wooten said that it is not built into the curriculum, but they have expanded outreach to students.
- **Desire Wooten** talked about career events that are offered on campus. The events include student events, academic events, and employer events.
- **Thomas Arce** talked about career development and advised they are partnering with deans and department heads.
- **Anna Fowler** talked about employer relationships. When students use Handshake, each job posting has been approved by Career Services and are only applicable to Oregon Tech students.
- **Trustee Brown** asked about career services to Oregon Tech alumni and if they have access to Handshake job postings. Anna Fowler advised that alumni have access to all the resources. She also stated that the career fairs are not just focused on graduating seniors. They encourage all students to participate for experience.
- **Thomas Arce** shared that they are specializing some career fair events to focus on certain majors and departments. They obtained feedback from students and are catering to more of their needs and requests to include locations of the career fair events and which employers are being invited.
- **Trustee Núñez** asked about students who have not found a good job match and are job hopping and if Career services addresses that issue. **Desire Wooten** said she asks students on a one-on-one basis what they are looking for and what work culture they seek. Wooten said they attempt to prep students on what to expect.

- **Trustee Brown** asked if there is a career faculty advisor for the students. **Dean Keyser** said each advisor should be discussing that with their students. Trustee Brown feels that Career Services should have a specific person in their department for students to reach out.
- **Thomas Arce** talked about sustaining partnerships with employers in Southern Oregon.
- Department and staffing and future visions for Career Services were discussed.
- **Dr. Naganathan** asked about students interviewing virtually and how Career Services are assisting them at being successful in that process. **Desire Wooten** explained about the platform they use and how they coach students to be successful.
- **Trustee Brown** recommended that Career Services offer a tool for students to get into graduate schools. Desire Wooten said they do not track that information and it is a service that they could offer, and it would be a good recruiting tool.
- **Trustee Wichmann** talked about the MECOP experience that allows interaction for students as they are treated like a fulltime employee.

6. **Other Business/New Business** – *Chair Jeremy Brown*
   None
7. **Adjournment**

Adjournment: 5:17 pm

OFFICE OF THE PROVOST

AQ&SS Committee April 12, 2023
Academic Affairs and Strategic Enrollment Management Update

The following report outlines updates in both Academic Affairs and Strategic Enrollment Management.

ACADEMIC AFFAIRS

Staffing

Vice Provost Afjeh is serving as Interim Dean for the College of Engineering, Technology and Management while a national search is conducted to replace Dean Keyser who resigned effective March 17. The Dean of Online Education and Global Engagement search is completed and at offer stage. The AVP for Academic Excellence search is at finalist stage. The external department chair for Management search is close to completion. The Director for Academic Advising and Retention is at campus interview stage. Multiple faculty searches are at interview, offer or filled stages including the required faculty for accreditation of the Doctor in Physical Therapy program.

Faculty data for July 1, 2022- March 31, 2023 – separations and searches

Division	Separations	Hires	Grand Total
College of ETM	-6	9	3
College of HAS	-5	15	10
Provost & Academic Affairs	-1		-1
Grand Total	**-12**	**24**	**12**

Academic Master Plan

Implementation has been initiated with chairs identifying three initial goals to address that have 2022.23 timelines.

Academic Programs

The four requests to offer degrees currently at Klamath Falls at a new location (Medford) have been submitted as early notices to the Statewide Provost Council (SPC). The MS Natural

Resources full proposal is under review by the Graduate Council and should be ready for board review at the next meeting.

Accreditations:

The upcoming Northwest Commission on Colleges and Universities seven year site visit is April 24th-26. The full board meeting will include a presentation on this critical event for Oregon Tech.

ABET follow-ups on fall reviews is in progress. We are waiting on the formal report from the agency.

Sabbaticals

Four of five sabbatical requests have been approved for next year:

Faculty Member	Appt AY* from data chart	Time Period	Abbreviated Purpose
Ben Bunting	2013-14	9/15/23 - 6/14/24 3 terms	Research and write a proposal for a new book in the field of environmental humanities, and two essays for submission to international journals. Attend MLA national conference and regional conferences to learn how pedagogy in literature and humanities classrooms has developed since 2013; use this knowledge and book research to update existing upper-level courses and introduce two new environmental humanities courses to the OT catalog (entitled, "Climate Fiction Literature and Film", and "Introduction to the Environmental Humanities"). The introductory course is in discussion as a potential offering for Honors Program students.
Scott Prahl	2013-14*	9/15/23 - 9/13/24 4 terms	Write a patent for, and create a new device (laser handpiece) for the treatment of conjunctivochalasis (dry eye disease), that includes design, engineering, and clinical testing phases. Testing will be conducted with ophthalmologists at the Casey Eye Institute (OHSU) and Baylor College of Medicine. Complete a study on the thermal damage of the laser to the conjunctiva, and share in a

Faculty Member	Appt AY* from data chart	Time Period	Abbreviated Purpose
			peer-reviewed paper submission. Complete a study to understand the role of non-imaging waveguides in handpiece design to help determine the best and most cost-effective design, and submit a paper for peer review.
Yuehai Yang	2016-17	9/15/23 - 6/14/24 3 terms	Develop, revise, and expand current research projects with OT students to motivate and enhance the student learning experience. Visit several potential external collaborators with similar or more expertise in undergraduate research and bring collaborative opportunities closer to OT students. Continue current research projects (several). Attend forums to improve course-based undergraduate research experience, and guide research students to attend external conferences to present their work. Apply for internships at Oregon-based companies. Participate in pedagogy study and teacher training efforts to bring back innovative ideas to improve the student success rate, new faculty training, OTET workshops, and strengthen retention efforts. Finish writing and submission of one major article on my research to a renowned peer-review journal.
Carmen Morgan	1993-94	9/15/23 - 3/22/24 2 terms	Through Intuit, provide client services in the areas of tax, bookkeeping, and accounting to gain industry experience to bring back to the classroom. Pursue a para-planner role with Simply Paraplanner to gain financial planning experience hours required for certification as a Certified Financial Planner. Take and pass the Certified Financial Planner exam.

Equipment funds

Over 400,000 dollars of equipment fund purchases have been approved for this year. Chairs submitted their requests to their Dean who prioritized for their colleges.

Student and Faculty Innovation Grants (courtesy of the Oregon Tech Foundation funding) was awarded to one group of faculty:

Faculty	Project Title	Funding Awarded
Aaron Scher David Johnston David Hammond Laura DeVito Ryan Madden 10 undergraduate students	Examining the Risks, Benefits, and Opportunities of Chatbots and Artificial Intelligence on Students and Faculty in Higher Education: A Multidisciplinary Collaborative Research Study.	$12,000

Updates from the Colleges:

Engineering Technology and Management – Interim Dean Afjeh will provide a report for the June meeting.

Health, Arts and Sciences – Dean Peterson report

Faculty, students, and staff continue to work on the annual emphases for the College of Health, Arts, and Sciences including the following:
- Continued focus on student-centered success (teaching, advising, recruitment, retention, and DEI)
- Focus on faculty (Staffing, faculty development, accomplishments, and relationships)
- Continued focus on improved communication (websites, communication flow, student advisors, social media)
- College 5-year strategic plan (Focus on college vision/mission and AMP)
- Striving for innovation and excellence

The College of HAS is making incremental progress on each of these emphases since the past board meeting as demonstrated in the accomplishments of faculty and staff in the information provided below. Collaborative efforts are developing more and more momentum related to research and scholarship as can be seen in the many publications, presentations, and additional faculty work. Faculty and students in the college have recently presented papers, panels, and poster sessions at a number of different regional and national conferences.

Publications

- Sophie Nathenson and Kyle Chapman published a paper "Integrated Sociology Programs: Five Pillars to Guide Blended Curriculum Design" in the Journal of Applied Social Science.
- Kyle Chapman and colleagues published a paper "Fires and Hospitalization in Southern Oregon" in the 6th Oregon Climate Assessment
- Kyle Chapman and colleagues published an extended abstract "Air Quality and Hospitalizations in Southern Oregon" in the Proceedings of the Pacific Northwest Drought and Human Health Workshop.
- Ryan Madden had an article published; titled: "Does Citizenship Matter? The Case of the Aleut Relocation During the Second World War in Alaska" in the Journal of Migration History in October 2022.
- David Hammond co-authored a Faculty Innovation Fund Proposal, titled "Examining the Risks, Benefits, and Opportunities of Chatbots and Artificial Intelligence on Students and Faculty in Higher Education: A Multidisciplinary Collaborative Research Study", that was submitted January 16, 2023.
- In the past year David Hammond reviewed 3 journal articles: for the journals "Applied Computational Harmonic Analysis", "Journal of Machine Learning Research", and for "Revista de la Real Academia de Ciencias Exactas, Físicas y Naturales. Serie A. Matemáticas"
- Cristina Negoita collaborated with Christian Vukasovich on a paper that won an award for: Top Paper Award, 3rd place, National Communication Association, Fall 2022 (``How effectively did Health Canada frame their communication during COVID-19 vaccine rollout?'').
- Franny Howes published a comic, "Oh **** I'm in a Quaranzine," in the refereed open-access Journal of Multimodal Rhetorics as part of their two-part special issue on Carework and Writing during COVID.
- Vicki Crooks became a section editor for AIM, The Applied Improvisation Magazine. She has led the magazine to the publication of its inaugural issue, which includes her section introduction "Teachers of Flexibility: Improvisation in Education".
- Amber Lancaster is serving as Associate Editor for Communication Design Quarterly, a peer reviewed journal of the ACM SIGDOC. She has edited one issue in October, December, and March (forthcoming).
- Nate Bickford publication. "The effects of exogenously applied antioxidants on plant growth and resilience". Aline Rodrigues de Queiroz . Connor Hines . Jeremy Brown . Seema Sahay . Jithesh Vijayan . Julie M. Stone . Nate Bickford . Melissa Wuellner . Katarzyna Glowacka . Nicole R. Buan . Rebecca L. Roston
- Several MIT faculty are contributing to a Medical Imaging textbook, led by Rick Hoylman

Presentations

- Dawn Bailey was interviewed on KOBI-TV for the Five on 5 segment talking about our ABA program and clinic.
- Mark Neupert moderated a panel discussion on "Perspectives on the Modoc War: Why It Still Matters." Sponsored by the Klamath County Museum.
- In April 2022, David Hammond presented "Elementary Group theory and the Rubik's cube"at ORMATYC.
- Jim Fischer presented two talks at National virtual math conferences. The talks were about teaching a group-work hands-on assignment in differential equations (Math 321).
- Vicki Crooks, Matt Schnackenberg, and Riley Richards co-facilitated a presentation at the National Communication Association annual conference on using improvisation within the classroom.
- Amber Lancaster and Susan Rauch (OIT Writing Adjunct) with one other colleague at Eastern Washington University presented at the annual conference for Council for Programs in Technical and Scientific Communication in Colorado Springs in October. Our panel was titled "Responding to a Changing UX Landscape: UX Program Design, Empathic Curriculum, and Students as Co-designers in WPA Work"

Invited Talks

Kyle Chapman has been invited to make presentations for the AIRE Center for the national EPA Air Quality and Improvement group and at the Oregon Post-Fire Symposium alongside colleagues at the University of Oregon.

Vicki Crooks has been invited to present along with Ed Reggi, AIN Board President, at the Association of Applied and Therapeutic Humor (AATH) Conference in April.

Research

We have Oregon Tech's first ever post-doctoral researcher at the new AIRE Center and a full-time Public Health researcher at the AIRE Center.

Christy VanRooyen has developed the Bee research on campus to a level that it is highly recognized in the region.

Dawn Bailey (applied psych/ABA) and Krista Beaty received IRB approval for their dental desensitization study. The purpose of the study is to create protocols that can be utilized in the dental setting to desensitize moderately to severely autistic children and get them to the point that they can receive preventive dental services in any dental office. Dr. Bailey will be presenting on this preliminary data at an applied psychology conference in early March in Seattle.

