Expanding Higher Education Access and Success in Central Oregon:

*Innovating for Current and Future Needs*

Prepared by the Higher Education Assessment Team (HEAT) of Central Oregon

A working group of the Academic Strategies Committee of the Oregon State Board of Higher Education

July 2010
Expanding Higher Education Access and Success in Central Oregon

Executive Summary

In the fall of 2009, the Higher Education Assessment Team for Central Oregon (HEAT) was formed as a working group under the Academic Strategies Committee of the Oregon State Board of Higher Education (the “Board”) to determine the collective higher education needs of the region, for today and into the future. The goal of HEAT is to determine the short-, mid- and long-term higher education needs and resource commitments required to increase educational attainment in Central Oregon, and to meet the urgent demand for education and training options, and workforce and economic development needs in one of the state’s fastest growing regions.

The long-term, 20-30 year higher education vision developed through the HEAT process supports the region’s desire for a stand-alone university while maintaining a strong Central Oregon Community College (C OCC). This goal is tempered, however, with the knowledge that enrollment growth at all levels, regional population growth, and robust economic development and workforce demand are needed to bring that goal to reality. We believe that in order to remain economically competitive and to ensure equity in service to region’s residents, that in the long term Central Oregon must have a degree-granting, stand alone institution of higher learning offering bachelor’s and graduate degrees, and having a research agenda aligned with regional business and industry needs and drivers.

Closer to the needs of today’s realities in Central Oregon, are HEAT’s short- and mid-term goals for higher education in the region. These include: (1) closer collaboration between COCC and Oregon State University-Cascades (OSU-Cascades) to improve the 2+2 model (lower division at COCC and upper division at OSU-Cascades), and add a “4-year experience” option for students; (2) building a hub-and-spoke higher education delivery system to reach rural residents; (3) increasing participation in higher education through alignment with K-12 systems; and (4) developing targeted bachelor, graduate, and research programs aligned with regional business and industry. These goals are discussed in more detail below.

(1) Implementing academic and administrative strategies that ease the transition between COCC and OSU – Cascades will be critical for increasing bachelor degree attainment. Developing learning cohort approaches through a “University College” will offer high school recruits an option for a “4-year Experience” program through seamless alignment between COCC and OSU-Cascades programs and processes, including residential and other campus life options for students. Such cohort programs, research has shown, produce higher student retention rates and degrees by expanding support mechanisms and creating strong linkages between students and faculty, students and students, and students and the rest of the campus and greater community. HEAT is also recommending that upper division undergraduate programs be offered by only a single institution, Oregon State University (OSU), with provisions to ensure that current University of Oregon (UO) students are able to complete their UO degrees, and that a plan is in place for an easy transition overall for students during this process. There is a need for expanded instructional space at OSU-Cascades for current and new programs, including the University College, and thus a capital request placeholder is proposed for the 2011 Legislative Session for a $30 million new facility.

(2) Short- and mid-term strategies also include a “hub and spoke” model of postsecondary delivery, whereby regional satellite locations (based on COCC’s current Redmond campus and planned Madras and
Prineville campuses) offer certificate and associate’s degrees in demand fields. The new component of this, besides expanding locations, would be collaboration with OSU-Cascades to offer bachelor’s degrees aligned with current COCC offerings in order to expand degree options to students unable to commute great distances to the “hub.” Distance education options are also a component of the regional delivery strategy.

(3) Cross-sector alignment strategies that focus on building a college-going culture in K-12, and improving K-12 and postsecondary students’ transitional paths to the next education or career/job opportunity will improve attainment rates in Central Oregon. Examples include increasing college-prep offerings in high schools, such as Advanced Placement and dual enrollment courses, which prepare students for academic success in college, and offering bridge and remedial programs to help students prepare for college level work before enrolling in the first year of college.

(4) In the short- and mid-term, targeted bachelor’s, graduate, and research programs will be developed that are aligned with Central Oregon economic development needs. This will also include expanding teacher and counselor preparation programs. Partnerships with local businesses and industry will be critical for providing lab facilities and mentorships for graduate students.

Other recommendations from HEAT have arisen from the many community members who attended the focus groups, community meetings, and public forums in the winter and spring of 2010. These are delineated in this report, and include issues in the areas of academic offerings, cross-campus communications and collaboration, student life, branding/marketing, and K-20 alignment.

