Division of Student Affairs
Annual Report 2009-2010

Submitted by
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ABSTRACT
The following report represents a summary of the Division of Student Affairs’ major initiatives and accomplishments during the 2009-10 academic year, while also providing an overview of major initiatives and challenges for the 2010-2011 academic year.

Progress on Selected Priorities and Challenges for 2009-2010

A. Outreach to at-risk students. Specifically, create an early alert system for first-year students.

   Outcome: we will do a phased roll-out of the early alert system this fall. The Office of Student Life and Academic Success Center through the Academic Care Team (ACT) will begin with the U Engage classes and one large lecture class to pilot an attendance monitoring system where faculty will alert the ACT if there are concerns. ACT leaders will monitor the large lecture class attendance through BlackBoard and will intervene with students whose attendance raises concerns. Ultimately, this group will request support for technological tools to support this effort.

B. Create a more comprehensive approach to veterans’ services, including LBCC – expand services beyond those initiated this year and expand community resources (build collaborations, problem solve, design services...);

   Outcome: This year saw the development of a comprehensive Veteran’s services program. Under the leadership of Student Life and Enrollment Management, our program has evolved to be the model program in the state of Oregon. Among the accomplishments are: Established the Campus Veteran’s Service Officer Program; Established and continued development of Veterans Workgroup and Veterans Advisory Committee; Supported the development of a new Veteran Lounge in the Memorial Union and numerous other activities. OSU is viewed nationally as a “best practice” institution in the area of service to veterans.

C. Create a comprehensive approach to services for students leaving foster care situations. This is a growing population for whom we do not have aligned approaches to support;

   Outcome: I convened a task force which met regularly, gathered data and engaged in a web-based seminar to advance our learning. In the spring we held a focus group with currently enrolled former foster care youth. This focus group resulted in OSU providing focused outreach and support to foster students. For the next academic year I am employing a post-baccalaureate apprentice to conduct research on best practices, research state and local agencies with which we might partner and develop a report recommending future structures and approaches to meeting the needs of former foster youth enrolling at OSU.

D. Continue the Healthy Campus initiative, focus on constructing a “wellness dashboard”, launching a “health challenge” initiative;
Outcome: We established a full-time Director of Healthy Campus Initiatives. This position has given much stronger emphasis to our efforts to support student health and well-being, particularly situations involving distressing behaviors. Among the major activities were: Renamed and re-purposed the Critical Incident Response Team to the “Student Care Team” and the “Community Care Team”; implemented a Student Life Leadership “On-Call” system for timely and consistent support and referral of student, faculty, staff and parent requests; Developed a consistent structure and system for data collection for Student Care Team/Student Care incidents (438 reports received); and sponsored a campus-wide Power Up Challenge to stimulate involvement in health and wellness. The wellness dashboard is still under development.

E. Broaden our service learning efforts by pursuing greater organizational learning, deepening our relationships with academic colleagues and expanding our current efforts (create more opportunities for involvement);

Outcome: We greatly expanded our efforts in this regard. Specifically, as a result of a workgroup jointly convened by Academic Affairs, Outreach and Engagement and Student Affairs, we are exploring the creation of a Center for Civic Engagement & Service. This center would be co-funded by Student Involvement and Leadership (through student fees) and my office. We would construct this effort to support current campus initiatives such as the Student Sustainability Initiative, Fat Kow, PeaceJam and the Community Service Center. Additionally, this project will be positioned to support the experiential learning component of the newly implemented baccalaureate core.

F. Roll out division-wide goals to the Division of Student Affairs and align our assessment efforts with those goals;

Outcome: We have successfully completed this effort. All unit-level assessment plans are being written to align with agreed upon goals.

G. Implement a financial literacy program;

Outcome: This has been done by the Office of Financial Aid and the program is available to all students. In September ASOSU will launch its financial literacy program.

H. Increase collaboration with academic affairs in the area of retention, with the goals of creating more targeted initiatives;

Outcome: We have increased our work in this area, starting with our partnership on the early alert program. We have also developed a collaboration that led to redesigning the U Engage course and creating a new first-year initiative position. We need to develop on-going efforts to ensure collaboration between our areas.

I. Engage student affairs department heads in more intensive “personal work” regarding diversity, with an emphasis on racial dynamics.