Paula Hendrix is working on a project with Natural Sciences. It's very early, and we don't know who all will be involved but she is starting the conversation. She states the following: " We are in the beginning stages of exploring a collaboration with Dr. Nupur Pande from the Department of Natural Sciences. Her study would use salivary samples from dental hygiene clinic patients to possibly discover a method of early screening for cancer."

Grants Funded
Jhermine Kellerman is developing a compressive study on impacts of decrease snowpack on mountain bird species. To start this project 200K has been earmarked from the USFW service for this project.
Amber Lancaster and Susan Rauch (OIT WRI adjunct) developed an OER grant writing course for WRI 410 and WRI 510 courses this summer. Susan piloted the OER WRI 410 class during summer term, and they are working on revisions based on student feedback and pilot.
Riley Richards adapted an OER book for COM 225 over the summer via an OER grant and first implemented it during Fall 2022. Revisions were made over winter break based on student feedback and have been implemented during the Winter 2023 KF campus section for COM 225.

Learning Labs
Jason Smith did an amazing job of getting the Math Learning Lab up and running. Extended hours, weekend hours, ton of great feedback from students who use it. Really helping with both retention, math-education, and continued enrollment at OIT.

Natural Sciences Department has started a learning lab focused on courses with high DFWI rates including chemistry and anatomy and physiology.

Teaching Accomplishments
Rachel Edwards and Kaitlin Knapp have been working to revamp Lecture and lab for CHEM 201 and 221 series. This is a huge load of work while doing all the other activities to stay afloat each week.

Riley Richards' Small Group and Team Communication (SPE 321) completed four projects to improve the Oregon Tech and Klamath Falls communities. Projects included:
1. OIT's overall recruitment has decreased, including the Medical Imaging Technology (MIT) program. Students were concerned about the longevity of their program and in response, they created an MIT Outreach Ambassador Program and presented to 92 high school students enrolled in Mazama's health career class.
2. MIT uses approximately 20,000 medical gloves every academic year, while each glove takes approximately 100 years to decompose. Environmental-conscious MIT students saw this as an opportunity to establish a medical glove recycling program to reduce landfill waste and secured over $400 in funding from the MIT board and

> Dean Dan Peterson to secure three recycle boxes from Terracycle which are estimated to hold an academic year's worth of disposable gloves.

3. Thousands of Oregonians are displaced from their homes every year due to forest fires. Students conducted a supply drive for fire victims and raised over $50 and two boxes of non-perishables to be donated to the Red Cross.
4. Access to food on campus can be difficult for some students when dining services are closed. Students partnered with Oregon Tech's Bird Feeder and designed a cookbook from items students can access from the Bird Feeder and cooking times that can be used in the student dormitory.

Amber Lancaster will teach WRI 415: Technical Editing in Spring term, creating a unique university collaboration service called a "Pop-up Editing" service for students to partner with faculty and staff to editing research and scholarly writing publications.

Hannah Neumann, a student in Jessamyn Birrer's fall WRI 122 class, published a version of her research synthesis essay assignment in Today's Registered Dental Hygienist, an educational publication for students and professionals in her field. The finished article is titled "Human Error: Will Dentistry Discover Ways to Overcome Oral Health Barriers" and is available here: https://www.todaysrdh.com/human-error-will-dentistry-discover-ways-to-overcome-oral-health-barriers/

Appointments

- Carol McPheters was elected as Secretary to the Oregon Association for Behavior Analysis (ORABA) Board for 2023.

- Vanessa Bennett & Robyn Cole serve on Oregon Board of Medical Imaging (OBMI)

- Bobbi Kowash is Director-at-large for Association of Educators in Imaging and Radiologic Sciences (AEIRS)

Leadership

Riley Richards and Yuehai Yang (Associate Professor of Natural Science) co-facilitated the first-ever University Research Committee (URC) research roundtable on December 6th. The event attracted 25 participants (12 HAS faculty, 5 ETM faculty, and 8 staff) who networked to find collaborators and discussed pain points to overcome to be more efficient researchers. Additionally, three members from Oregon Tech Foundation attended to gain insight into current research projects seeking funding which Foundation staff intend to bring back to potential donors.

Kari Lundgren is on sabbatical for Winter and Spring of 2023, but the campus beautification project she initiated is carrying on: colorful accent walls have been added to many classrooms in Owens and Semon to break up the monotony of institutional wall color. Keep your eyes peeled for new lobby furniture in common areas as well.

Online Education

- Online Programs - Three more programs will be offered online: Geomatics (GME) and Geographic Information Systems (GIS) bachelor's programs will be offered by Fall 2023, and starting Fall 2024, the Medical Laboratory Science (MLS) bachelor's program will also be offered online.
- To ensure consistency and compliance, Simple Syllabus will host, and store course syllabi created with an approved OT template. The technical and build-out pieces have been completed. The next phase is training, with a soft rollout in the summer and full adoption in the Fall term.
- Name Coach, a tool that allows students and faculty to record how their name should be pronounced and to hear pronunciations of others' names, will be ready for summer-term adoption.
- Faculty can now automatically store recorded Zoom lectures to Canvas Studio. In webinars provided this term by Online Learning, faculty learn how to streamline the process of making lectures more available to students.
- A committee including faculty and adjuncts is reviewing nine RFQ proposals for online proctoring services, comparing features to find the best fit for test integrity, student support, and technological options.
- An ad-hoc committee formed of adjuncts and faculty has been created to review proctoring services and vendors this upcoming spring term.
- The Online Learning Advisory Council (OLAC) met last month to discuss an inclusion naming convention for the term 'Master' courses. Master courses are used as a template for importing into the learning management system, Canvas. The consensus from OLAC was to involve the Diversity, Inclusion, and Cultural Engagement (DICE) Steering Committee for an initiative and recommendation. Spring term goals include examining all service contracts that integrate within the learning management system, Canvas. This will aid in estimating costs for next year.

Registrar's Office

- Curriculum work has finished for the upcoming academic year and the 23-24 catalog is being produced.
- KF commencement Saturday, June 17th; PM commencement Sunday, June 18th; Seattle commencement Tuesday, June 20th.
- Common course numbering work has been completed for the year and includes COM 100Z, Intro to Communication; COM 111Z, Public Speaking; COM 218Z, Interpersonal Communication; MATH 105Z, Math in Society; MATH 111Z, Precalculus I; Functions; MATH 112Z, Trigonometry; STAT 243Z, Elementary Statistics I.
- Registration for Fall term begins May 8th and the first New Wings event is planned for June 23rd.

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STRATEGIC ENROLLMENT MANAGEMENT (Admissions, Financial Aid, Advising and Retention, Educational Partnerships and Outreach - EPO)

Staffing

- Several positions are at various stages of the search/hire process including two Assistant Director positions. The Portland campus advisor has been renamed as Academic and Retention Coordinator due to expanded responsibilities.
- Both admissions and educational partnerships and outreach are short staffed. Given the importance of these offices we will be closely examining budget to ensure we can support their initiatives.

Financial Aid

- Financial aid packages were sent our earlier than ever before this year to help with recruitment
- VA Audit is in process. Klamath Falls VCO has certified 103 VA students to date for spring term, Portland Metro 35.
- Oregon Tech Foundation scholarship Process- 944 submitted applications for the winter OTF process, and we will award over $425,000 in new awards during this process.
- Processed our first year of State funded Tribal Grants (18 students fall, 16 winter)
- Director of Financial Aid testified at legislative hearing in March and Assistant Director sat on a panel at the Portland Metro Campus with the President, other staff, students and two legislatures to talk about affordability.

Owls Worth events

Jan. 11th   Scholarship Night
Feb. 16th   Financial Planning
Feb. 22nd   Identity Theft Prevention
Mar. 2nd   Mortgages
Mar. 8th   Game of Kahoot
Apr. 12th   Accepting Job Offers 1
Apr. 18th   Accepting Job Offers 2
May 10th   Entrepreneurship
May   24th   Entrepreneurship Panel
May   30th   Game of Kahoot

Academic Advising and Retention

- Strong Start: Program now administered under the advising office. Added two positions to support the program: Coordinator of Student Success Programs and Office Specialist 2. Expect to begin search any day. Development/planning of summer 2023 in

progress.   The coordinator will oversee summer programs as well as peer tutoring and supplemental instruction.

- Professional development: Staff attended NACADA conference and advising training workshops.
- Inspire: Expanding to include HST program. Faculty training 95% completed. Positive feedback. Training continuing as faculty realize the potential for each of their departments.   Since implementation, increased use and knowledge with data collection and outreach.
- Peer Tutoring/Supplemental Instruction: Continuing with changes that were made previously. Additional study sessions led by SI's. Increased student staff in peer tutoring resulting in broadening our support to more courses and outreach to students. Offering weekend tutoring (matching library open hours)
- Advising: Staff transitioning to New Wings support (summer focus).
- Director search: 3 candidates brought to campus.

Admissions

Enrollment data is included in the full board packet and will be discussed in more detail in the enrollment report.

Education Partnerships and Outreach (EPO)

Dual Credit – EPO is seeing a significant increase in dual credit enrollment. Enrollment numbers are as follow:
Fall 2022 – 1,550 (16% increase)
Winter 2023 – 2,325 (52.7% increase)
Spring 2023 – on track to be up 50%

Surveying faculty, students, and high school teachers regarding their experiences with Oregon Tech's dual credit program. The increased numbers are stretching the staff and will need additional hires if this level of enrollment is going to continue and to provide support to high school students who are taking dual credit from Oregon Tech.

Summer prep for the academic year will be focusing on program improvements throughout the summer for dual credit. Our Willamette Promise partners are continuing to expand and EPO is continuing to receive requests to articulate dual credit throughout the state.

MESA Regional Coordination – Mathematics, Engineering, Science Achievement (MESA) completed their large mid-year DEMO Day events in Klamath Falls and PM campus (hosted at Willamette U). This brought students to campus to present their prototypes. The competition theme is Environmental Justice. Many faculty, staff, and students came out to support the

event. We are now getting ready for MESA Day hosted at Portland State University. We will have student attendees from Klamath Falls and PM region at MESA Day.

Pre-College Programming – Summer planning is well underway for summer pre-college camps. In Klamath Falls, we will offer two-weeks of LEGO camps for elementary aged students and a one-week local camp to support career interest in GIS/Surveying as a career. The GIS camp is supported by a generous grant from ODOT totaling $45,000 and the LEGO camps are supported with $12,500 from Oregon Community Foundation via Weston Family.

Transfer – EPO has been hosting on site advising hours for some of our CC partners and continue to offer [virtual transfer advising hours](). We are seeing an uptick in registration for advising sessions among CC students and are continuing to partner at local CC to visit with students.

General Office Update – We are actively searching for the Associate Director position for our Klamath Falls location and will have staff out on FMLA spring term. EPO formalized a staffing plan that has been shared with leadership to accommodate increased growth for dual credit and our continued growth in pre-college programming (awaiting approval).

We have worked with the Management Department to submit a grant for NW Cyber Camp (summer of 2024), are working to develop a cybersecurity dual credit course with HS teachers and faculty via SMSP CS funds, and are getting ready to submit a DOE grant with SMSP to support developing ESL focused curricula for our dual credit BIO 103 (intro to Anatomy and Physiology course).

