Oregon State University – Cascades Campus

Annual Academic Report
2008-2009 HIGHLIGHTS

List initiatives undertaken and outcomes achieved in the following areas:

1. Programmatic Achievements

   a. Student engagement and success

   College Access

   - Local Outreach: Expanded outreach in Central Oregon including high school presentations, visiting COCC pipeline classes, offering ReStart College Nights in Central Oregon communities, Transfer Tuesdays, and quarterly transfer fairs at OSU-Cascades.
   - Out-of-Area Outreach: Attended regional college fairs in Oregon, Washington, California and Idaho. Visited all 17 Oregon community colleges with follow-up visits to targeted community colleges including Clark, Chemeketa, Linn-Benton, Lane, PCC-Sylvania, PCC-Rock Creek, Mt. Hood, Klamath, Shasta, and College of the Redwoods.
   - OSU-Cascades Events: OSU-Cascades specific events (Transfer Tuesdays, Preview Day, Undergraduate Information Sessions, ReStart College Nights) are developed in collaboration with staff and faculty. Additional support from the Director of Communication and Outreach has resulted in growing enrollment for the Campus.
   - Partnered On-Campus Events: Even closer collaboration between COCC and OSU-Cascades has resulted in better organized and advertised on-campus events. Many of our on-campus recruit events (College 101, Mosaic, VIP Counselor Lunch, Connections to College) are hosted in partnership with COCC. Coordinating the schedule, staff participation, and student sign-up/attendance has been a mutual focus for both campuses.
   - Connections to College: Grant funded, Connections to College, is a year-long program to help selected high school juniors with the potential to succeed in college, but not the resources (experience or support) to go to college. Crook County and La Pine High School are participating in the pilot year program. High school counselors and OSU-Cascades and COCC staff helped select 10 to 15 high school juniors per school to participate in the program. Each student is exposed to the variety of college options available to them and is receiving help through college visits and monthly workshops on the selection, application, financial aid and scholarship processes.
   - Pre-Transfer Academic Advising: Completely revised approach to working with transfer students. Prospective students who stop by the campus are immediately connected one-on-one with a customer service specialist who can provide basic information about programs and admissions to OSU-Cascades. Students with further questions can meet with our Admissions Advisor to talk about additional admissions requirements and course planning. The Admissions Advisor works with OSU and UO academic advisors to learn about degree and program requirements which allows her to help students prepare for transferring while simultaneously taking appropriate, transferable courses that apply towards their OSU-Cascades major. She also works with faculty to learn about specific courses and opportunities within the various programs (internships, field research, post-bacc career opportunities, graduate program preparation). A large part of many appointments is helping the student (and potentially their whole family) simply navigate the systems of higher education admissions and get excited about their opportunities at OSU-Cascades.
   - Recruit Communications: Updated look and expanded recruit mailings & follow up communications via mail and email. Updated materials include new viewbook, postcard, program brochures, posters and campus event materials.
   - Student Admissions Team: In spring 2008, developed materials and plan for a new student leader program – the Student Admissions Leaders. We currently have 4 students, who range in age, gender, major, and ethnicity. The SAL’s are a diverse group of highly-involved students who act as the “face of OSU-Cascades” through recruit events. Their experiences as current students encourage prospective students to build a connection to our campus. This program is co-directed by the Academic Advisor, as the SAL’s serve as peer-advisors for general education during New Student Orientations.
   - New Student Orientation: Updated the 2008-2009 student orientation program to a format that allowed students to select the student development sessions that were of interest to them. Many transfer students indicated that the information provided at our orientation was already learned through previous orientation experiences. With smaller sessions, staff was able to assist a smaller group and deal with any problems more quickly. The negative aspects of this format was that the academic advisors found the advising session to be too
short to serve such a large number of students and student development staff weren’t able to connect with every incoming student as they had in past years.