With the health of higher education in Central Oregon reliant on enrollment growth, prudent expansion, cost-containment, and community and state support, there are a number of moving parts that must work in unison to create and sustain diverse and robust postsecondary options in the region. This report presents a roadmap for Central Oregon higher education based on nine months of consulting with and listening to diverse stakeholders, visits from education, government, and legislative leaders, and the diligent work of HEAT volunteer members.

We urge the Board of Higher Education, the COCC Board, the Board of Education, the Governor, the Legislature, and the public to consider these collaborative recommendations about the future of higher education in Central Oregon and help us to bring them to reality for the benefit of Oregonians now and in the decades to come. HEAT leadership extends its thanks to all of the voices who contributed to constructing a vision for higher education in Central Oregon for today and into the future.

Kirk Schueler

Director, Oregon State Board of Higher Education
Chair, Higher Education Assessment Team of Central Oregon
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I. Introduction

Need for Higher Education in Central Oregon

There is high recognition in the United States and in the world that strong, stable economies exist where there are both high levels of educational attainment in the population, and a diversity of business and industry.

In Oregon, we hear the same messages repeated by our top business leaders. The Oregon Business Council noted in its Education Roundtable report, “Education is critically important to Oregon’s long-term economic success because it determines how successful Oregon businesses can be. The availability of skilled workers is increasingly becoming the most critical element in economic success.”\(^1\) Investing in the education of Oregon’s “human capital” spurs economic development through enhancing business activity and growth throughout the state.

Both the Oregon State Board of Higher Education and 2009 Oregon Legislature have recognized the need to increase rural resident participation and success in postsecondary education. As identified in an OUS Issue Brief distributed to legislators during the 2009 Legislative Session, approximately 31.3 percent of people in Oregon’s urban counties have a bachelor’s degree, compared to 18.1 percent in rural counties. Furthermore, students from rural high schools are 25 percent less likely to participate at an OUS institution than their urban counterparts. Among the high school graduating class of 2005, 37 percent of rural high school graduates did not attend any type of college by the winter after graduating from high school, compared to 25 percent of urban students. Quite simply, increasing Oregon rural resident participation in postsecondary education is a necessary condition of achieving the 40-40-20 plan outlined by the Governor, the business community, and Oregon’s educational leaders.

Current Higher Education Opportunities in Central Oregon

There is also a recognition in Central Oregon that growth in the region can only be sustained and enriched by having a highly skilled and nimble workforce locally available to retain and attract companies and jobs. This means access to 2- and 4-year college and university options, as well as graduate programs tied to regional economic needs, whether on-site or on-line options, or through satellite centers. Central Oregon is fortunate to have excellent postsecondary education options through Central Oregon Community College (COCC) and through Oregon State University – Cascades (OSU-Cascades) campus, co-located in Bend, as well as other public and private education providers in the region. COCC provides the first two-years of a student’s education, and OSU-Cascades provides upper division courses, offering bachelor’s and master’s degree options for COCC and other transfer students.

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\(^1\) Source: Oregon Education Roundtable, “Raising the Bar for PreK-20 Education in Oregon: 6 White Papers,” pages 2-5 and 2-6.
Enrollment Trends at OSU-Cascades

OSC-Cascades enrolled its first students in 2001, with headcount numbers reaching 245 students in the upper division bachelor’s degree and master’s degree programs offered (COCC offers all the lower division courses; thus OSU-Cascades enrollment includes only upper division bachelor’s degree students and graduate students). Five years later, enrollment had doubled to 495 students, a level that was fairly stagnant between 2005 and 2008. Then in fall 2009, enrollment (headcount) increased almost 20 percent in a single year, up to 611 students; Full Time Equivalent enrollment increased more than 26 percent in this same period. OSU President, Ed Ray, noted in his State of the University address in fall 2009 that he projected OSU-Cascades enrollment to reach 3,500–4,000 students by 2025, a 10–12 percent average increase on an annual basis over the next 15 years.