Oregon TECH

OFFICE OF THE PROVOST

Dr. Joanna Mott
3201 Campus Drive, Klamath Falls, OR 97601

Enrollment Report for the Board of Trustees, April 13, 2023

Spring Enrollment 2023 (as of 03/31/23) (Comparison with 2021, 2022)

Headcount (Based on Primary Campus) — Same Week Comparison — Spring 2022 vs. Spring 2023

	Spring 2021	Spring 2022	Spring 2023	Difference	% Change
On Campus (Klamath Falls)	1,918	1,823	1,740	-83	-4.6%
Online	613	529	439	-90	-17.0%
Onsite Total	752	662	596	-66	-10.0%
* Portland Metro	604	537	475	-62	-11.5%
* Seattle	65	48	50	2	4.2%
* Chemeketa	39	40	40	0	0.0%
* Joint Program	0	1	0	-1	-100.0%
* HST at OIT	44	36	31	-5	-13.9%
Sub-Total	3,283	3,014	2,775	-239	-7.9%
High School (ACP)	451	421	1,025	604	143.5%
Grand Total	3,734	3,435	3,800	365	10.6%

Credit Hours (Based on Course Campus) — Same Week Comparison — Spring 2022 vs. Spring 2023

	Spring 2021	Spring 2022	Spring 2023	Difference	% Change
On Campus (Klamath Falls)	21,667	20,400	19,289	-1,111	-5.4%
Online	8,664	8,528	7,649	-879	-10.3%
Onsite Total	5,998	4,841	4,260	-581	-12.0%
* Portland Metro	5,100	4,180	3,534	-646	-15.5%
* Seattle	378	243	320	77	31.7%
* Chemeketa	450	418	406	-12	-2.9%
* Joint Program	70	0	0	0	-
Sub-Total	36,329	33,769	31,198	-2,571	-7.6%
High School (ACP)	2,033	1,986	4,360	2,374	119.5%
Grand Total	38,362	35,755	35,558	-197	-0.6%

New Enrolled (Spring Applicants Only)	Same Day Comparison		Same Day Comparison	
	Spring 2022	Spring 2023	Difference	% Change
On Campus (Klamath Falls)	21	14	-7	-33.3%
* Freshmen	1	2	1	100.0%
* Transfer	18	9	-9	-50.0%
* Post-Bac	2	3	1	50.0%
* Graduate	0	0	0	-
Online	34	26	-8	-23.5%
Onsite Total	21	9	-12	-57.1%
* Portland Metro	20	8	-12	-60.0%
* Other	1	1	0	0.0%
Sub-Total	76	49	-27	-35.5%
High School (ACP & HST)	72	180	108	150.0%
Grand Total	148	229	81	54.7%

Fall 2023 Preliminary enrollment data (as of 04/03/23). Comparison with same date last year.

Housing: 504 compared with 516 for same date fall 2022

FRESHMEN

Klamath Falls and Portland Metro

	completed apps	admits	deposits	yield
FA 23	4820	4395	316	7.2%
FA 22	4696	4059	370	9.1%
FA 21	4648	3948	366	9.3%
Change 23/22	2.6%	8.3%	-14.6%	

Admits by Campus

	Fall 2021	Fall 2022	Fall 2023	Change
KF	3758	3905	4260	9.1%
PM	186	153	133	-13.1%

Admits by Residency

	Fall 2021	Fall 2022	Fall 2023	Change
WUE	2382	2419	2746	KF 9.8%, PM -13%
Resident	1031	1153	1065	KF -5.8%, PM-12%
Non resident	372	303	489	KF 62.5%, PM 0%
International	5	5	15	KF 160%, PM 0%
Other *	13	14	12	KF only

*nonresident reciprocity - processed in spring - Siskiyou, College of Redwoods, Shasta; uition equity

TRANSFERS

Klamath Falls and Portland Metro

	Completed Apps	Admits	Deposits	Yield
FA 23	385	308	120	39%
FA 22	420	368	135	36.7%
FA 21	531	488	186	38.1%
Change 2023/2022	-8.3%	-16.3%	-11.1%	

Admits by Campus

	Fall 2021	Fall 2022	Fall 2023	Change
KF	346	257	218	-15.2%
PM	142	111	90	-18.9%

Admits by Residency

	Fall 2021	Fall 2022	Fall 2023	Change
WUE	41	39	25	KF -35.9%
Resident	218	176	139	KF -21.2%
Non resident	59	30	45	KF 50%
International	5	2	3	KF 50%
Other *	23	11	7	

*nonresident reciprocity - processed in spring - Siskiyou, College of Redwoods, Shasta; tuition equity

Admissions Initiatives
Josephine Ness, Director of Admissions

1. To address decline in deposits: Deposit IQ & targeted outreach by Admissions Counselors
2. Transfer ad campaign
3. Regional Admissions Counselors
4. Carnegie statistical modeling on likelihood to apply, enroll, & retain
5. Niche DA
6. "let's talk about college" communications campaign for freshman, sophomores, and juniors to help them through their college search.

Student Affairs Update
AQSS Committee, March 2023

The following report provides information about the Student Affairs division and highlights from individual offices for the KF and PM locations (as of March 27, 2023).

ASOIT
- KF elections for next year's president and vice president resulted in Devon Stokes and Riley Ambrose being elected for president and vice president, respectively. The other officers will be selected during spring term.
- The KF Financial Allocations Committee (FAC) met to hear budget requests from the student clubs in preparation for the FY24 budget process.
- The KF Incidental Fee Commission met March 7 to recommend the fees for 2023-2024; PM met to determine the fee rates for next year as well.
- A Study Night was held in the KF library on March 16 in preparation for finals week.
- PM activities recently include:
- Blackout for Hunger basketball night - $705 and 345 pounds of food were collected for the Klamath-Lake Counties Food Bank.

Athletics (as of 3/27/2023)
MEN'S BASKETBALL – Hustlin' Owls battled the injury bug throughout the year – including season-ending injuries to three starters. Despite this, the team won 7-of-8 games down the stretch to qualify for the Cascade Conference tournament, taking Eastern Oregon (who qualified for the NAIA Championships) to overtime on the road in the playoff quarterfinal. The team was honored as the Cascade Conference TEAM OF CHARACTER, with sophomore Keegan Shivers and senior Joey Potts earning All-Conference honors.

WOMEN'S BASKETBALL – Under the direction of interim head coach Paul Poetsch, the Lady Owls had a breakout year, going 21-9 overall – their most wins in six seasons – advancing to the semifinals of the CCC Championships. Unfortunately, Tech was the first team left out of the NAIA National Tournament. Senior Melissa Lee was named CCC Defensive Player of the Year, with sophomore Olivia Sprague and senior Maddyson Tull earning All-CCC honors. In addition, Sprague was recently named the program's first first-team Academic All-American.

TRACK – New head coach Mike Anderson has increased the roster size for the spring season, but the team has not been able to fully practice outdoors due to the recent weather conditions. The team opened the season on March 18 in Portland at the Lewis & Clark Open.

GOLF – Though neither golf team has been able to practice outdoors, the indoor practice area proved dividends for the squad on March 13-14 – as the Lady Owls won the Battle at Bar Run and the men's team placed sixth. Payton Canon earned medalist honors; one of four Top-10 finishes for the Lady Owls.

BASEBALL – It has been a strong preseason for the Hustlin' Owls, despite not being able to practice on their field due to the weather. Tech is now in conference play with a 20-10 record – including a series sweep of Corban and EOU, and a series win over Division II St. Martin's. Pitching has been key, as OIT ranks second in the CCC in team earned run average.

SOFTBALL – The Lady Owls team is off to another outstanding start, sitting at 24-5 on the year (14-1 in conference play) and ranked No. 1 in the NAIA Top-25 poll (3/22). Despite having three true freshmen starting in the infield, Tech leads the CCC in fielding percentage and ranks No. 2 in team ERA – while boasting a .352 team batting average. On March 12, OIT picked up the 1,200th win in program history.

Campus Safety
- On campus **investigation** into stolen computer hardware from labs in Owens, Purvine, Cornett, and CEET by Officer Bowman to identify the student responsible for the thefts.
- Assisted with many **calls for services** ranging from vehicle assistance (jump starts airing tires, unlocks), transports, assisting students with mental health issues.
- **Winter weather** challenges has staff assisting with decisions to close/delay operations; more investigations than "normal" of motor vehicle accidents (MVA's); and assisting with slip and fall reports.
- **Parking Enforcement** has employed three (3) students to assist with parking enforcement (issuing citations, written warnings and courtesy notices).

Career Services
- Hosted the **Portland Metro All Majors Career Fair** (February) – 33 employers recruited; 59 students attended.
- Hosted the **Klamath Falls All Majors Career Fair** in CEET (February) – 49 employers recruited; 197 students attended.
- Hosted the first **Portland Metro Etiquette Dinner** (February) – 20 students attended, supported by 11 staff/faculty/alumni as presenters and/or table hosts.
- Hosted the **Klamath Falls Etiquette Dinner** (March) – 46 students attended, supported by 11 staff/faculty/alumni as presenters and table hosts.
- Collaborating with **Klamath Falls Management/Business faculty** to host a Management Majors Employer Mixer on April 25 (tentative date).
- Collaborating with the **Portland Metro Management/Business faculty** to support the department's students during the Spring Term.
- Creating the **2023-2024 list of Career Services Events** for outreach to students/faculty/employers.

College Union (CU)
- Winter Wings in February had an attendance of over 300.
- Mesa Demo Day had 150 middle school attendees,
- HVAC Pre-Bid meeting completed, and a contractor was selected for spring/summer work.
- IFC approved a budget of $620,419 for the 2023-2024 fiscal year.
- Upcoming big events include Math Counts (April 11) and Admitted Student Day (April 15).

Disability Services (DS)
- DS and Testing Director position in second round interviews.
- Jamie Irish departing April 21st.
- DS adjusting accommodation process to be more inclusive of pregnant and parenting students (TitleIX compliance).

- Reviewing alternative text-to-speech technologies in lieu of renewing Kurzweil license.

Housing & Residence Life (HRL)
- Housing and Residence Life student staff are helping out with running shuttles to help our residential students get to the train and/or bus station to meet their travel needs for the break and again to bring students back to campus at the end of the spring break.
- At least 4 new students will move into on-campus housing for spring term.
- End of winter term has several students leaving on-campus housing for the following reasons:
  - 8 students graduating;
  - 13 students going out on internships;
  - 2 moving home/doing school online;
  - 8 students moving off campus; and
  - 20 students withdrawing - 1 phased out of the major; 1 was suspended for conduct; 7 have a GPA under 2.0 and 4 have a GPA under 2.5; and 2 have medical issues. The remaining 5 have not disclosed a reason at this time for leaving Oregon Tech.
- 2023-24 Residence Life student staff selection is underway:
  - 65 students applied to join the team as a Resident Assistant, Programming Assistant or Student Success Mentor and 48 candidates are continuing in the process during spring term 2023.
  - Service Desk, Tech Assistant and Maintenance Techs applications will come out spring term.
  - Summer staff applications will also open in the spring term.
  - RHA is also working on the election process for President and will then focus on the selection process of the rest of the cabinet.
  - Additional staff selections will occur fall term 2023 to give our incoming students a chance to join our team.
- RHA and Residence Life student staff are planning Spring Fling to occur the week of May 15-19. Collaboration is underway with Student Health to return to the local bowling alley as a campus to come together as a community. And we anticipate some collaboration/support going toward Music Garden as well!

Integrated Student Health Center
Spotlight on Counseling
This Winter term was particularly difficult for the students – with the two student deaths as well as the on-going poor weather and lack of sunshine on top of the annual struggle that comes with the term in the middle of the year – and it was reflected in the number of students seeking counseling. In comparing this Winter term (2023) to last year (Winter term 2022):
- Comparable follow-up sessions occurred (392 as compared to 415)
- Close to 3 times as many crisis sessions occurred this Winter (27 as compared to 11)
- Intakes increased over 1.5 times (78 as compared to 51)

To accommodate the increase in need, Student Health took a three-prong approach:
1) Adjusted the frequency of follow-up sessions – Historically, students have been able to meet with their counselor weekly, but this became impossible with the surge of new clients. As a result, from this point forward, Student Health will routinely schedule follow-ups every other week (with the exception of the higher-need students who are unable to sustain functioning without weekly support). Spreading out the follow-up sessions resulted in lower follow-up

numbers as compared to last Winter, but higher numbers of individual students were seen (153 as compared to 121).

2) Worked to discharge students who have met clinical goals – All students who have met their clinical goals will be discharged (with the caveat that they can return in the future should the need arise). Some students utilize on-going counseling to just have a place to process their week, but are fully capable of moving forward without counseling support. So, if they have reached their clinical goals and do not have new mental health issues to address, they are discharged.

3) Director to support by conducting intakes (short-term solution) – although the Director has not had a clinical caseload since COVID, she began moving Intakes off the counselors' schedules to off-set the need for follow-up session slots. Typically, because of the nature of Intake sessions, any mental health provider on staff can complete them, since they may ultimately be assigned to a different counselor. Thus, the Director can take that responsibility off the counselors to make room for follow-up sessions, which also take the longest to document in the system.