**Academic Advising**
- Advising Model: Restructured the Advising Model for OSU undergraduate programs at OSU-Cascades. Moved from a Faculty Advising model to a Combined Faculty Advising/Professional Advising model. This helped to ensure OSU-Cascades freshman and sophomore students, who are primarily taking courses at COCC, are able to connect to OSU-Cascades and are receiving the appropriate advising for their Major and academic plans. 2008-09 was a transition year for movement toward a Professional Advising model in 2009-10.
- New Student Advising: Redesigned the Academic Advising for new students (freshman and transfer) at New Student Orientation. Students are now able to get more 1 on 1 advising during the orientation that helps ensure they will have a successful transition term into OSU-Cascades.
- Advising Tools: Created advising tools to more effectively assist students in choosing the appropriate courses for their major including updated advising guides, academic year course guides by major and baccalaureate core course guides by term.
- Academic Support: Implemented an Academic Standing support system for students who are on Academic Warning or Probation.
- Advising Website: Updated the academic advising website for OSU-Cascades to include important dates for OSU-Cascades. Created an Exploratory OSU-Cascades website to help OSU-Cascades students decide on a major.
- Veterans Advising: Designated an Academic Advisor on campus to be available to assist Veteran benefits questions and issues. Created tools for OSU-Cascades students who are Veterans receiving benefits.
- Community Service: Increased the Students-In-Services AmeriCorps program on the OSU-Cascades campus from 1 student to 4 students for 2008-09 through active outreach to OSU-Cascades graduate and undergraduate students. There is already a waitlist for 2009-10 with 10 students wanting to participate in this community service inspired program.

**Retention and Graduation**
- Retention: Retention of junior, senior and graduate students for OSU majors at OSU-Cascades has steadily improved from 74% in fall 2005 to 93% in fall 2008. Overall retention for fall 2008 (including freshman and sophomore students) was 71%. Only 48% of dually-enrolled COCC freshman returned, while 62% of dually-enrolled COCC sophomores returned for fall 2008. While this appears to be a very low retention rate, it could be that some of these students are transferring to a different 4-year university (including OSU-Corvallis), but we need to investigate the reasons for non-return.
- Recommendations for further analysis include comparing the dually-enrolled retention rates with other COCC first and second year retention rates and comparing OSU-Cascades admitted students to other OSU partnership programs, particularly Linn-Benton Community College. We also need to develop more programming that connects those students to OSU-Cascades as they get started.
- OSU-Cascades graduated close to 200 students during 2008-2009 bringing the total degrees awarded since 2001-2002 to over 1400. It is difficult to determine graduation rate at OSU-Cascades since most students transfer with credits from other institutions and progress through their degrees at varying rates. We will investigate other branch campuses to see if there is an accepted methodology for calculating graduation rates.
- A student life coordinator was hired in January of this year. His focus was engaging students in meaningful ways in the state funding process. His work with student government and the student fee committee resulted in a large turnout of students for the Ways and Means Committee meeting held at Cascades Hall and a full van load of students attending OSU Day in Salem.
- Personally engaged Central Oregon’s legislators, as well as legislators from other districts, and members of the Joint Ways and Means Committee with 10 OSU-Cascades students and five OSU-Cascades Advisory Board members at OSU-Day in Salem.
- Provided guidance to student government representatives as they purchased t-shirts and considered testifying in favor of OSU-Cascades at the Joint Ways and Means Committee Hearing on April 29. The event drew 15% of our students (75 students) to show up in support of the campus.
- The newly formed Student Marketing Group brought recognition to the campus. Several members, plus several marketing students competed in a regional competition that required students to develop a marketing proposal from idea phase through presentation. The local newspaper featured their story on the front page of the business section.
b. Research and its impact
The majority of faculty, whether tenured, tenure-track, or instructor, have scholarship in process. Faculty who were successfully accepted for publication, published this year, or were awarded a grant include:

- Lindberg, K., "Sustainable Tourism in Norwegian National Parks," funded by the Norwegian Research Council. The full project budget is $715,150, of which $24,390 was sub-contracted to OSU Cascades.
- Reuter, R., BLM Grant (3-year renewable) $7,000/yr; Monitoring Live Fuels in Central Oregon.