Outcomes: We have done substantial work in this regard. In addition to spending three full days in retreat last summer, we committed to at least one full day of work each term. We culminated the year by spending two days in May with two outside facilitators who helped us to get clarity about how role racial dynamics influence communication and task achievement in our Student Affairs Leadership Team. We followed up the two days with a day of planning for how to act on what we learned.
2010-2011 Goals

A. Complete the student affairs strategic plan and communications plan – focusing on: Enrollment and Retention; Student Learning, Leadership, and Development; Facilities and Infrastructure; Budgets and Financial Resources; Communications/Marketing; and Assessment and Research.

B. Resolve issues regarding the structure and functioning of ISS.

C. Increase cultural fluency within our Student Affairs Leadership Team (SALT) – our ability to understand and respond to international student issues, as well as deepening our partnerships with other university colleagues to improve service to students.

D. Develop and implement a leadership development program for student affairs staff.

E. Enhance transfer student support – with particular emphasis on helping with transitional issues (collaborate with UCSEE).

F. Conduct a comprehensive review of University childcare services to determine future structure and direction.

G. Significantly advance efforts to construct cultural centers.

Student Engagement and Success

Access Efforts

Activities and initiatives within this area focused on enhancing programs and services to promote greater access to the University and our programs, enrich the student experience, expand opportunities for students to participate in meaningful educational experiences, and increase supports in the area of student learning and educational support.

The Office of the Registrar implemented two strategies to support student success: (1) the online complete withdrawal process to help survey why students leave the university. This information will be vital to help us identify interventions to enhance student retention and (2) they altered the registration process to move non-degree students to a later registration time to give more options to continuing and new incoming students to construct meaningful schedules.

The Office of Financial Aid and Scholarships processed 29,958 financial aid applications (a 19% increase), awarded over 175 million dollars in financial aid and scholarships (a 25% increase) to 14,993 OSU students. The office is also in the final stages of re-working the Financial Aid and Scholarship web page to better communicate to students and to better match OSU’s new web page format.

In the summer and fall of 2009, New Student Programs and Family Outreach served 4,871 new first-year and transfer students during START, OSU’s orientation and advising program. (this represented an increase of 639 students from ‘08-’09!); 475 new students and their family members participated in our off-site orientation participants (increase of 75 from ‘08-’09). To meet increased demands, we added an additional California START session for 2010.

Learning and Leadership

The Adventure Leadership Institute, initiated by the Department of Recreational Sports, completed its first full year of implementation. This collaborative program with the College of Health & Human Sciences provides a unique experiential learning opportunity through adventure skill development, program delivery, and intentional reflection. This new model for adventure programming is considered a best and rare practice. This year ALI delivered 41 different PAC and EXSS offerings, a total of 963 academic credit hours, and issued 24 Certificates of Adventure Leadership. In another partnership
Rec Sports designed and delivered Experiential Education Program for the College of Engineering, an orientation/team building program for 850 new students as part of their First Year Experience. In addition, the department delivered to the College of Engineering [Engineering Adventures formally FOOT STEPS] outing serving 80 students during CONNECT Week.

University Housing and Dining Services completed a three year in-hall tutoring pilot program in two buildings; in Fall 2010 the department will be rolling out a system-wide in-hall tutoring program in partnership with the Academic Success Center. UHDS continues to develop its partnership with Health and Human Sciences in Hawley-Buxton.

In 2009-10 Disability Access Services continued to strengthen its efforts to support access and success for students with disabilities. DAS provided note takers in 1,234 classes; provided sign language interpreters in 47 classes and real time transcribing in 112 classes; provided interpreters or transcribers for 136 non class-related requests; open captioned 467 videos or excerpts from YouTube or other sources; accommodated 2,359 exam requests; processed 857 alternative formats (i.e. e-text, Braille) requests; provided academic coaching for 27 students; collaborated with Facilities Services to place in classrooms, 88 accessible chairs, 70 accessible tables and 14 podiums; collaborated with the Registrar’s Office to relocate 25 classrooms.

This year saw the culmination of a seven-year process to revise our policies and operational practices in support of student organizations. The changes resulted in a newly established “Facilitator Model” of engaging student groups in more clearly defined relationships with sponsoring departments and allows students the flexibility to engage at a level that balances the group needs with the University’s capacity to exercise appropriate care. Student Leadership and Involvement (SLI) collaborated with Recreational Sports to develop “I-TEAM,” a program designed to work within the classroom environment in partnership with teaching faculty to help students perform better on group project-based learning. This program was conducted in 29 classrooms with 952 participants spread over 15 academic departments and had 95% of participants report positive satisfaction with the program.