As it stands currently, these strategies have been effective in ensuring no gaps in service or long wait times to initiate counseling have occurred. However, this trend is pushing mental health support to its capacity, which raises concerns about the potential need to increase staffing in the future as mental health needs are only expected to continue to increase.

International Student services
- Currently assisting 14 F1 students in KF and 10 F1 students at the PM campus.
- OPT – 10 F1 alumni being supported by Oregon Tech through practical training.
- 5 seniors have met with advisor for OPT application.
- 10 current students completed the required Non-resident alien tax filing service funded by ISS.

Portland Metro Student Services
- Student Services/ Student Success Team working with 29 at-risk students supported throughout academic year are either reported through Early Warning Report or through poor academic standing. Major support themes include basic needs navigation, mental health crisis, academic difficulty/ not turning in assignments, or medical withdrawal.
- Student Involvement & Belonging
    - Week of Welcome events attracted about 110 students.
    - Weekly Wednesday programming attracted 15-35 students per week:
        - ASOIT PM Parliament Meetings (3)
        - Open Group Dialogue (2)
        - Grant Writing/ RBC Workshop
        - Organizational Tools & Tips Workshop
        - Week of Welcome: Tutoring Promotion
        - Career Services' Etiquette Dinner
        - Admissions' Preview Day
        - DICE's Listening Sessions
    - ASOIT PM successfully led the Incidental Fee process with a $15/ term increase to support student organizations.
    - ASOIT PM participated in the Tuition Recommendation Committee's process and supported a 5% increase.

- Peer Tutoring
    - 312 check-in occurrences in Tutoring space this academic year.
    - 84 unique students checked into Tutoring space this academic year.
    - Tutoring offered in-person on the 4th Floor and online in collaboration with KF Peer Tutoring and Math Lab.
- PM Veterans Resource Center had 48 check-in occurrences during winter term.

Resilience, Emergency Management and Safety (REMS)
Business Continuity, Disaster Recovery and Emergency Management
Oregon Tech secured consultant services from B Riley Advisory Services to assist in developing an aligned and highly integrated business continuity, disaster recovery and emergency management framework for a multi-campus environment. On February 23 the consultant's project management team and Oregon Tech project steering committee convened for their initial project planning meeting. The project timeline estimates a completion timeframe of October 2023.

Regulatory Compliance
REMS, in collaboration with multiple Oregon Tech partners, successfully completed the Office of the State Fire Marshal's annual Community Right to Know (CR2K) hazardous materials audit and related compliance reporting. Oregon Tech's main campus in Klamath Falls, and the Oregon Manufacturing Innovation Center (OMIC) submitted compliance reports due to the quantity and type of hazardous chemicals present at each location.

Statewide Campus Security Meeting
On January 20, the Director of Campus Safety and the Director of Resilience, Emergency Management and Safety participated in a virtual meeting with their peers throughout the state to discuss current affairs and topics of mutual interests relative to campus safety. The meeting provided a foundation for future engagements and partnerships amongst participants.

2023 National Resilience EXCH Virtual Summit
The Director of Resilience, Emergency Management and Safety participated in the 2023 National Resilience EXCH Virtual Summit from February 24-26. This multi-track virtual conference offered participants the ability to engage resilience leaders from across numerous sectors in learning about strategies to build more resilient organizations.

Student Involvement & Belonging
- **New Registered Student Organizations** started by students during winter term:
    - I.T. (Information Technology) Collaboration Club (KF)
    - Music Club (KF)
    - N.E.R.F. (Novel Experimental Recreational Foam) Blaster Club (KF)
    - Trap Shooting Club (KF)
    - Unmanned Aircraft Club (KF)
    - Women's Rugby Club (KF)
    - Association of Energy Engineers (PM)
    - Cybersecurity Club (PM)
    - Electrochemistry Club (PM)
    - Game Development Club (PM)
    - Robotics Competition Club (PM)

- Fencing Club, Blacksmithing Club, and Tabletop Gaming Club are collaborating to plan the first **Renaissance Fair** (April).
- Campus Activities Board and KTEC Student Radio Station are collaborating to plan the annual **Music Garden Festival** (May).
- Diversity & Belonging Staff provided direct 1:1 advising and student support to over 65 **Leadership & Diversity Scholars** - guidance on leadership development, identity development, and awareness of intrapersonal skills.
- Diversity & Belonging Staff collaborated with the Registrar's Office, Office of Diversity, Inclusion, and Cultural Engagement (D.I.C.E), Portland-Metro Student Services, and Veteran Student Services to begin planning for **Identity-Based Graduation Celebrations** in May/June.
- Collaborations with Office of Diversity, Inclusion, and Cultural Engagement (D.I.C.E.) and Portland-Metro Student Services for event offerings in recognition of **Women's History Month** (March).
- **Community-Based Resources Coordinator** provided direct 1:1 support for food insecurities, housing insecurities, and access to basic necessities for over 50 students during winter term (KF & PM).
- Basic Needs Hub hosted two workshops for **SNAP** (Supplemental Nutrition Assistance Program) application support.

Veteran Student Services

The first meeting between Oregon Tech and Kingsley Field was held to establish a more formal connection between their various departments, primarily Civil Engineering, to provide Oregon Tech students the opportunity to solve real world problems for the base during their senior sequence. Veteran Student Services is connected with this initiative to ensure that military connected students who engage with Kingsley will be able to access their benefits effectively during the process, as well as providing guidance on program course development, ensuring that it meets the requirements for VA education benefit certification.

Additionally, VSS had full implementation of the newest VA Education benefits certification software, Enrollment Manager, with no disruption of benefits for Oregon Tech Students. Oregon Tech staff members completed all necessary training and pre-implementation tasks ahead of schedule and were able to make use of the new system immediately.

VSS also established its first departmental assessment criteria since the program's adoption at Oregon Tech in 2019. The criteria were built to ensure that all military connected student programming is crafted to meet the goals set forth in Oregon Tech's Strategic Plan and the Student Affairs Strategic Plan with initial program reevaluation in summer 2024.

SA Staffing Update

The number of open positions in Student Affairs in the last report was 10 and is currently still at 10 for this report despite filling one position. PM welcomed the new SIB APA staff member, Debbie Kerr, to the team on February 8. The following positions remain vacant: women's volleyball and basketball coaches; three positions in Housing (two assistant directors and a custodian); Career Services offered the PM Career Advisor position, but it was not accepted so it will be reposted; TOP director; Disability Services director and APA position, and the Basic Needs Navigator which just recently became open.

GET INVOLVED

WHERE STUDENTS CONNECT
We promote the holistic growth and development of Oregon Tech students through involvement and support. We create a community where all feel a sense of belonging.

Thomas Arce, M.Ed. (they/them)
Director of Student Involvement & Belonging

Shawni Cayetano-Ramos, M.Ed. (she/her/hers)
Assistant Director of Diversity & Belonging

Zoé Smiley, M.A. (she/her/hers)
New Student Programs Coordinator

Student Involvement & Belonging
GET INVOLVED
EST 1947

AREAS OF INVOLVEMENT

GET INVOLVED

Over 60 Student Organizations to enhance the student experience.

GIVE BACK

Community Service offerings as a Volunteer Owl to support local and campus partner communities.

LEADING CHANGE

Fine-tune leadership and cultural competency skills while at Oregon Tech and prepare students for their industry-specific career as a marketable leader.

STUDENT RESOURCES

Helping students to bridge the gap between where they are currently, to their future full of hope and endless possibilities.

PUTTING THE TECH IN Oregon TECH

Welcome To
Oregon Tech

Get Started

Log in

LEAN IN AND STRETCH

Step away from the familiar, try new ideas, experience new cultures, and learn from people different than yourself with Diversity & Belonging programs, International Student Services, and Veteran Student Services.

DIVERSITY & BELONGING

NEW STUDENT PROGRAMS

SOAR
Oregon TECH
FIND SUPPORT ▸ EXPLORE OPPORTUNITIES ▸ BUILD RESILIENCY ▸ ACADEMIC SUCCESS

Orientation: S.O.A.R-ing Into Success, and Week of Welcome (WOW) Program at the beginning of the terms.

Connection to the Oregon Tech Strategic Plan

NEW STUDENT PROGRAMS

Pillar 1 (Goals):

1.1: Implement collaborative university-wide retention strategies.
2.2: Create a framework to equip students with professional and life skills.
3.2: Increase co-curricular opportunities as part of a comprehensive recruitment, retention and graduation strategy.

Pillar 3 (Goals):

6.1: Be transparent, inclusive and data driven in our decision making.
6.3: Promote inclusiveness and collegial through open engagement, mutual respect, and acceptance of diverse perspectives.
6.4: Incorporate a cohesive sense of purpose and pride across all locations and programs of the university.

Pillar 4 (Goals):

9.1: Foster and sustain a welcoming environment where all feel supported and experience a sense of belonging: where different perspectives, participation, and contributions are valued.
9.5: Use assessment tools for diversity, equity, inclusion and access university-wide, enabling an evidence-based approach in decision making.

LEAN IN AND STRETCH

Pillar 1 (Goals):

1.4: Create learner-focused environments that are welcoming, respectful, inclusive, and offer a sense of belonging to students.
2.3: Instill cultural competency to prepare students for a diverse workplace and world.

Pillar 4 (Goals):

9.5: Use assessment tools for diversity, equity, inclusion, and access university-wide, enabling an evidence-based approach in decision making.

New Student Orientation 2021 Assessment

What was this program lacking that could be impacting our first-year students?

Assessment Findings:
- Able to learn and find resources on campus to help them be successful.
- The two lowest agreeance questions were "I felt connected with other students on campus" and "I felt the activities with faculty and staff across campus allowed me to start building relationships with them."
- University staff and faculty involvement were low outside of student affairs, the program was outsourced due to the availability of staff to help plan and organize such a program.

Changes for 2022:
- Create an in-house experience.
- Create goals and outcomes that our student population can achieve.
- Cross-campus collaboration, bringing in campus partners.
- Develop this program to be a TRUE HIP (High Impact Practice).
- Student Development Theory and The Integration of the Ecological Validation Model of Student Success.

What kind of events do you want to see more of?

45%
22%
33%

- Informational
- Social/ Meet and Greet
- Activity Based

NSSE 2021-22 REPORT: Engagement Indicators (First-Year Students)

Lowest Performing Indicators (Results influenced how the Orientation programming underwent continuous improvements)	percentage responding "very often" or "often"	percentage responding "sometimes" or "never"
Worked with Faculty on activities other than coursework (committees, student groups, etc.)	8%	92%
Helping manage your non-academic responsibilities (work, families, etc.)	23%	77%

Improvements for Fall 2022 Orientation (based on NSSE):
- Academic Affairs: intentional faculty interactions
- Student Affairs: sharing student support resources

ECOLOGICAL VALIDATION MODEL OF STUDENT SUCCESS

THE MISSING COMPETENCY: ORIENTATION S.O.A.R.

The Mission:
- Develop an opportunity for Oregon Tech's new students and their families/supporters to attend an experience that aids in the university transition process; that will inform students of the support available to them; opportunities to explore co-curricular and career prospects; as well as be well informed on how students and families can be integrated into life at Oregon Tech.