c. Outreach and engagement
- Enhanced relationships with local media, most notably:
  - The Bulletin - About 20 positive stories, editorials or columns appeared in the Bulletin from mid-April to June 30, as compared to one during the same time frame last year.
  - OPB - resulting in more frequent and more positive stories about OSU-Cascades.
- Hosted Joint Ways and Means Committee hearing at peak of budget crisis; 500 community members attended, most came in support of OSU-Cascades.
- Encouraged and responded to media inquiries surrounding the budget crisis, with Becky Johnson engaging with media almost daily.
- Becky Johnson and Diana Sloane presented to 30 community groups and about 2,800 people between October 2008 and May 2009.
- Drew 289 community members to campus through 2008-2009 “It’s in the Bag” series of seven lectures by OSU-Cascades faculty.
- Attracted 90 community members for Climate Change lecture by Bill Bradbury, and 30 environmental leaders for networking event with Mr. Bradbury.
- Brought 55 community members for networking and lecture with Mark Rey on The Rise of Cooperative Conservation.
- All of the programs at OSU-Cascades (and most of the faculty, often with their students) engage in various outreach activities that can include public lectures, workshops, board membership, data collection and analysis, K-12 support, and just plain service volunteerism. A diverse sampling of the type of engagements this year includes:
  - Assuming responsibilities as the President of the Oregon School Counseling Association.
  - Facilitating Courage to Lead/Courage to Teach Seasonal Retreats for area educational leaders and Redmond School District teachers.
  - Hosting a student art exhibit in the Franklin Building in downtown Bend.
  - Supervising the work of students completing a carbon inventory for the City.
  - Hosting the Cognitive, Emotional, Constructive, and Solution-Focused Techniques for Counseling Difficult Youth workshop in Cascades Hall for 30 local participants.
  - Advocating for women and education through the Philanthropic Educational Organization, a Women’s organization that promotes women’s education through providing scholarships.
  - Offering a field course for High Lakes Elementary where students learned about stream insects and their role in stream ecology.
  - Designing and analyzing surveys for several local not-for-profit organizations.


d. Community and diversity
- Relationships with COCC administrators and faculty have greatly improved. Advising staff from OSU-Cascades, UO, and COCC meet on a regular basis, as do academic staff from the three institutions.
- Staff and faculty celebrated “Years of Service” awards at an informal event.
Several events geared at creating a campus community have been hosted by Student Life, including an end-of-year barbeque.

Becky Johnson participated with other OSU representatives in a visit to the Confederated Tribes of the Warm Springs in July and identified strategies to try to increase the participation of CTWS students in OSU-Cascades programs.

OSU-Cascades Diversity Action Plan needs to be updated and completed, click here to view draft multicultural plan.

Approximately 9% of our students have self-identified with a particular ethnic description. The two largest ethnic groups at Cascades are Hispanic, 4% and Native American, 3%. Fifteen percent of students choose not to respond to the question and 76% identify themselves as White/European American. Approximately 50% of OSU-Cascades graduates are first generation students (neither parent completed a bachelor’s degree).

The resident faculty and staff at OSU-Cascades Campus reflect the diversity of our community and student population. The current ratio of women to men is 66% to 34% and 8% of the faculty and staff have self-identified as race/ethnicity other than white.

e. International-level activities and accomplishments

- Initiated conversations with INTO OSU staff and will be bringing them to campus this summer to investigate ways to attract INTO OSU students into OSU-Cascades degree programs.
- Thirteen students (1.89%) participated in a study abroad or international internship program in seven different countries. Internship work ranged from working in the field of pediatric health in Bolivia to creating outdoor education curriculum for kids in Australia. Additionally, six international students studied at Cascades; four on exchange for spring term and two for the entire year. During his time here, Ganga, who is from Nepal, worked with a local elementary school to educate kids about his home country as part of his ICSP service responsibility.
- Faculty international activity included:
  - Consulting with the Public Service of Botswana, Africa in the area of leadership development.
  - Lecturing and conducting research related to consumer behavior at University Center Caesar Ritz in Brig, Switzerland.
  - Presenting papers at the European Financial Management Conference in Milan, Italy and the Max Plack Institute’s annual conference in Germany.
  - Participating as a fellow at the International Canadian Studies Institute which promotes cultural understanding for use in US-based classes.
  - Conducting research in sustainable tourism in Norwegian national parks.

f. Other appropriate initiatives

Refer also to last section of this document referencing OSU-Cascades progress on the its 2008 Strategic Plan.

- OSU-Cascades is planning a building remodel that will take place over the winter break. This remodel will increase the flexibility of classroom space. Current and future programs are growing at different rates and the flexible space is needed to accommodate classes of differing sizes. As part of the remodel, the art studio will move closer to the science lab and receive increased ventilation. The remaining second floor classrooms will be divided with folding walls so the configuration can change from one-to-two-to-three spaces.
- OSU-Cascades is currently involved in conversations with Central Oregon Community College and OSU University Housing and Dining Services about the possibility of building a residence hall on the COCC campus to serve COCC and OSU-Cascades students. The goal is to have a residence hall by fall of 2012.
- OSU-Cascades contributed $75,000 towards COCC’s Campus Center in exchange for multiple promotional opportunities within and around the building each year. The opportunities include logos on patio umbrellas, logos on coffee sleeves, banners within the building, brochure racks, use of the Wille Rehearsal Hall at no rental cost for two events per year, and the option for future mutually agreeable projects.
- Student evaluations of teaching remained very high. The average SET scores for summer 08 through spring 09 for the undergraduate courses were 5.2 and 5.5 for Q1 and Q2, respectively. For the same time period the courses in the graduate programs averaged 5.6 and 5.7 for Q1 and Q2, respectively.