After Dark continued to be a successful collaboration (Rec Sports, UHDS, Student Events & Activities Center). The After Dark program provides students with alternative social opportunities on Friday evenings. The most successful After Dark event this year was a collaboration between Recreational Sports and the Residence Hall Association to co-host their annual Casino Night. Well over 500 people turn out for the casino style games, live music, a hypnotist, food, and games.

The ASOSU Office of Advocacy assisted approximately 500 students with on-campus conflicts through one-on-one appointments, workshops and presentations. ASOSU also completed the first full year of operation of the Human Services Resource Center. ASOSU is currently conducting a search for a full-time Coordinator for the HSRC, which will allow for more stable staffing and leadership for this vital program.

The Office of Student Conduct and Community Standards completed the Student Conduct Code revision, effective July 1, 2010. UHDS purchased/implemented a web based student conduct system in partnership with OSU Office of Student Conduct and Community Standards and in collaboration with Portland State University and University of Oregon.

Health, Wellness and Community Well-Being

This year we renamed and re-purposed the Critical Incident Response Team and constituted the “Student Care Team” and the “Community Care Team”. The redefinition of work in this area allowed for a clearer articulation of efforts to support distressed and needy students and respond to community incidents requiring intervention. We also established a full-time
Director of Healthy Campus Initiatives in the Office of Student Life as a means of strengthening our ability to provide leadership and response. The Student Life Leadership “On-Call” system was implemented this year to provide for timely and consistent support and referral of student, faculty, staff and parent requests. This system ensures there will be a staff member available to respond to any urgent needs for support arising during traditional office hours. This year the Student Care Team, under the leadership of the Office of Student Life responded to 438 Student Care Team incidents/reports. We need to continue to strengthen this effort, if we are to meet the challenges presented by a growing student body.

Recreational Sports launched a major campus-wide behavior change-based wellness program, Power Up. The Power Up Challenge was most successful in the collaboration that it inspired. Representatives from Student Health Service, Counseling and Psychological Services, University Housing and Dining, the College of Health and Human Sciences, University Advancement, University Marketing, ASOSU, and Student Life worked together to create a cohesive whole and succeeded in working effectively together to convey a holistic picture of health and wellness. We are hopeful this model of partnership will continue through future initiatives. The Department of Recreational Sports experienced a second consecutive year with substantial increases in activity levels – Dixon entries up 8% [two-year total of 22%], limited access participation increased 7%, Fitness Programs up 21%, and Intramural Sports Team Entries climbed 6.5%. Rec Sports’ success was demonstrated in its ability to effectively respond to this growth and retain their high level of practices and delivery of service.

Student Health Services guided the overall university response to the pandemic H1N1 flu outbreak. Through this process healthcare professionals identified and treated over 800 cases of pandemic H1N1 flu at OSU. During the past academic year SHS saw 12,050 students in one-on-one clinical visits, a 13% increase from the prior year. Student Health implemented a depression screening program for all patients; and developed trainings for faculty, staff and GTAs in the area of sexual assault prevention and response. SHS established an interdisciplinary treatment team with Counseling and Psychological Services (CAPS) to evaluate and treat patients with attention deficit disorders; helped 60 indigent students through the medication assistance program; presented “It Starts Now”, a theater program for sexual violence prevention, during CONNECT week; created “Life at OSU”, a theater program about health, and performed it for over 2,500 students at summer START sessions; and hosted the Weight Watchers weekly on-campus program involving over 100 people. Counseling and Psychological Services provided suicide risk reduction “Gatekeeper Trainings” to 152 OSU Faculty/Staff and 85 students via in-person seminars, as well as launching an on-line “Gatekeeper Training” called “At-Risk” for the OSU community. They trained 205 faculty/staff members through the on-line process. CAPS staff worked with the CAPS Advisory Board and the SIFC to make all CAPS services free to students who pay quarterly fees, thus eliminating a barrier to accessing mental health services.