The Vision:
- Find Support - Sense of Belonging and Resources
- Explore Opportunities - Student Involvement and Career exploration
- Academic Success - Skills & Strategies
- Build Resiliency - Continuing to SOAR at Oregon Tech

463 NEW UNDERGRADUATE STUDENTS ON CAMPUS

200+ STUDENTS ACTIVELY CHECKED IN AND PARTICIPATED THROUGHOUT SOAR

406 REGISTERED FOR ORIENTATION: S.O.A.R.ING INTO SUCCESS

350+ SUPPORTERS AND GUESTS ATTENDED S.O.A.R.ING INTO SUCCESS

30+ DEPARTMENTS WERE INVOLVED ACROSS CAMPUS

31 OPPORTUNITIES TO LEARN ABOUT RESOURSES AND MEET FACULTY, STAFF AND PEERS

FALL 2022 PROGRAM ASSESSMENT:

CHALLENGES:
- Understanding the difference between our different First Year Experience programs.
- More logistical details around space size, the technology available, timing, etc.
- More communication and starting earlier.
- More signage across campus during the event.
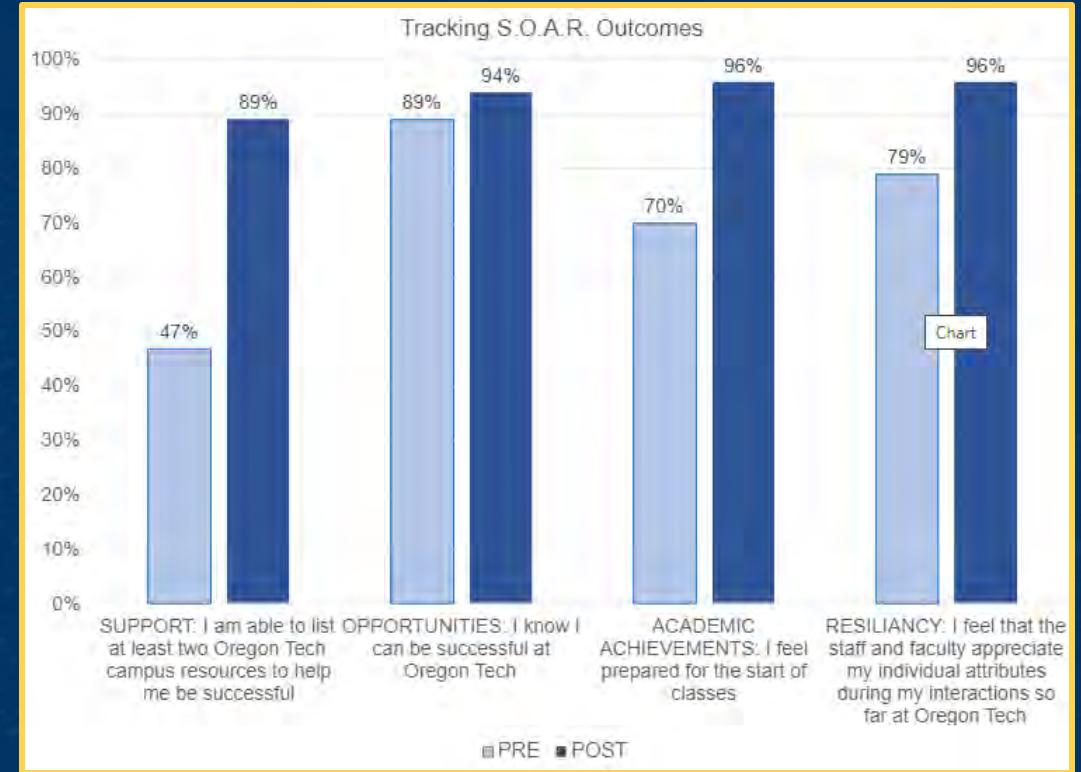- Sitting for long periods of time was uncomfortable for the students.

POINTS OF PRIDE:
- In-house- staff and faculty supported program.
- HIGH ENERGY.
- 10+ opportunities to meet with faculty and staff across campus.
- 20+ opportunities for students to learn about resources and opportunities to be involved academically and socially.
- Parents/Supporters session that helped answer ALL their questions.
- Students engaged in a High Impact Practice.

YEAR 3 OF ORIENTATION AT OREGON TECH:

The First Year Experience Advisory Board is initiated by the Department of Student Involvement and Belonging (SIB) to help review and prepare for first-year student initiatives:

- Flight School (pre-orientation bridge program)
- SOAR-ing into Success (new student orientation)
- Week of Welcome
- Other first-year initiatives on our Klamath Falls campus

Tracking S.O.A.R. Outcomes

	PRE	POST
SUPPORT: I am able to list at least two Oregon Tech campus resources to help me be successful	47%	89%
OPPORTUNITIES: I know I can be successful at Oregon Tech	89%	94%
ACADEMIC ACHIEVEMENTS: I feel prepared for the start of classes	70%	96%
RESILIANCY: I feel that the staff and faculty appreciate my individual attributes during my interactions so far at Oregon Tech	79%	96%

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Oregon Institute of Technology

Diversity & Belonging:

Leadership & Diversity Scholarship

Scholarships are $2,000 per year for Oregon residents <u>OR</u> those attending
under the Western Undergraduate Exchange and $3,000 per year for non-residents.

There are 67 students who have received
the Leadership & Diversity Scholarship:

- Every year $75,000 is allotted to be disbursed.
- This year only $71,000 was spent:
  - Partial disbursement(s)
  - Students awarded the scholarship didn't accept the scholarship
  - Students awarded the scholarship ended up not attending Oregon Tech

Oregon TECH
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SCHOLARSHIP RECIPIENT'S CAMPUS AND CLASSIFICATION:
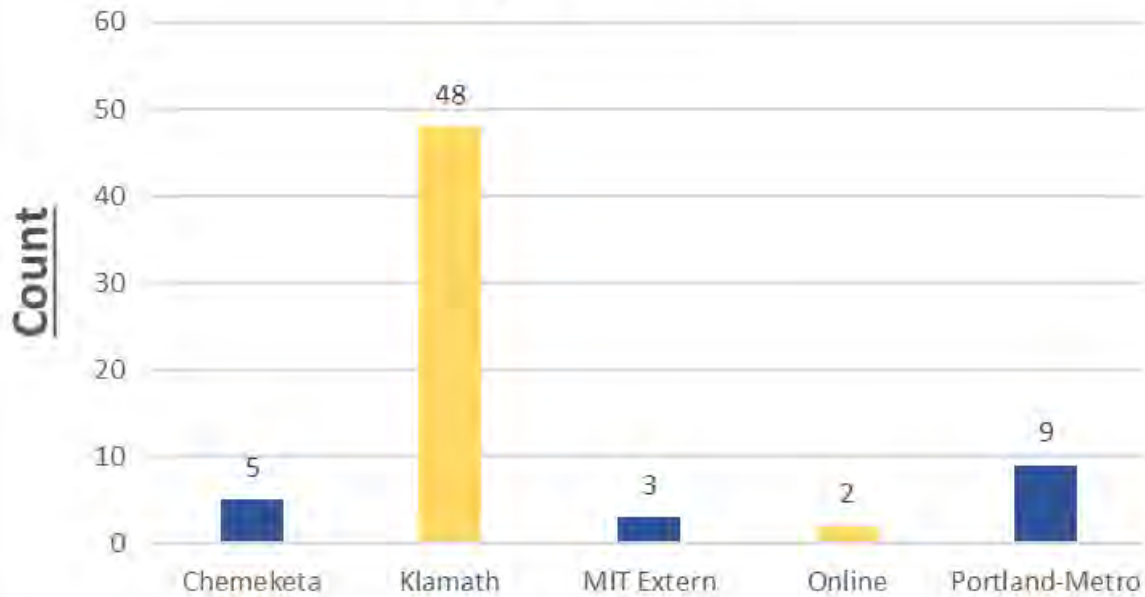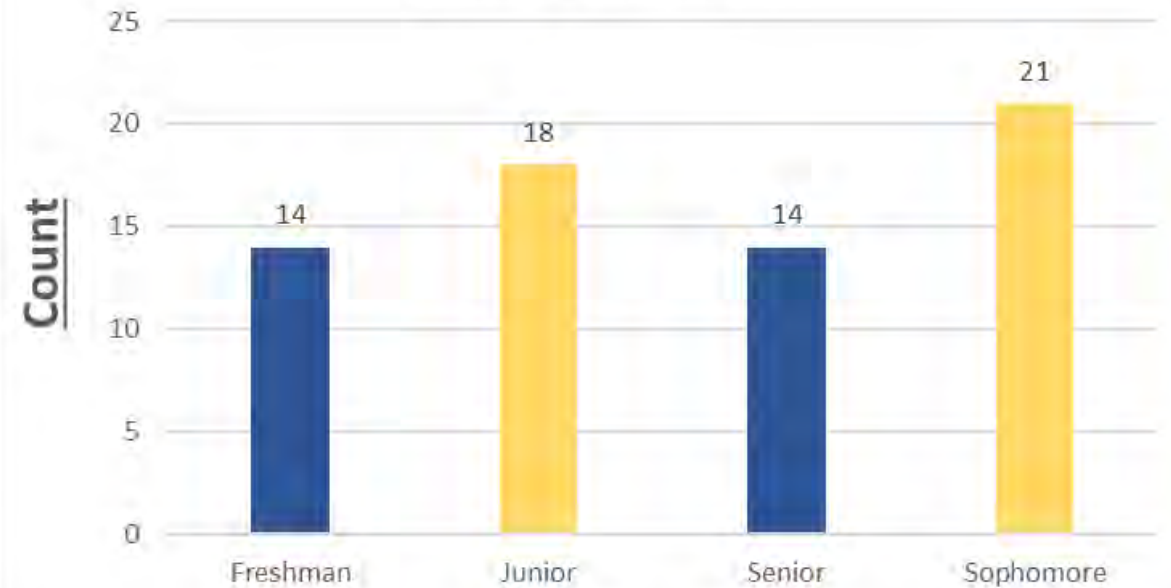
SCHOLARSHIP RECIPIENT'S MAJORS:
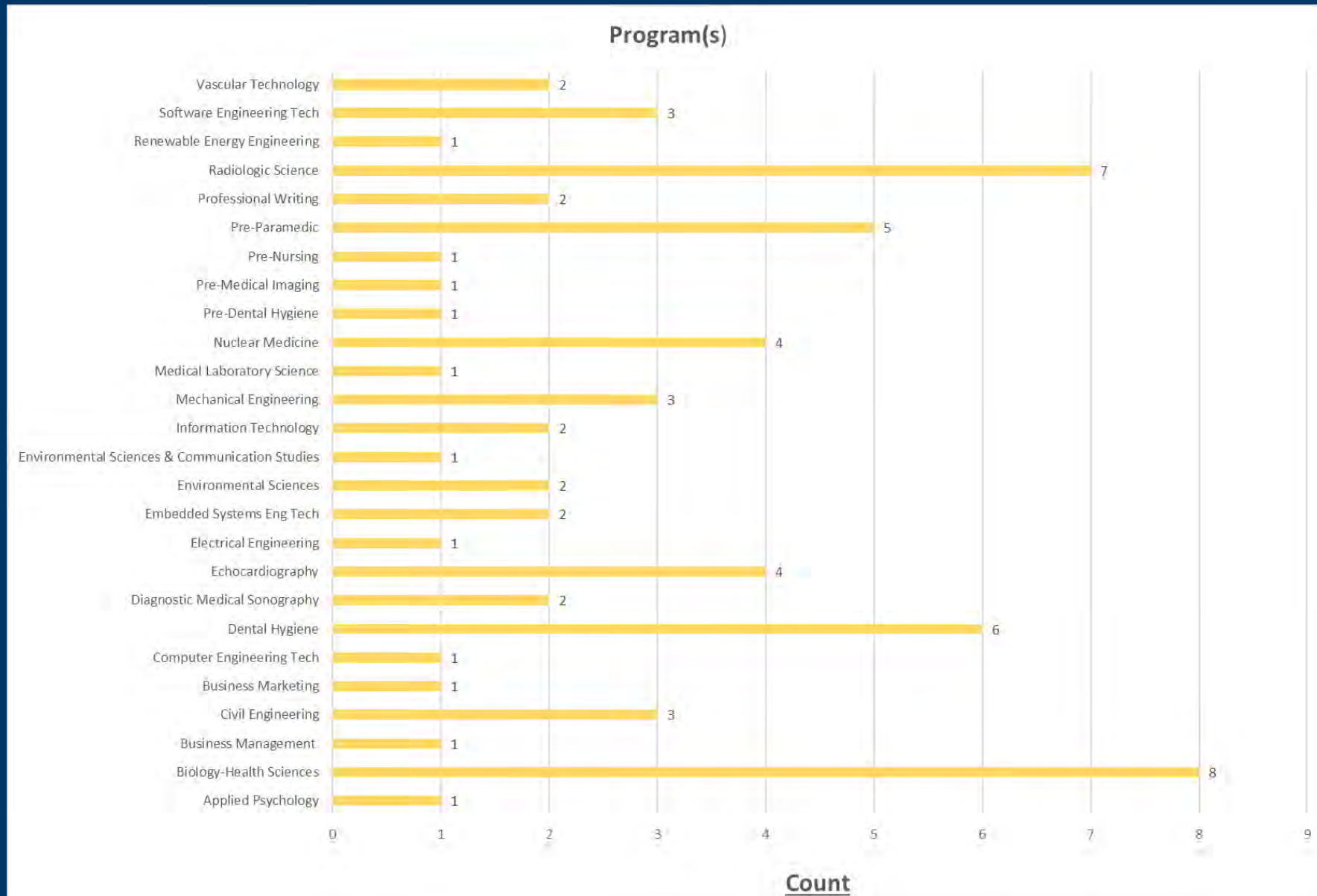
SCHOLARSHIP RECIPIENT'S DEMOGRAPHICS:
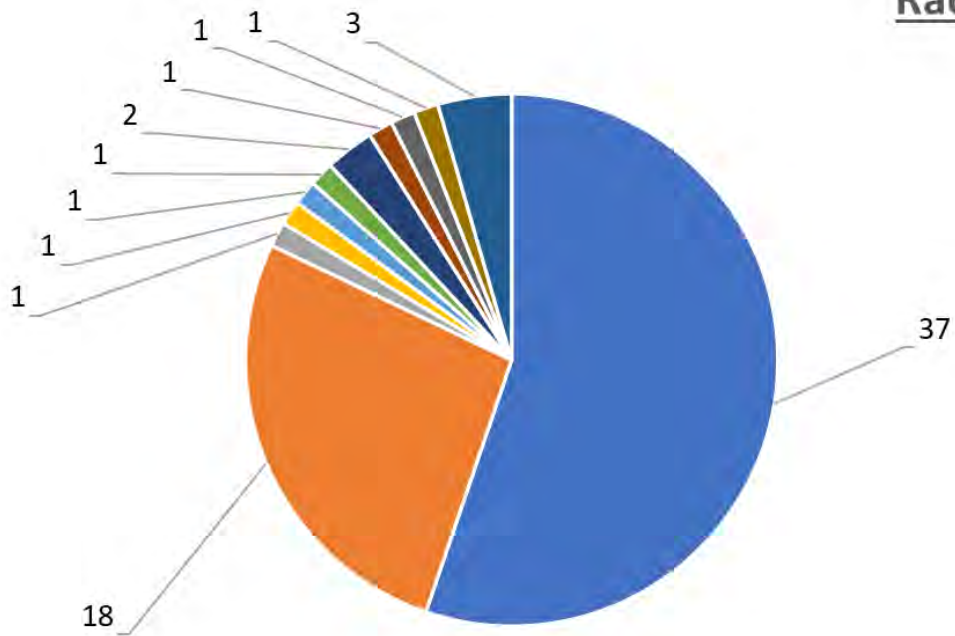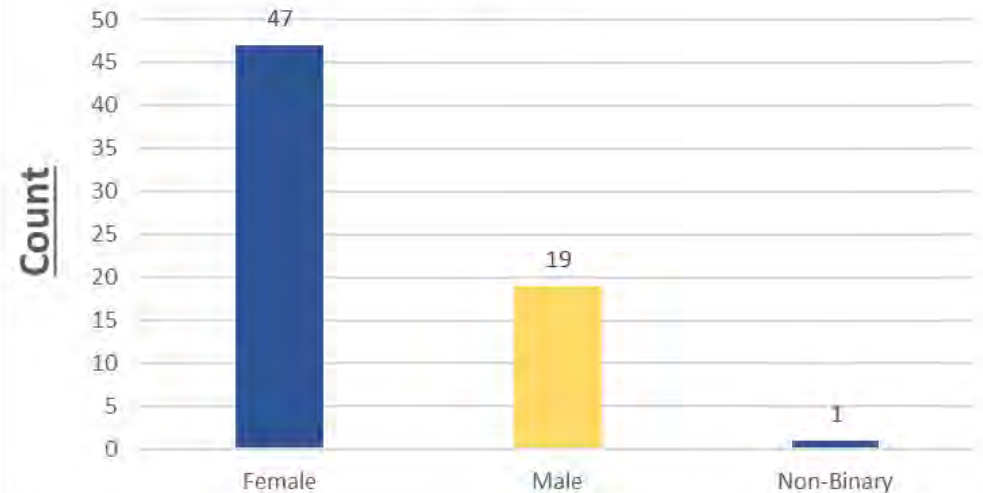
The Evolution of Scholarship Requirements