2. Brief assessment of unit’s efforts in areas in (1): what worked; areas that need improvement; major barriers

- Outreach and engagement within the community, and the community’s spontaneous and overwhelming support for OSU-Cascades has resulted in positive media coverage.
The positive media coverage and perceptions of OSU-Cascades has created a better environment for fundraising. In June, the OSU Foundation and Becky Johnson launched the Circle of Excellence, which has received positive feedback and results, creating a gateway for a future mini-campaign.

People have made the difference in our enrollment this year. Increasing the personalized attention that potential OSU-Cascades students receive has significantly increased our enrollment over the past year. Our admissions advisor is not only in Central Oregon high school classrooms more often, but is significantly more visible to COCC students in particular, and also at other community colleges, regional college fairs, and national college fairs, as well.

Additionally, the customer service staff is available to get students started, allowing the admissions advisor to spend more time advising prospective students on transfer course work and planning for admission to OSU-Cascades. Our freshman and sophomore students enrolled at COCC have an easier time connecting with their advisor since we restructured the professional advising model to serve underclassmen. We hope to see the results of that change this fall with increased retention of freshman and sophomore students.

Our new Director of Communication and Outreach has significantly improved our branding and provided a wide variety of marketing materials to support recruitment and enrollment efforts. Additionally, we have explored a variety of social marketing opportunities as well as using more traditional communication sources like radio and print ads.

Joint Curriculum Council (JCC) which has participation from OSU, UO, and COCC completed reviews of all programs offered at OSU Cascades to determine where issues exist at the seams (between institutions) for students. This was a successful effort that highlighted several areas of opportunity, most notably the duplication of effort in the Liberal Studies program and the General Social Science program, but also several smaller issues within other programs. The most important output, though, was the three institutions working together to resolve institutional barriers for our students.

Working with Corvallis colleagues has led to the development of four new degree programs (one in place, three in progress), and a new relationship with the INTO OSU program.

The biggest impending barrier to academic programs is the fast approaching lack of space issue. When the next round of new programs start up in the next 1-2 years, we will not have enough office and classroom space. Also, as OSU discusses programs transferring to the OSU-Cascades, the space issue will require creativity.

There are still significant problems to be resolved with the UO programs, although some progress has been made. We still have no “rules of engagement” for who will offer new programs in the future. Students are discouraged from taking courses from both institutions because of residency requirements. The current funding model is not satisfactory from either party’s perspective. There is not sufficient space in Cascades Hall for both UO and OSU programs.

Uncertainty around budgets continues to hamper planning efforts.

Rental payment for building is a major obstacle to improving our $/FTE costs.

3. Brief summary of major faculty and student awards Marla
   - Brooke - Promoted to Associate Professor and awarded tenure.
   - Brown - His book The World in Which We Occur was a finalist for the Oregon Book Award.
   - Elston - Awarded the COB Newcomb Fellow for contributing to the reputation of the college via scholarship.
   - Knuff - Awarded the COB Newcomb Associate for contributing to the reputation of the college via the Student Marketing Group.
   - Reuter - Selected to participate as a fellow at the International Canadian Studies Institute.

Results and Outcome

The following results and outcomes are based on progress towards the four strategic priorities (Grow Enrollment, Build Academic Programs, Fiscal Stability, and Connect to the Community) outlined in OSU-Cascades 2008 Strategic Plan.

GROW ENROLLMENT

1. Performance on college-level metrics (An initial draft will be provided by the Office of Institutional research)
   - Enrollment growth has been moderate, but steady over the past three years with the ratio of graduate students to undergraduate students remaining constant.
   - Women continue to make up a significant portion of our overall enrollment at 68%. Even if you consider undergraduate enrollment only, women still account for over 60% of students enrolled at OSU-Cascades.
   - Ethnic diversity at Cascades continues to mirror the Central Oregon population with 4% Hispanic students and 3% Native American students enrolled. An early childhood education major offered at Warm Springs has significantly increased the number of Native American students working towards a degree at OSU-Cascades.
   - 93% of OSU-Cascades students come from Oregon including 77% who come from the Central Oregon tri-county region. 6% of students come from other parts of the country, often Oregon border states and approximately 1% of students at OSU-Cascades are international students.
Approximately 1/3 of OSU-Cascades students are traditional age (18 to 24) with another 30% age 25 to 29 reflecting OSU-Cascades appeal to students who transfer to complete a degree. 36% are adult learners completing undergraduate degrees or working towards their master’s degree in teaching or counseling.

