



Dinner and Dialogue

May 30, 2023

June 30, 2023

To: Academic Affairs
From: ASOIT-PM
Re: Summary of Dinner and Dialogue

What was the event?

ASOIT provided dinner to focus groups comprised of students, staff, and faculty. All groups were provided with summaries of the main discussion points from our Academic Affairs Town Hall in January, and our Course Modality Survey in February. The groups were instructed to identify and come to a consensus on at least one issue from the summaries provided and then propose a measurable and actionable solution. The most important part of the event was the consensus on the identification of the biggest barriers at the Portland-Metro campus.

Goal:

To provide all parties responsible for addressing student barriers at the Portland-Metro campus with the opportunity to share their voice and take ownership in addressing said barriers.

Request:

We would like to see academic affairs work with various stakeholders of the Portland-Metro campus in a collaborative effort to address barriers for students. One method of achieving this is to extend the PM Growth Task force, add more students to the task force, and re-write the charges for the group to address barriers that have been identified. This will fall hand in hand in the long term charge of the group because academic barriers for students are directly tied to enrollment.

Problems and Solutions:

Group 1:

- Problem – Current course scheduling framework is not commuter-friendly.
- Solution – Develop a course scheduling framework that is commuter focused.

Group 2:

- Problem – Courses are not offered as listed in curriculum maps for many majors at KF, PM, and online campuses.
- Solution – Acquire scheduling software that faculty can use to more effectively align with other courses.



Group 3:

- Problem – Faculty not being on-campus has led to a culture similar to the experience of the pandemic.
- Solution – Create a faculty ambassador (volunteer) role who will create social opportunities which motivate people to be on-campus, gather feedback, and share information with stakeholders.

Group 4:

- Problem - Faculty do not have an active campus exposure and connection to students on-campus.
- Solution – Academic leadership should engage more with faculty; Admissions should bring in more students; and there should be better incentives (higher pay or otherwise) for leadership, admissions, and faculty.

Group 5:

- Problem - The college of ETM is unable to meet students' expectations of course offerings.
- Solution – Streamline the ETM college structure with core engineering disciplines and specializations in order to provide more cross-listed courses and build more community across majors.

Group 6:

- Problem – The lower number of students on-campus and in classes has a negative impact on the learning environment.
- Solution – Take a risk and require in-person attendance rather than blended synchronous learning.

Additional barriers:

- Evening classes are less desirable by students and faculty
- Current scheduling system caters towards part-time students
- Class capacity doesn't match the need for the classes
- Departments are not sticking to the projected schedule including the summer
- There is poor faculty/staff retention and not enough faculty
- There is a lack of course offerings
- There is a lack of tutoring help (peer or faculty) available to students
- There are several course mapping conflicts
- Student success is not defined, yet it appears in the University's strategic plan
- Oregon Tech is looking at industry history rather than industry future
- Classes are starting terms with some in-person attendance and move entirely to zoom by the end of the term

Dinner & Dialogue: Follow Up Conversation Hosted by ASOIT-PM

May 30th, 2023

4:00pm, PM Room 106

Academic Town Hall (Jan. 2023)

[To read the full summary, go to https://1.ead.me/bcVD4Z](https://1.ead.me/bcVD4Z)

OVERVIEW

ASOIT PM hosted and moderated an open forum with panelists from academic leadership to discuss current barriers to academic success. They provided a written summary to Dr. Mott's team after the event.

DISCUSSION POINTS

Faculty On Campus

Several Faculty members are rarely seen on the Portland-Metro campus. We expect professionalism and commitment to an exceptional learning environment. Department chairs were asked to visit campus at least ONCE per term and advertise their arrival.

Course Offerings

Courses scheduled to be offered in person are expected to stay in person. Students who commute to campus to attend an in-person class that is being held on Zoom without prior notice is not acceptable. Recorded lectures should be more frequently available for students as additional study resources and materials. Two-year course maps for all programs should continue to be reviewed regularly and publicly accessible to allow students to plan ahead.

Career Advising

Participants expressed confusion over the role of faculty in career pathway advising. It was shared that faculty advisors are expected to provide career advice. It is recommended that faculty receive training on how to provide advising in career preparation and clear expectations of faculty roles in advising are outlined. The curriculum provided at Oregon Tech is meant to prepare students for their future careers.

Dinner & Dialogue:

Follow Up Conversation Hosted by ASOIT-PM

Course Modality Survey (Feb. 2023)

[To read the full summary, go to https://lead.me/bcVD4Z](https://lead.me/bcVD4Z)

OVERVIEW

In February of 2023, ASOIT-PM conducted a course modality survey in order to get a better understanding of how to supplement the students as a part of the Portland-Metro community. This survey consisted of questions regarding course modality, scheduling, resource preferences and effectiveness. The survey was distributed to students through email, TECHweb alert (based on student's campus), Oregon Tech App, and via QR code available at the PM campus. Students and faculty were encouraged to share the survey widely. Six demographic questions as well as an open ended question and an age question were also added to the survey. There was a 22% response rate at the conclusion of the survey. Results were distributed and discussed at the April Parliament Meeting, Faculty Senate Meeting, and Board of Trustees Meeting (AQSS) and shared with the Portland-Metro Growth Task Force.

GOAL

Provide student voices to staff, faculty and administration regarding course modality, scheduling and resources.

DISCUSSION POINTS

Learning Environment

According to the survey, in-person and hybrid courses were ranked highest for all student demographics in terms of effectiveness and preference. Online and virtual courses ranked lowest in effectiveness and preference.

Accessible Resources

A significant number of students at the Portland-Metro campus expressed that open source materials and recorded lectures were essential for their success in courses. There was also mention of on campus lab equipment, peer-to-peer interactions and instructor office hours as essential resources for students' success in courses.

Scheduling and Hours

Overall, by age and course level, students at the Portland-Metro campus prefer having longer class meeting times less frequently throughout the week. Students ages 18-25 significantly preferred class times from 12-5pm. Students ages 26+ years slightly prefer classes from 6-10pm while there is a strong preference for 6-10pm classes by students who enroll in 8 or less credit hours. This suggests that our scheduling model currently favors the preferences of part-time students.