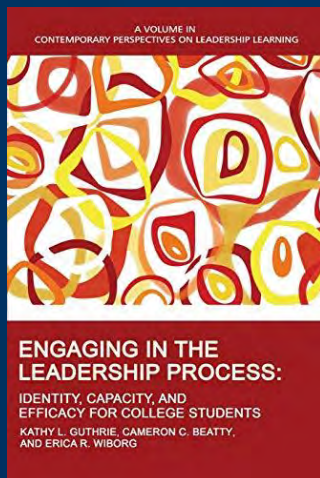## Leadership & Diversity Scholarship Requirements 2022/2023 per term:

- Carry a minimum of 12 credits
- Make satisfactory academic progress toward completion of a degree
- Maintain a 2.5 cumulative GPA
- Attend the Leadership & Diversity Scholars Community Reception
- Attend three events, activities, or workshops
- Meet 1:1 with a staff member from Student Involvement & Belonging

Leadership & Diversity Scholarship Requirements Pre-2022/term:

- Carry a minimum of 12 credits
- Make satisfactory academic progress toward completion of a degree
- Maintain a 2.5 cumulative GPA
- Complete & track 30 hours of community service per term
- Meet 1:1 with a staff member from Student Involvement & Belonging

BUILDING THE CURRICULUM:

WHAT NEEDED TO CHANGE TO HELP OUR STUDENT BE SUCCESSFUL?

- Implement outcomes that help drive student success at Oregon Tech.
- Expand the scholar's perspective by engaging in difficult conversation over various topics.
- Scholars will have the opportunity to develop a sense of belonging and inclusion in the Oregon Tech community and beyond.
- Help students find passion in their life, while providing them experiences to gain skills to help them be a well-rounded leader in their industry.

A VOLUME IN
CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING

ENGAGING IN THE LEADERSHIP PROCESS:
IDENTITY, CAPACITY, AND EFFICACY FOR COLLEGE STUDENTS
KATHY L. GUTHRIE, CAMERON C. BEATTY, AND ERICA R. WIBORG

Improvements to Curriculum (based on NSSE):
- Intentional conversations about personal cultural identity
- Educational events to learn more about cultural engagement

NSSE 2021-22 Report:
During the current school year, about how often have you done the following?

(FY) - First Years (SR) - Seniors	Very Often/ Often		Sometimes/ Never	
Reflecting on your cultural identity	32%	25%	81%	75%

NSSE 2021-22 Report:
During the current school year, how much has your coursework emphasized the following?

(FY) - First Years (SR) - Seniors	Very Often/ Often		Sometimes/ Never	
Exploring your own background through projects, assignments, or programs	36%	50%	65%	50%
Learning about other cultures	28%	43%	72%	56%
Discussing Issues of equity or privilege	30%	40%	70%	60%
Respecting the expression of diverse ideas	46%	48%	54%	52%

The Impact Through Student Experience and Student Stories

" I felt supported and appreciated for my differences, which I found to be very affirming. I also have appreciated feeling more involved on campus and with other leadership and diversity recipients. "

" I gained a greater understanding of my personal leadership and how my identity influences my leadership, as well as some powerful ways to reflect on other individuals' leadership styles and potentially use them to lead people I come in contact with. "

" My overall Fall term experience was a very positive experience for me because I was able to learn more about my own self and my identity. This scholarship has also encouraged me to attend more events and stay active within our community, and I have become a more outgoing person due to this. "

" I have gained a sense of belong on campus as I feel like I am being seen for my entire identity. I have also had the opportunity to meet other scholars which ultimately has changed my perspective of what diversity looks like on campus. "

"The changes made this year was great. I really enjoyed doing stuff/things that actually dealt with the scholarship name (attending cultural and other identity events, listening to podcast, and having more diversity conversations). I learned more about others, but I also learned more about myself. I learned more about my abilities and what I can do with them in the near future and how that will reflect in my leadership ability."

KNOW WHO YOU ARE

Oregon TECH
Oregon Institute of Technology

Academic Quality and Student Success Committee   04/12/23

Agenda item 5.2: List of Programmatically Accredited Programs

No.	PROGRAM NAME	Name of Accrediting Association	Last Review	Outcome of Review:
1	Business BS Management Option	IACBE	2020-2021	Accreditation Renewed
2	Civil Engineering B.S.	ABET - EAC	2016-2017	Accreditation Renewed
3	Civil Engineering M.S. / Civil Engineering B.S. and M.S.	ABET - EAC	2016-2017	Accreditation Renewed
4	Computer Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
5	Dental Hygiene B.S. Degree Completion Online	CODA	2016	Accredited w/reporting requirements-resolved 2018
6	Dental Hygiene B.S.	CODA	2016	Accredited w/reporting requirements-resolved 2018
7	Diagnostic Medical Sonography B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
8	Diagnostic Medical Sonography B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
9	Echocardiography B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
10	Echocardiography B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
11	Electrical Engineering B.S.	ABET - EAC	2021	Accreditation Renewed
12	Electronics Engineering Technology B.S.	ABET - ETAC	2020	Accreditation Renewed
13	Embedded Systems Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
14	Emergency Medical Services Management B.S.	CoAEMSP CAAHEP	2018	Accreditation Renewed
15	Geomatics B.S. Geographic Information Systems Option	ABET - ANSAC	2019	Accreditation Renewed
16	Geomatics B.S. Surveying Option	ABET - ANSAC	2019	Accreditation Renewed
17	Health Care Management B.S. Administration Option	IACBE	2020-2021	Accreditation Renewed
18	Health Care Management B.S. Clinical Option	IACBE	2020-2021	Accreditation Renewed
19	Health Care Management B.S. Radiologic Science Option	IACBE	2020-2021	Accreditation Renewed
20	Health Informatics B.S.	IACBE	2020-2021	Accreditation Renewed
21	Information Technology B.S.	IACBE	2020-2021	Accreditation Renewed
22	Management B.S. Accounting Option	IACBE	2020-2021	Accreditation Renewed
23	Management B.S. Marketing Option	IACBE	2020-2021	Accreditation Renewed

24	Manufacturing Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
25	Mechanical Engineering B.S.	ABET - EAC	2020	Accreditation Renewed
26	Mechanical Engineering Technology B.S.	ABET-ETAC	2022	Accreditation Renewed
27	Medical Laboratory Science B.S.	NAACLS	2020-2021	Accreditation Renewed
28	Operations Management B.S.	IACBE	2020-2021	Accreditation Renewed
29	Paramedic A.A.S.	CoAEMSP CAAHEP	2018	Accreditation Renewed
30	Renewable Energy Engineering B.S.	ABET – EAC	2016-2017	Accreditation Renewed
31	Respiratory Care B.S. Degree Completion	CoARC CAAHEP	2011	Accreditation Renewed
32	Respiratory Care B.S.	CoARC CAAHEP	2011	Accreditation Renewed
33	Sleep Health A.A.S. Polysomnographic Technology Option	CoAPSG CAAHEP	2018	Accreditation Renewed
34	Sleep Health AAS Clinical Sleep Option	CoARC CAAHEP	2018	Accreditation Renewed
35	Software Engineering Technology B.S.	ABET - ETAC	2022	Accreditation Renewed
36	Technology and Management B.A.S.	IACBE	2020-2021	Accreditation Renewed
37	Vascular Technology B.S. Degree Completion	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy
38	Vascular Technology B.S.	CAAHEP JRCDMS	2021	Some modifications required for pregnancy policy

Executive Summary:
Oregon Tech Portland-Metro
Winter 2023 Course Modality Survey

ASOIT-PM
3/6/2023

PM-ASOIT@groups.oit.edu

Contents

1) Introduction

During the month of February 2023, the Associated Students of Oregon Institute of Technology - Portland Metro (ASOIT-PM) conducted a survey consisting of

- **7 questions** about **course modality/scheduling/resource preferences and effectiveness**

- 6 demographic questions

- 1 open ended feedback question

- 1 question on age added post survey

There are 554 students in the active student list for the Portland-Metro (PM) campus. There were 176 responses initially and after removing duplicates, Klamath Falls students, and unfinished responses there were **123 responses** resulting in a **22% response rate**.