### Enrollment-at-a-Glance

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BUILD ACADEMIC PROGRAMS

2. Program growth

- **MAT in middle/secondary**
  - The 2009-10 MAT secondary cohort admitted twenty-five graduate students from a candidate list of forty-one applications.
  - Sixty percent of the admitted students graduated from undergraduate institutions outside of Oregon. States represented by this group included Alaska, Arizona, California, Florida, Minnesota, New Jersey, and Washington. The largest number of in-state students came from the University of Oregon, with seven students, followed by Oregon State University with four students, and equal amounts of students from the other state universities.
  - The average undergraduate GPA was 3.274.
  - The MAT Secondary program has two authorizations, Middle and High School, two endorsement areas in Social Studies and Language Arts, and an area of concentration in English as a Second Language. This is the first MAT program in the Northwest that includes ESOL as an area of concentration.
  - Plans are underway to add two additional endorsements in Science and Mathematics. It will be necessary to complete the CAT I process to add these endorsements.

- **Business Option in Hospitality**
  - Status: Students are now being recruited to this program to begin lower division course work. Upper division course offerings will begin in fall 2010. This program will be marketed to the INTO students in Corvallis this year with the goal of 20 students choosing to transfer to OSU-Cascades their second year.
  - Targeted Cat. 1 approval date—A Cat. I is not required as this is an option within an existing program at OSU. Jim Coakley is writing the Cat. 2 proposals for three new courses for this option.
  - Targeted hire date for new faculty - The search for a tenured or tenure track professor begins August 2008 with the successful candidate being on campus as early as spring 2010 in order to begin developing community partnerships for internships.

- **Energy Engineering Management**
  - Status: Input to the curriculum has been received from faculty within COE, COB, and COCC, along with input from local Central Oregon stakeholders. The curriculum development process continues. Dr. Toni Doolen, from COE will work 0.20 FTE for Cascades this coming year to shepherd the CAT. I through approval and to develop an implementation plan in terms of how courses will be offered at OSU-Cascades utilizing COE faculty, distance education, live transmission, and COCC lab space.
  - Targeted Cat. 1 approval date- Best-case scenario is fall 2010.
  - Targeted hire date for new faculty- Search will begin January 2010 if Cat. 1 approval looks likely. Hiring will include both an instructor and a tenured/tenure track professor.

- **Double degree in Sustainability**
  - Status: A degree proposal was presented to the Deans and Provost in June. Input from this group is currently being followed up on, which includes meetings with key stakeholders within the university to address curriculum and delivery concerns.
  - Targeted Cat. 1 approval date: Best-case scenario is fall 2010.
  - Targeted hire date for new faculty: The faculty search process will begin the same term as Category I approval is awarded.

- **Other new degree programs being discussed**
  - In partnership with COCC, a new degree in Nutrition and Food Management, similar to the degree offered through Linn Benton Community College and OSU Corvallis is in initial discussions. The culinary program is a focus area of COCC and the local community, so it may make sense for us to start a similar program as is offered in HHS now. COCC is currently developing their ASOT in culinary, which is an important first step to offering a four year degree at Cascades so that students are taking more than vocational courses in their lower division course work.
  - We are currently working with CLA to offer an American Studies degree at OSU-Cascades. The degree exists in Corvallis but may be better suited for Cascades. Discussions are occurring with the CLA Dean.
  - New type of degree offerings are a subject of discussion and debate too. Whether OSU should offer, through the OSU-Cascades, the BAS degree is an important question. There is likely significant enrollment increases if we were to offer a BAS in fields such as NR, TOL, and HDFS. Universities, such as ASU that offer such degrees have
experienced large enrollments. COCC is seeking this type of degree pathway for their students from OSU-Cascades or alternative institutions such as OIT.