Research and Its Impact

Assessment Efforts

The Office of Student Affairs Research and Evaluation (SARE) launched the Beginning College Survey of Student Engagement (BCSSE) for the second year at OSU, administered the 2010 NSSE and will use those results to compare to the 2009 BCSSE results to investigate the kinds of changes that may have occurred during the first year at OSU. SARE began a research study with a graduate intern from OSU Public Policy program using the BCSSE
data and Banner student data to examine predictors of retention.

The Student Affairs Assessment Council work on multicultural learning took a meaningful first step in its process to develop a curriculum map for Student Affairs as well as some ways to assess our work in this area. The Assessment Council is piloting a rubric to assess organizational performance and learning in the area of multiculturalism.

On-going research with BCSSE, NSSE, and Banner SIS will continue into 2011. SARE worked with Kate Peterson and Susie Brubaker-Cole to examine indicators of retention using data from Banner SIS, BCSSE, and will add in NSSE data this fall. This project will have preliminary findings by mid-summer and will continue working with additional NSSE data this fall.

UHDS, for the fifth year, administered Educational Benchmark Incorporated (EBI) Resident Survey to all students living in halls with 32.3% response rate. UHDS continued its efforts to strengthen its assessment of learning outcomes by developing intended learning outcomes for: Participants of Quad Hall Academic Success Pilot; Community Relations Facilitators; UHDS Tour Ambassadors; Resident Assistants; College Assistance Migrant Program (CAMP) Scholar Interns (CSIs); Participants of Managing Difficult and Courageous Conversations (MDACC) professional development series for full time staff; and Participants of Building Inclusive Communities (BIC) and Beyond BIC professional development series for student leaders and student staff.

**Children and Families**

In recent years ASOSU has increased its emphasis on meeting the growing needs of student parents. This year ASOSU awarded $64,000 to 104 student families served by the Student Child Care Subsidy Program. Also, the Child Care Friend Raisers awarded $9,000 to 7 OSU Faculty/Staff families. ASOSU’s Our Little Village/Library saw 34 new student parent families enrolled to use the service; the program continues to see a high percentage of female students (69%) and students of color (38%) using the service. Childcare and Family Resources successfully petitioned PEBB to reinstate the breast pump benefit, previously covered under Regence Blue Cross Blue Shield.

In its fifth year PeaceJam hosted Nobel Laureate Jody Williams. This year we had 220 youth participants, half of whom were youth of color, one-quarter indicated they are eligible for the free lunch program. The mix of participants indicates success at attaining our goal of connecting with underserved communities. Survey results show a high level of engagement by participants.

In a on-going effort to serve local youth, the Department of Recreational Sports continued its partnership with the Benton County Health Department, supporting the Reconnecting Youth curriculum serving “At-Risk” youth from several high schools within Benton County. Additionally, Rec Sports designed and delivered to the Corvallis School District an Outdoor School curriculum reaching in excess of (450) middle school students over a three-week period. This program matched students with appropriate outdoor activities and a service-learning project in conjunction with the OSU Challenge Course. Based on their assessment and evaluation, the 509J District hopes to expand this program offering it to all middle school students in the future. Rec Sports also collaborated with Philomath Middle School and

**Outreach and Engagement**

Student Affairs units continued to strengthen its efforts to connect with external communities, build strong partnership, increase community service and civic engagement activity and enhance our contribution to the University’s mission of building healthy communities.
its annual “Bullies to Buddies” bullying prevention program served in excess of (125) students. This program designed by the Experiential Education staff has become very successful in addressing youth behavior.

The Ujima Education Office co-sponsored African American Youth Leadership Conference for students from Benton, Lane, Lincoln, and Linn Counties, at Oregon State University on March 9, 2010, the program served 212 youth.

Pre-College Programs implemented the Volunteer With Kids program (in collaboration with SMILE, KidSpirit and 4-H) to train and recruit undergraduate volunteers for youth outreach programs. 425 students, faculty and OSU community members are currently on the listserv and over 70 students have received training through VWK workshops. 3659 students and teachers came to OSU through PCP’s Campus Field Trips program. This is a 45% increase over last year’s record of 2516. Volunteer and work-study student tour guides enabled the substantial capacity increase.

Community Service and Outreach

In its 5th year, START Bilingüe saw a large increase in participant numbers. Over 80 parents & family members attended the Spanish-speaking parent/family track. This program represents a collaboration between NSPFO, Admissions, CAMP and ISS. Universities in Washington, California, Colorado and Florida have developed similar programs modeled after OSU’s START Bilingüe.