The executive summary begins with the key findings followed by a detailed report on the results of the survey including distribution, methodology, and analysis. The appendix contains the full results along with results broken down by populations. To make a request for different population groupings than the ones found in the appendix, please email PM-ASOIT@groups.oit.edu

2) Key Facts

2.1) Summary

Overall there was a drop in preference and effectiveness as course modalities move further from the traditional classroom setting. On-campus, in-person courses saw the highest rankings both in terms of preference and effectiveness of the learning environment. In some populations, hybrid courses ranked higher than in-person courses in either preference or effectiveness of learning environment, but not both. Online and virtual classes ranked substantially lower than in-person and hybrid in preference and effectiveness of learning environment overall, by age, and by course level.

A significant amount of students see open source materials and recorded lectures as essential resources for their success in courses. More than half see on campus lab equipment, peer-to-peer interactions, and instructor office hours as essential resources for their success in courses.

Overall, by age, and by course level, students prefer having classes that meet for longer periods of time, and less frequently through the week. Overall and when grouped by course level, ages 18-25, and by students enrolling in 9 or more credit hours, students prefer enrolling in classes offered from 12-5pm. Students ages 26+ slightly prefer enrolling in courses from 6-10pm and students enrolling in 8 or fewer credits significantly prefer 6-10pm.

2.2) Facts

Overall:

- The in-person modality ranked highest in preference with a mean ranking of 2.29 among 5 options, with hybrid in second

- The online modality ranked lowest in preference with a mean ranking of 3.76 among 5 options, with virtual (remote, synchronous) ranked 4th

- Students agreed most with in-person providing the best learning environment ($\bar{x} = 4.24$, 1 being strongly disagree and 5 being strongly agree)

- Students disagreed most with online providing the best learning environment ($\bar{x} = 3.02$, 1 being strongly disagree and 5 being strongly agree)

- 78.86% of students selected open source materials as an essential resource for success in their courses. 76.42% selected recorded lectures as an essential resource for success in their courses.

Age:

- Students ages 18-25 ranked in-person highest in preference with a mean ranking of 2.00 among 5 options, with hybrid ranked second ($\bar{x} = 2.33$)

- Students ages 26+ ranked hybrid highest in preference with a mean ranking of 2.43 among 5 options, with in-person ranked second ($\bar{x} = 2.64$)

- Students ages 18-25 agreed most with in-person providing the best learning environment ($\bar{x} = 4.36$), and second most with hybrid ($\bar{x} = 3.90$)

- Students ages 26+ agreed most with in-person providing the best learning environment ($\bar{x} = 4.09$), and second most with hybrid ($\bar{x} = 4.05$)

- Students ages 18-25 prefer taking classes from 12-5pm while students ages 26+ prefer taking classes from 6-10pm. Both groups prefer classes that meet for longer periods of time, and less frequently through the week.

Course Level:

- Students primarily in 100/200 level courses ranked in-person highest in preference with a mean ranking of 2.00 among 5 options, with hybrid ranked second ($\bar{x} = 2.42$)

- Students primarily in 300/400 level courses ranked hybrid highest in preference with a mean ranking of 2.35 among 5 options, with in-person ranked second ($\bar{x} = 2.54$)

- Students primarily in 100/200 level courses agreed most with in-person providing the best learning environment ($\bar{x} = 4.40$), and second most with hybrid ($\bar{x} = 3.87$)

- Students primarily in 300/400 level courses agreed most with in-person providing the best learning environment ($\bar{x} = 4.10$), and second most with hybrid ($\bar{x} = 4.06$)

3) Purpose

The purpose of this survey is to provide faculty, staff, and administration with the student voice while making decisions surrounding course modality, scheduling, and resources. As the COVID-19 era has progressed, the method by which students attend courses has changed dramatically. During this time, Oregon Tech has paid for substantial infrastructure upgrades of the PM campus to meet the needs of students. However, this infrastructure remains underutilized and many students are still faced with courses being taught remotely. This raises the question, *is Oregon Tech PM ready for its students?*

4) Distribution

Historically, ASOIT-PM has had difficulty in student engagement. With the onset of COVID-19 protocols, many students rarely have a need to come to the PM campus, which lowers the engagement that ASOIT-PM has with the students even further. In order to get an accurate representation of the PM student body, ASOIT-PM went to several efforts to promote and distribute the survey. The survey was created as a Qualtrics survey distributed through a QR code and a direct link. ASOIT-PM used the following methods to promote participation in the survey:

- Campus-wide student email (link)

- Posts on the Oregon Tech App (link)

- Tabling in the lobby (QR code)

- Owl2Owl Texting (link)

- Stall Street Journal (QR code)

- Classroom visits by ASOIT-PM officers

- Alert on TECHweb (link)

Departments were grouped to form 5 teams of roughly equal size with a grand prize of up to $1,000 offered to the team with the highest response rate. There were 48 responses using the QR code and 88 responses using the link for a total of 136 responses (including unfinished responses, not including duplicates or KF students).

5) Survey Questions

The full survey as seen by students can be found in appendix A10. The definitions for modalities presented in the survey are

- In-person

- Online: Course materials offered through Canvas with no live instruction

- Virtual: Class delivered live online at a designated time

- Hybrid: Classes with simultaneous virtual and in-person options

Important notes:

Q38- Student ages were sourced by staff with FERPA training from school records and added to the responses after the survey

Q3 - One option (Some online and some on campus) was offered while not being listed as a modality at the beginning of the survey or used in other responses.

Q10- Multiple degrees may be selected which creates a non-zero difference between response count and choice count

Q12- Only appears to students if response to Q11 is "Yes"

6) ASOIT-PM Recommendations

Based on the high desire for in-person as an option, all lecture and lab based classes should be taught from a classroom at the PM campus. Figure 1(a) shows that students prefer in-person courses both as only in-person and as an option with hybrid, while Figure 1(b) shows the same options are seen as the best learning environments. While there was some variations in which was ranked highest when grouped by age or course level, these two modalities were consistently ranked well above virtual and online. Students are enrolled in the PM campus, not an online degree.

Along with this, the lectures should be recorded and uploaded to Canvas. 76.42% of students see recorded lectures as an essential resource for success in their courses. Every classroom in the PM campus is equipped with camera and microphone. Additionally, Oregon Tech (at the time of publishing) has a license for the Yuja recording software which can seamlessly record screens, computer audio, camera, and microphone with no need to wait for the recording to process before leaving the classroom. There is significant capacity to store recordings and minimal work from the faculty end to provide recording access to students.

The main argument against recorded lectures that ASOIT-PM has heard is that students will not show up to class when the lectures are made available online. From the student perspective however, attending class, and more importantly, paying attention in class, is a

function of how engaging the class is rather than how easy it is to miss class. However, class *should* be easier for students to miss. 77.2% of students have commitments that affect when they are available for courses. 36.6% of students cited family commitments as a commitment that affects availability, and 8.9% cited child care. There are other valid reasons for students to miss class, and the students should not be penalized for having commitments. Instead of a mindset that works to prevent students from doing what they should not do, ASOIT-PM would like to invite a mindset that makes it easier for students to live.
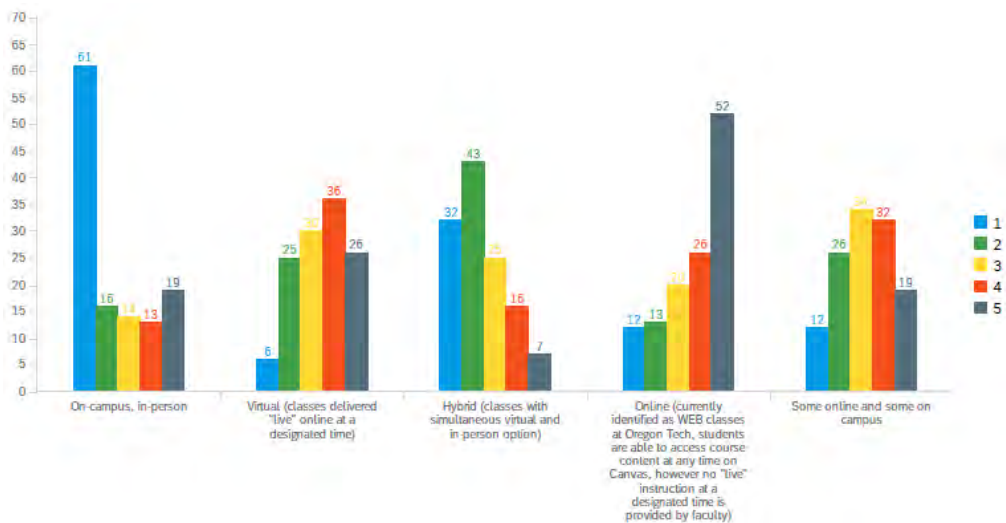
(a) Q3 Modality preference
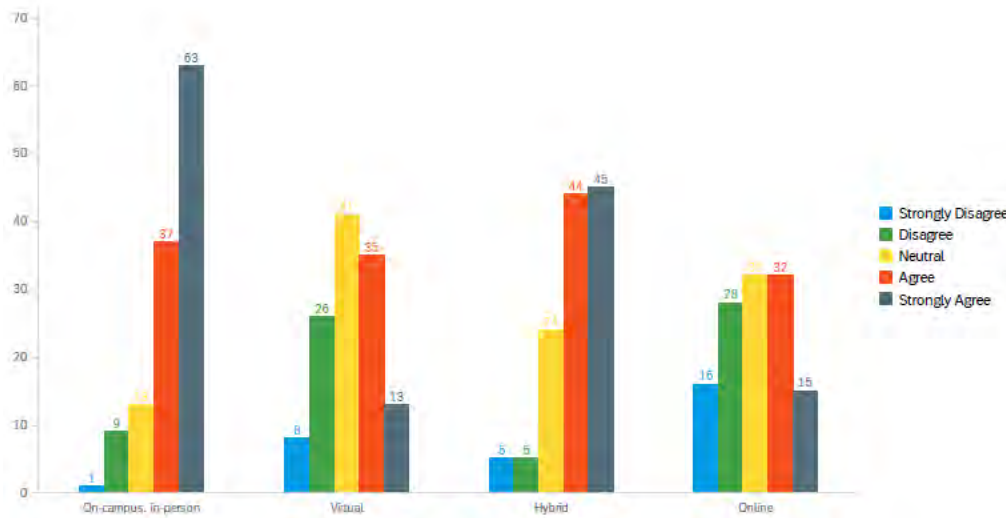
(b) Q4 Modality best learning environment