CONNECT TO THE COMMUNITY

3. Community engagement and outreach

- Outreach and engagement within the community, and the community’s spontaneous and overwhelming support for OSU-Cascades has resulted in positive media coverage.
  - About 20 positive stories, editorials or columns appeared in the Bulletin from mid-April to June 30, as compared to one during the same time frame last year.
  - Enhanced relationships with local media, most notably:
    - The Bulletin - About 20 positive stories, editorials or columns appeared in the Bulletin from mid-April to June 30, as compared to one during the same time frame last year.
    - OPB - resulting in more frequent and more positive stories about OSU-Cascades.
  - Becky Johnson and Diana Sloane presented to 30 community groups and about 2,800 people between October 2008 and May 2009.
- Memberships or representation in community or governmental organizations
  - OSU-Cascades staff and faculty hold leadership positions in several key organizations within Central Oregon. These include: Economic Development for Central Oregon, Bend 2030, Central Oregon Education Leadership Council, Oregon School Counselor Association, The Nature of Words, Big Brothers/Big Sisters.
- Attendance at OSU-Cascades events
  - Drew 289 community members to campus through 2008-2009 “It’s in the Bag” series of seven lectures by OSU-Cascades faculty.
  - Attracted 90 community members for Climate Change lecture by Bill Bradbury, and 30 environmental leaders for networking event with Mr. Bradbury.
  - Brought 55 community members for networking and lecture with Mark Rey on The Rise of Cooperative Conservation.
- Number of visits to high schools, community colleges
  - High School Visits:
    - Connections to College: 30 students, 4 visits, new
    - High School Class Presentations: 773 students, new
    - Central Oregon High School: 30 students
    - Out-of-Area High Schools: 76 students
    - OUS Tour, Central Oregon Region: 72 students
  - Community College Visits:
    - COCC Pipeline Class Visits: 252 students
    - Oregon Transfer Days: 145 students, 17 Oregon Community Colleges
    - Out-of-Area Community College Visits: 83 students
- Other Outreach:
  - College Goal Oregon: 125 students/family members
  - College Night Oregon: 154 students/family members
  - Financial Aid Nights: 606 students/family members
- Recruit Events:
  - Preview Days: 33 students/families
  - Campus Tours: 19 compared to 21 in 0708
  - Mosaic: 250 attendees, up from 200
  - College 101: 279 attendees, up from 274
  - Undergrad Info Sessions/Transfer Fairs: 62, new spring 2008
  - Transfer Tuesdays: 34, up from 14
  - Getting Started Workshops: 242, up from 68
  - COCC Info Fairs: 26, new 0809
  - ReStart College Nights: 19 students, new
  - New Student Orientation: 387, up from 371
  - Graduate Info Sessions: 168, up from 106; new Secondary MAT
This past biennium, OSU-Cascades was allotted an increase in state funding of 13.5% over the previous biennium. OSU-Cascades, like other OSU departments, experienced a reduction in state funding over the past fiscal year. For Cascades this represented a reduction in funds of over a million dollars from the first year of the biennium to the second.

The E&G funds for the campus have increased by approximately 16% since the first biennium of operation. The OSU Foundation has continued its generous donation of $150,000 in scholarships for OSU-Cascades students. Additional current use and endowed scholarships enabled the OSU-Cascades to award $181,500 in scholarships to 97 students in 2009.

Fund raising has become a renewed focus for the campus. Several periods of time without a development officer has caused these funds to lag significantly. A renewed dedication to this effort has been rewarded with a greater than 170% increase in unrestricted funds raised over the previous year. Plans are underway to increase these efforts in the current year; including a new Circle of Excellence program to raise unrestricted funds.

OSU-Cascades revenue from OSU tuition and fees grew by approximately 6% over the previous year. Substantial increases were shown in the resident undergraduate and graduate revenues with the largest increase in the non-resident graduate tuition of 254%.

OSU-Cascades OSU tuition revenue has grown by more than 500% since fiscal year 2003, our second year of operation.

Technology Resource Fees (TRF) funds have allowed the campus to maintain and improve the technology in the classrooms, as well as fund some exciting new initiatives like our new flat screen message board in the lobby which is successfully increasing awareness of events and happenings at OSU-Cascades.

Initiatives to leverage E&G and other base resources and to improve administrative efficiencies

- See above for fundraising activities.
- OSU-Cascades is currently investigating ways to achieve “net zero” energy use over time, while providing a demonstration “lab” for students in the new Energy Engineering Management degree. The initial investment will save on annual costs in the future.
- OSU-Cascades is scheduled for a major sustainability audit of the campus, which will show us ways to reduce costs (energy, paper, time).
- OSU-Cascades is moving to professional advisor model so that faculty can devote more time to scholarship, grants, outreach and excellence in teaching. Also, not all faculty are oriented to providing effective advising counseling. The move to professional advisors will fix this problem. The transition will occur over the next two years and begin with programs experiencing faculty transitions.