OSU-Cascades draws the vast majority of its students from Deschutes County. Out of the 580 students from Oregon who enrolled in fall 2009, 448 or 77 percent were from Deschutes County. The majority of the other 132 students came from Jefferson County (18 students), Clackamas County (14 students), Lane County (13 students), Crook County (11 students), Multnomah County (11 students), and Benton County (10 students). A total of 31 students at OSU-Cascades are non-resident students. OSU-Cascades draws very few students from Eastern, Southern or Coastal counties in Oregon.

In reviewing where Central Oregon students go to access higher education within the Oregon University System, current patterns of student attendance in OUS in fall 2009 were as follows:

- Of the 2,420 students in Deschutes County who went to OUS institutions, 448 or 19 percent, went to OSU-Cascades;
- Of the 167 students in Jefferson County who went to OUS institutions, 18, or 11 percent, went to OSU-Cascades
- Of the 225 students in Crook County who went to OUS institutions, 11, or 5 percent, went to OSU-Cascades.

Out of the total of 59 students at OSU-Cascades who transferred from an Oregon Community College in fall 2009, 45 students, or 76 percent, transferred from Central Oregon Community College. The next highest transfer

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Current Program Offerings at OSU-Cascades

**Masters Degree Programs:**
- Counseling
- Education

**Bachelors Degree Programs:**
- Art*
- Business*
- Human Development & Family Sciences*
- General Science
- General Social Science
- Liberal Studies
- Mathematics*
- Natural Resources*
- Psychology*
- Tourism & Outdoor Leadership*
- Energy Engineering Management (approved by Fac. Senate, awaiting State Board approval)

**Minors Offered:**
- Biology
- Chemistry
- English
- Geology
- History
- Political Science
- Speech Communication
- Hospitality Management

*Also offered as a minor

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2 Source: OUS Office of Institutional Research, 11-3-09; includes extended enrollment students and credit. For a complete enrollment listing by county for OSU-Cascades, go to: http://www.ous.edu/dept/ir/reports/er2009/erdd02_0910f4wk_cc.htm

6
number was Portland Community College with 4 students, and the majority of the remaining transfers were from community colleges in the Willamette Valley; 2 students transferred from Treasure Valley Community College in eastern Oregon.

**Demographics of OSU-Cascades Students**

Among the 611 students attending OSU-Cascades, 233 students are between the ages of 18-24; 152 between the ages of 25-29; 167 between the ages of 30-44; 44 students between the ages of 45-54; and 15 students between 55-64 years of age. The mean age of OSU-Cascades this past fall is 30.1, the highest in the OUS. This compares to a mean age of 25.5 for all OUS campuses. This is partly due to the difficulty of attracting high school recruits to a 2+2 model. Out of the 611 admitted and non-admitted students, 488 or 80 percent are undergraduates and 123 or 20 percent are graduate students (see chart on page 8).

Among all OSU-Cascades students, 382, or 63 percent, are female, 228 or 37 percent are male, and 1 is unknown. White, non-Hispanic students make up 433 students or 71 percent of OSU-Cascades’s population; 125 students, or 20 percent, do not report ethnicity; 25 students, or 4 percent, are Latino/Hispanic; 14 students, or 2 percent, are American Indian/Alaska Native; 6 students are Asian or Pacific Islander; 3 students are Black, non-Hispanic; and 1 student is a non-resident alien.

A total of 268 students at OSU-Cascades, or 44 percent, carry a full-time load (9 credit hours or more); the majority of full time students (72 percent) are carrying a 12-hour load or higher. A total of 343 students, or 56 percent, are part-time (8 credit hours or less).