Figure 1: Full survey: modality selections

Currently, course scheduling at the PM campus is inconsistent in the start times. With the exception of cohort programs, having courses offered in consistent time blocks will make scheduling supplementary support for students far easier. Additionally, it may be easier to avoid time conflicts with courses as well. Overall (Figure 2), students prefer to enroll in

courses between 12-5pm and when offered for longer periods of time, fewer times per week. However, students ages 26+ prefer enrolling in courses offered between 6-10pm. 62.6% of students cited employment outside of school as a commitment affecting availability for classes. Consistency in scheduling will make it easier for students to make longer term accommodations for their classes. See section 7 for more detail on scheduling findings.
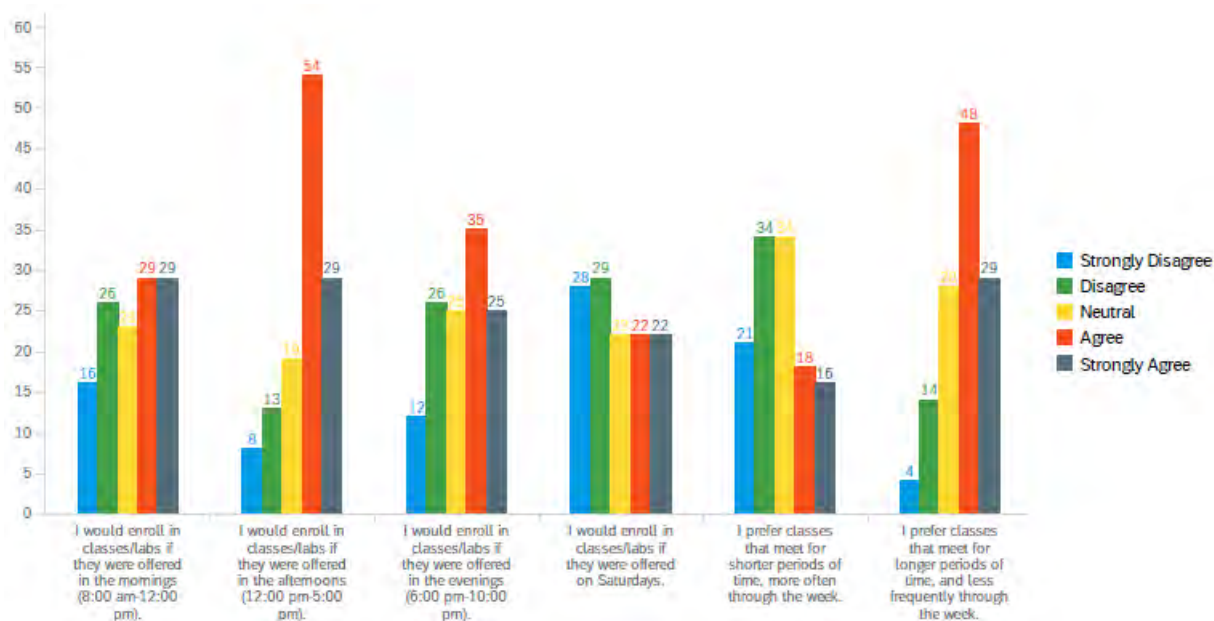

Figure 2: Full survey: Q9 student scheduling preferences

7) Additional Findings

Scheduling

It is noted earlier that students ages 26+ have a preference for enrolling in courses offered from 6-10pm, however, it is a relatively minor preference over the 12-5pm time-slot for this age group. Students ages 26+ agreed they would enroll in classes offered from 6-10pm with a mean of 3.59 (1=strongly disagree, 5=strongly agree) compared to the 12-5pm time-slot mean of 3.36. In the overall survey, the 12-5pm time-slot has a mean of 3.67, while the 6-10pm time-slot has a mean of 3.28 indicating a stronger preference for 12-5pm among the student body than the preference for 6-10pm among students ages 26+.

However, once the student population is grouped by enrolled credit hours, there is a significantly stronger preference for the 6-10pm ($\bar{x} = 4.00$) time-slot than the 12-5pm ($\bar{x} = 3.26$) time-slot. This group makes up 15.4% of the respondents. The other 84.5% (enrolled in 9+ credits) of respondents showed significant preference for 12-5pm ($\bar{x} = 3.75$) over 6-10pm ($\bar{x} = 3.15$), with even 8am-12pm ($\bar{x} = 3.30$) being more preferable. When respondents are filtered to citing employment as a commitment that affects availability for courses, the

12-5pm ($\bar{x} = 3.39$) time-slot is almost equivalent to the 6-10pm ($\bar{x} = 3.42$) time-slot.

The PM campus faces significant enrollment issues, with enrolled credit hours being a constant problem. This finding is indicative of scheduling evening classes as an accommodation for students with commitments is misaligned with student preferences. The population of students that prefers evening classes is students who typically enroll in 8 or fewer credits per term. Structuring courses around the needs of students who typically enroll in more credits may lead to better enrollment trends. To not ignore the preferences of students who enroll in fewer credits, stronger supplemental resources may be more appropriate.

Resources

The most essential resources for student success from student perspective is open source materials (78.9% of respondents), recorded lectures (76.4%), and on-campus lab equipment (56.1%). Followed by this were person resources, still with significant response rates. Peer-to-peer interactions (54.5%), instructor office hours (50.4%), advising focused on curriculum planning and career preparation (49.6%), and a sense of belonging (43.1%).

The PM Library has made a significant push towards access to open source materials in the past year, and the other top resources essential to student success in courses are all more easily facilitated through on campus presence.
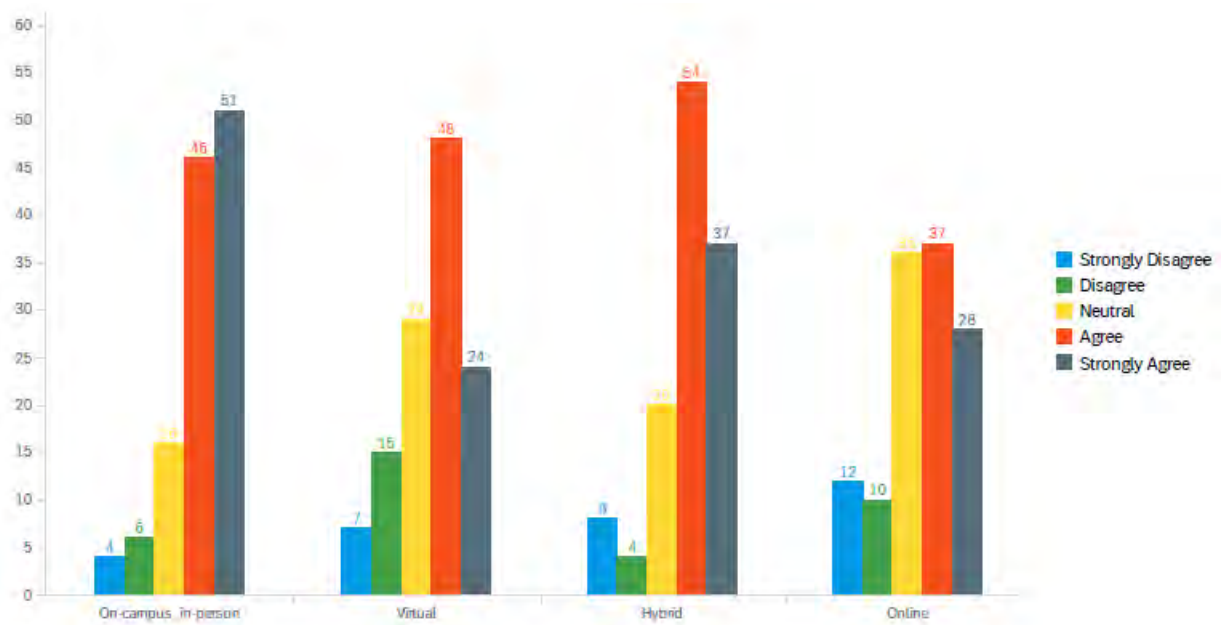

Figure 3: Full survey: Q6 access to resources needed for success by modality

As seen in Figure 3, students have the best access to the resources they need to be successful in courses when attending in-person ($\bar{x} = 4.09$), followed by hybrid ($\bar{x} = 3.88$). There is better access to resources for students taking primarily 100/200 level courses (in-person $\bar{x}$ = 4.38) than there is for students taking primarily 300/400 level courses (in-person $\bar{x} = 3.90$).

Younger students, ages 18-25, report much higher access to necessary resources for success (in-person $\bar{x} = 4.28$) than older students, ages 26+ (in-person $\bar{x} = 3.86$) despite both groups selecting similar resources necessary for success. There may be room for further study into how older students see accessibility to campus resources.

Information Retention

Overall, students have not bounced back to pre-COVID-19 ability to retain information. Students rated their pre-COVID ability to retain information on a scale of 0-5 with a mean of 4.09. They rated their ability to retain information post COVID mask mandates with a mean of 3.63. The ability to retain information during the COVID peak was significantly lower than before or after with a mean of 2.78.

Possible explanations for the lack of information retention reaching pre-COVID levels in the post mask mandate era include, but are not limited to

- Due to a significant drop in ability to retain information during COVID, students are missing pre-requisite knowledge for the courses they are taking post COVID mask mandates.

- Practices that were picked up during the COVID peak were not effective for education and have persisted suggesting a re-evaluation of post mask mandate teaching methods.
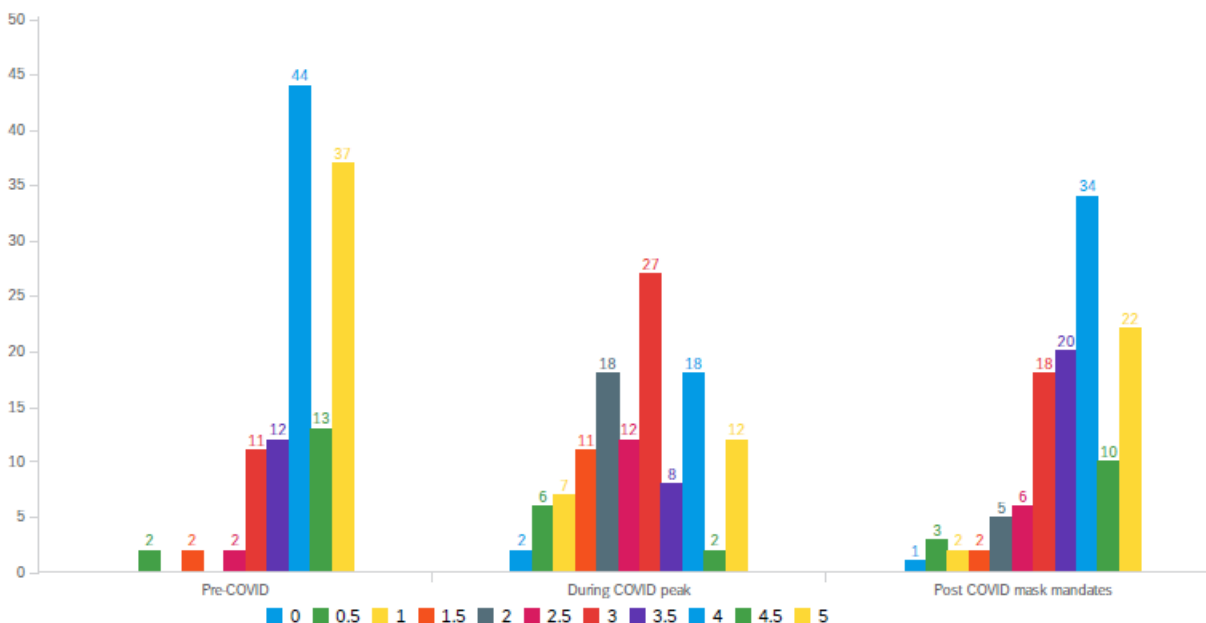

Figure 4: Full survey: Q8 ability to retain information

Younger students, ages 18-25, had a substantially more difficult time retaining information during COVID peak ($\bar{x} = 2.52$) than older students ($\bar{x} = 3.10$) ages 26+. Similarly, students currently taking primarily 100/200 level courses ($\bar{x} = 2.42$) had a more difficult

time retaining information during COVID than students currently taking primarily 300/400 ($\bar{x} = 3.06$). Meanwhile, students currently taking 8 or fewer credits ($\bar{x} = 3.45$) retained information better during COVID than students currently taking 9 or more credits ($\bar{x} = 2.66$).

75% of the students taking primarily 100/200 level courses are between the ages of 18-25 while 60% of the students ages 18-25 are taking primarily 100/200 level courses indicating a high degree of overlap between the two categories. Many of these students may have come straight to Oregon Tech from high school or transferred in from community colleges indicating the significant struggle to retain information during the COVID peak may have originated outside of Oregon Tech.