The Native American Initiatives (NAI) Office offered its annual International Field School with OSU’s Public Policy Program and Confederated tribes of Grand Ronde. The program was designed to provide an experiential learning opportunity for 45 graduate students and International researchers (Canada, Spain, Uganda) to explore rural and sustainable initiatives in the state of Oregon. This program was done in conjunction with OSU’s Department of Political Science. NAI also engaged in Tribal visits to the majority of Oregon tribes and conducted “listening sessions” to better understand how OSU can partner with the tribes.

Career Services collaborated with the Community Services Center to coordinate the 4th annual “Non-Profit and Volunteer Expo”. The initiative was designated as a “green” event, attended by 54 non-profit organizations and over 600 students.

The Degree Partnership Program conducted community college visits and renewed consortium agreements with Lane CC, LBCC, Chemeketa and three Hawaii institutions. Clackamas CC completed implementation in spring 2010, admitting and enrolling students. An OSU team presented a DPP workshop in Honolulu for representatives from six of the seven community colleges. Maui CC and Kapio’lani signed MOU’s.

Community and Diversity

The Bridge to Success program continued for a second year. Nearly 3,000 students were assisted with this program. The program leverages federal, state, private and institutional gift aid to ensure that Oregon residents who are Pell and Oregon Opportunity grant recipients have their tuition and fees paid with gift aid.

The Student Affairs Assessment Council participated in a variety of diversity education and best practices experiences. Over the course of the year the Assessment Council membership participated in a review of diversity efforts, practices, and presentations from over a dozen OSU experts on diversity education. This culminated in a 30 hour DPD training for the Student Affairs Assessment Council conducted by Dr. Susan Shaw. Approximately 25 members participated in the overall educational efforts around diversity work. The Council used this learning in their annual retreat in June 2010 and will continue to
work with this information as part of our agenda for 2010-2011.

UHDS continued in its development and implementation of a comprehensive diversity action plan, focusing on the following implementation priorities: (a) the Managing Difficult and Courageous Conversations (MDACC) project, which consisted of developing a MDACC Curriculum, MDACC facilitator training, an 8 part workshop series and developing a Bias Incident Response protocol sheet for professional staff; (b) the Best Practices of Retaining and Hiring Qualified Professionals from Traditionally Underrepresented Communities initiative, which was supported by implementing the second year of UHDS Human Relations Advisory Group, piloting Affirmative Action Search Advocate (AASA) position, piloting training for AASAs and Chairs, developing and implementing department policy for AASAs to be included in every professional faculty search conducted by UHDS, training UHDS staff and OSU colleagues to become Racial Aikido facilitators, and developing an online Multicultural Resource Guide for orientation of and support to faculty and staff from traditionally underrepresented communities. Additionally, University Dining and Services implemented programs and services that reflect greater awareness of increased international student representation in our student body, with such efforts as developing and significantly expanding international recipe and menu options, designing Global Fare restaurant for Arnold Center, and designing the new Cascadia Market with a focus on an expanded international product mix.

The OSU Cultural Centers project continued to move forward. Primary effort was put on implementing the Native American Cultural Center. The project has been supported by substantial engagement by the Native American community and a planning team representing that community. For the next year we will significantly advance efforts to construct the other three centers.

CAPS offered quarterly presentations to INTO students (by Ayesha Nagra, Carlos Taloyo, Jo-Tzu Sun, and Linda Anderson) focused on expanding understanding of dynamics in dating relationships. Admissions launched Spanish Language website for future families. Partnership with: Housing & Dining, Financial Aid & Scholarships, NSPFO, ISS, Marketing, and President’s Office.

Intercultural Student Service sponsored Graduate Students of Color Connect as a way of facilitating the successful transition and orientation of graduate students from underrepresented communities. ISS also sponsored the Conference on Intersecting Identities and Interaction: Overcoming Barriers to Social Justice. The program was a tremendous success, involving over 200 people at the keynote lecture, 300 participants at the all-day conference and 300 at the International Women’s event in the evening. The Women’s Center SisterScholars Mentoring program collaborated with the College of Engineering and INTO OSU on developing peer-to-peer mentoring relationships focused on student success. ISS and Department of History collaborated to offer the Historical Trauma and Cultural Memory Conference. The target audience included campus faculty, staff, students, and off community members. The goal of the event was to increase understanding of historical trauma for different groups and communities.