**Enrollment Trends at Central Oregon Community College**

As do most community colleges, Central Oregon Community College draws its student population from the local area, in this case Deschutes County and the metropolitan areas of Bend and Redmond. Total unduplicated headcount enrollment for COCC grew from 6,919 students in fall 2001 to 8,984 students in 2009-10. As with OSU-Cascades, growth at COCC was relatively stagnant from fall 2005 through fall 2007, but COCC experienced a large increase from 2007 to 2008 that was not seen at OSU-Cascades until the following fall of 2009. Full Time Equivalent enrollment at COCC grew from 1,271 in fall 2001 to 1,950 in fall 2009. Students taking courses for credit increased significantly in fall 2009, up 35 percent (by headcount) over the previous fall, and showing that students are increasing their course loads. Continuing students in fall 2009 increased almost 33 percent from the prior year, and first-time freshman increased 8.6 percent. High school students in the COLLEGE NOW and Tech Prep & Transfer programs increased more than 33 percent over the prior fall.
The number of students seeking a certificate or degree increased by 27.4 percent in fall 2009 over the prior year, which includes students dual enrolled at COCC and OSU-Cascades, the number of which increased 2.1 percent over the prior fall. Spring to fall term retention for COCC students reached 62.6 percent in 2009, up from 57 percent the prior year, and up from 54.5 percent in fall 2006. In fall 2009, about 18 percent of recent in-district high school graduates enrolled at COCC. This number has been relatively stable over the last few years, moving between a low of 17 percent in 2007 (due to the initiation of the Advanced Degree (AD) Program, to a high of 20 percent in 2008.

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Source: OUS Institutional Research Services, Fall 2009 Fourth Week Enrollment Reports, report ERDD-01.
More than 60 credit programs are offered by COCC, ranging from traditional academic areas such as Chemistry and Economics, to offerings at its Bend and Redmond campuses aligned with regional workforce needs, such as healthcare, aviation, education, forestry, and business programs. COCC offers GED and adult education programs as well as non-credit community education programs at several locations outside of its main campus in Bend, including Redmond, Prineville, Madras/Culver, Sisters/Black Butte, Warm Springs, Sunriver, La Pine, North Lake/Christmas Valley, and the Deer Ridge Correctional Institution; on-line options are also available through COCC.

From fall 2004 through fall 2007, the number of students dually enrolled between OSU-Cascades and COCC grew by 10 percent. This included an increase of 68 percent in the number of students who started at COCC as freshman; an increase of 4 percent in students who transferred from COCC to OSU-Cascades; and an increase of 72 percent in students who were enrolled in OSU programs, with the remainder enrolling in partner institution’s programs. In 2008-09, COCC had the largest FTE student enrollment increase of any of the 17 community colleges in Oregon, with growth of 24.4 percent in that period, compared to a state average of 11.2 percent at the community colleges. This shows a growing demand for credit granting programs that lead to a certificate or degree.

Demographics of COCC Students

Among students attending COCC in all categories (credit, noncredit, and developmental education) in 2007-08, 3 percent were 15 years or younger; 12 percent were between the ages of 16-19; 18 percent were between the ages of 20-24; 34 percent between 25-44; 27 percent between 45-64, and 6 percent who were 65 years of age or older.

For the 2008-09 academic year, almost 81 percent of COCC students (by headcount) were Caucasian; 9.4 percent were unknown; 5.1 percent were Latino/Hispanic; 2.5 percent were Native American/Indian; 1.6 percent were Asian/Pacific Islander; and 0.5 percent were African American/Black. From 2007-08 to 2008-09, COCC saw the largest percentage increases in the categories of Unknown (32 percent), Latino/Hispanic (22.6 percent), African American/Black (19.5 percent), and Asian/Pacific Islander (14.3 percent). Caucasians increased by 12.5 percent, and the Native American/Indian population increased 3.1 percent.

High School to College Transitions of Central Oregon Students

Students Attending OUS Institutions: The Oregon University System tracks the transition for Oregon students from high school into their second year of college at an OUS institution.

Among students entering from Bend-LaPine School District, just over 16 percent of its Class of 2008 attended an OUS institution, up from a recent low of 12 percent in 2005. Out of the 163

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3 Source: OUS. Entering Freshman Profile (see: http://www.ous.edu/dept/ir/reports/hsprofile/)
students who went to an OUS institution, the largest number of students went to the University of Oregon (71 students) and Oregon State University (includes Corvallis and OSU-Cascades, 59 students). Persistence from Year 1 in college to the following fall for Bend-LaPine students is 84 percent, higher than the statewide average of 82.5 percent for that year’s Oregon high schools’ graduates in the OUS. The average high school GPA for Bend-LaPine students was 3.46, and their first year performance at an OUS institution was an average GPA of 3.00, higher than the statewide average of 2.86.