The annual PRIDE Week drew more than 1,000 students, faculty, staff, and community members to workshops, a mini film festival, panels, and the annual Spring Drag Show. LGBT Programs and Services conducted Safe Space training for 272 staff, faculty, students, and community members through 9 educational sessions.

Feminist Fair, which was held on the OSU quad reached over 1000 individuals with education, music, games and information. Student Health Services participated in a voluntary disability access survey conducted by the Oregon Office on Disability and Health and
completed the majority of the recommended changes this year.

**International-Level Activities and Accomplishments**

The Silk Road to the Future project, under the leadership of Michele Ribeiro and Mariette Brouwers, was implemented with the goal of offering students, staff and faculty members the chance to participate in an educational travel opportunity to China during summer 2010. This opportunity was offered through forming a relationship with Legends of China Foundation. "The Silk Road to the Future," is sponsored by the Chinese government and based in Los Angeles. OSU is the first University outside of California to participate in this effort.

International Admissions was successfully transitioned to the new International Office structure. The move occurred successfully as of July 1, 2010.

Welcome Days at the International Resource Center were offered 1-4 weeks throughout the year at the beginning of each term. Also, the New2OSU-International Facebook Group launched.

Rec Sports partnered with the INTO Student Services Coordinator and other staff to identify ways to effectively meet the health, wellness and leisure needs of internationals students.

**Other Initiatives**

**Facilities, Technology and Infrastructure**

**Technology**

The Registrar’s Office updated the 2008 advising technology report in October 2009, which led to the acquisition, and initial stages of implementation of a new degree audit system, DegreeWorks. The Registrar’s Office also introduced a new set of mobile applications for helping students find their final exams and Commencement lineups and worked collaboratively with Enterprise Computing Services to deploy Banner version 8.x. This is possibly the most significant point release of the Banner Student Information System in over a decade, with significant new functionality.

After a successful Beta test period the Memorial Union released its new on-line room scheduling to all MU scheduling clients.

Disability Access Services implemented significant improvements in the Notetaking module of the DAS online database, improving efficiency, sustainability, and response time to student requests. Specific improvements include the implementation of a paperless notetaking system, the addition of on-line notetaker training, electronic signatures for agreements and invoices, and a survey feature for assessment. DAS also implemented Remote Transcribing capability for students with hearing loss, which allows DAS to cover classes when all on-site transcribers are unavailable.

**Facilities**

UHDS embarked on the largest ($60M+) capital improvement/building program in the history of UHDS, to further enhance living-learning environments. Major projects include INTO-OSU living-learning center, Arnold Dining Center renovation, and Poling Hall renovation. These efforts were related to development and implemented of a strategic Focusing + Investing campaign designed to identify and invest $6+ million annually in capital projects, maintenance, and capital renewal. The focus of this planning effort is to align staff to achieve departmental priorities, while also accomplishing budget reallocation and revenue diversification.

The Memorial Union culminated a five year effort to gain student approval to replace Snell Hall, renovate portions of the MU, and refurbish what will remain of the Snell Hall after
demolishing the high rise portion of that building. At $42M, this is the largest student-funded construction project in the history of the campus.

Planning of the Outdoor Recreation Complex and McAlexander Fieldhouse Renovation Projects has been completed. An extensive process was used to reach out and include the many stakeholders and other partners on campus to ensure design would meet the needs of the campus community. Construction has commenced with anticipated completion dates set for prior to the end of fall term 2010.

The new Federal Virginia Graeme Baker Act [requiring of all public pools to comply with new pool drains and pool drain covers regulations] presented a major challenge for the Department of Recreational Sports. With little local or state direction, the department provided leadership in the State of Oregon for researching and finding solutions for compliance. Stevens Natatorium became the first public pool to be properly outfitted with approved drains/covers and became a model and resource for others in their efforts for compliance.

Student Conduct and Community Standards successfully relocated to Kerr Administration B058 so that it can better partner with other Student Life offices and maximize the use of department and student affairs resources. We will continue our efforts to streamline the use of facilities and align resources wherever possible.

Sustainability

UHDS engaged in a number of collaborative relationships focused on enhancing its sustainability efforts. Among those activities are: collaboration of pre and post-consumer waste reduction w/Allied Waste; successfully negotiated arrangement with Albany Bio-Diesel to buy Dining Services’ waste oil and convert it to bio-diesel; worked with Transportation Services to purchase and lease an all electric catering van, affectionately nick-named Buzz; developed a composting program in conjunction with the Sustainability Center and Corvallis Disposal; developed the Walk-Abouts to-go program using 100% compostable packaging and labeling; expanded purchasing relationships with local farmers and ranchers to buy melons, apples, pears, lamb, pork, and beef; and began purchasing cage-free shell eggs from local egg producers.

Other

Core Precollege Programs brought in over $130k in grants in 2009-10 (including awards from ETIC, GEAR UP, Women’s Giving Circle and the Oregon Community Foundation).

What Worked Well

- Created mission statements for the OSU Veterans Workgroup and OSU Veterans Advisory Committee. Made significant advances in our structure and programs to serve veterans;
- Implementation of Student Life on-call system to allow for thorough care of students and alleviate burden on DOSL staff;
- Strong foundation laid for Student Affairs strategic planning efforts;
- Held increase of room and board rates to average of 3.5%. -- second smallest year-to-year increase in nearly 20 years;
- Increased investment in capital renewal (medium to large projects, excluding major building renovations) from $600K in FY09 to $ 2million for FY10 – A $1.4 million increase;
- Engagement of the Student Affairs Leadership Team in diversity education - we did extensive work in this area.

Areas Needing Improvement
The following areas need continued attention:

- Due to the economic conditions, we are experiencing a withdrawing of some of our partners and others on campus in our efforts to collaborate on initiatives. Division and university-wide initiatives, that require a broad approach by many, are being impacted. We will need to find solutions to the reduced human capital available to us if we are to continue to address the campus needs.
- Ongoing capital improvement needs in University residential and dining facilities; making great inroads but much remains to be done;
- Increasing the diversity (gender, ethnicity, age, ability) in leadership teams and staff groups throughout the Division of Student Affairs;
- Increasing capacity to house students, in facilities that will be attractive and suitable for contemporary students’ needs;
- Determination of appropriate costing to UHDS in major areas, including: capital projects/renovations, and assessments (including business center costs);
- Becoming more educated and competent as a staff in working with international students, and students of different backgrounds and cultures.
- Serving an increasing number of students, many with increasingly complex needs (10% of SHS patients have more than 10 visits/year)
- Replacing an aged and marginally functional Student Health building and finding a replacement space for CAPS as Snell Hall closes;
- Lack of Testing Center- We administered 2,359 exams this year without a testing center and this continues to be problematic. Without a consistent testing site, we receive complaints from students regarding increased anxiety and unpredictable distractions in the test environment. This year we were able to help manage with the use of the former Student Conduct space in Snell. However this is only a temporary space available only during business hours. Securing appropriate testing space will become increasingly more problematic when Snell goes down, classroom availability around campus continues to decrease, while student enrollment and the number of requests continues to increase.;
- Developing a thoughtful and prudent approach to managing campus accessibility, as well as the community dynamics associated with accessibility challenges;
- Campus Visitors Center for Admissions needs immediate attention. Inadequate space in the Center, waiting space in the lobby of Kerr and the facilities on the first floor are severely stressed.

**Faculty and Student Awards**

- Dan Larson, Associate Director of UHDS, was recognized with the prestigious NWACUHO David B. Stephen Award.
- **Active Minds Chapter of the Year (2009)** – The OSU chapter earned the highest award offered by the national organization of Active Minds. Our chapter was selected from more than 230 chapters in the
US and Australia. CAPS staff member, Ross Artwohl, advises the group.

- Doug Severs received the National Association of Student Financial Aid Administrators State and Regional Leadership Award

- OSU was awarded status as a Veteran Friendly campus for 2009-2010 by publisher Rick McCormack of the GI Jobs Magazine. They published the guide to military friendly schools in September 2009.

- Mamta Accapadi - VIP Award given by the API-KC of NASPA for outstanding involvement and leadership within the Asian/Pacific Islander Knowledge Community.

- Stevens Natatorium was selected as a site to hold a County Health Inspectors Symposium on [pool inspections, parameters & knowledge-based assistance] due to its record of outstanding facility inspection reporting.

- Skip Rochefort will be awarded the OSU Outreach and Engagement Award at University Day in September 2010.

- Beth Rietveld—1st Annual *Beth Rietveld Award for Service to Oregon Women in Higher Education* at the OWHE conference in Portland