Among students entering from Crook County School District, almost 13 percent of its Class of 2008 attended an OUS institution, up from a recent low of 11.7 percent in 2005, but down from a recent high of 16 percent for the Class of 2004. Out of the 28 students who went to an OUS institution, the largest number of students went to Oregon State University (includes Corvallis and OSU-Cascades, 10 students), Eastern Oregon University (5 students), and the University of Oregon (5 students). Persistence from Year 1 in college to the following fall for Crook County students is 75 percent, lower than the statewide average of 82.8 percent for all Oregon high schools. The average high school GPA for Crook County students was 3.63, and their first year performance at an OUS institution was an average GPA of 2.68, under the statewide average of 2.86.

Among students entering from Jefferson County School District, 8.5 percent of its Class of 2008 attended an OUS institution, down from 9.5 percent in 2005, and down from a high of 15 percent for the Class of 2004. Out of the 15 students who went to an OUS institution, the largest number of students went to Oregon State University (includes Corvallis and OSU-Cascades, 4 students), and the University of Oregon (5 students). Persistence from Year 1 in college to the following fall for Crook County students is 80 percent, lower than the statewide average of 82.8 percent for all Oregon high schools. The average high school GPA for Crook County students was 3.37, and their first year performance at an OUS institution was an average GPA of 2.82, just under the statewide average of 2.86.

**Students Attending COCC:** The percentage of credit students graduating from an in-district high school and attending COCC the academic year immediately following their high school graduation has remained consistent, averaging 23 percent over the past six years. It’s

<table>
<thead>
<tr>
<th>Year</th>
<th># In-District HS Graduates</th>
<th># Attending COCC</th>
<th>% Attending COCC</th>
</tr>
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<tbody>
<tr>
<td>2002-03</td>
<td>1,622</td>
<td>400</td>
<td>25%</td>
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<tr>
<td>2003-04</td>
<td>1,804</td>
<td>441</td>
<td>24%</td>
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<tr>
<td>2004-05</td>
<td>1,794</td>
<td>415</td>
<td>23%</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,822</td>
<td>424</td>
<td>23%</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,887</td>
<td>440</td>
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<tr>
<td>2007-08</td>
<td>1,858</td>
<td>458</td>
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<tr>
<td>2008-09</td>
<td>2,028</td>
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<td>2009-10</td>
<td>2,069</td>
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<td>2010-11</td>
<td>2,038</td>
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</tr>
<tr>
<td>2011-12</td>
<td>2,042</td>
<td>511</td>
<td>25%</td>
</tr>
</tbody>
</table>

*From COCC Strategic Enrollment Management Plan, January 2009*
important to note that despite significant population growth in our college district, area high schools have graduated only 54 more students in 2007-08 as compared to 2003-04.

**State Funding of Higher Education**

Unfortunately, OSU-Cascades has not received the level of state investment originally envisioned to operate and build its campus. Just as the campus was enrolling its second class of students in 2002, a recession forced multiple Special Legislative Sessions in Oregon to reduce budgets approved in 2001. Drops in enrollment system-wide followed from this; tuition increases reached double-digit levels and still tuition surcharges were instigated mid-year as an emergency measure at some institutions in 2002; and OUS salaries and hiring were frozen across the state, decreasing OUS’s ability to retain and attract faculty. The budget cutting of 2002 became the beginning of a period of disinvestment in all OUS institutions – including OSU-Cascades – which continues today, except for a brief respite of significant budget increases achieved in the 2007-2009 biennium (but some of which was later rescinded with budget cuts in late 2008 and early 2009 to meet the fiscal crisis precipitated by the recession).

State funding for the Oregon University System (OUS) has declined on a per-student basis from a 1999 level of $4,543 to a 2009 level of $3,460 in current (not-adjusted for inflation) dollars; Oregon postsecondary education, including OUS and the community colleges, ranks 43rd in the nation in per-student FTE funding.

Given the under-funding of OSU-Cascades, the campus struggled over the last several years to break a trend of relatively flat enrollment of just under 500 students. While the fall of 2009 saw the campuses’ best headcount enrollment increase ever – of almost 20 percent, bringing total enrollment to 611 students – there was a threatened closure of the campus under discussion during the 2009 Legislative Session (prior to the fall 2009 growth). In fact, the 2008 OUS Fact Book forecast that OSU-Cascades would not break the 600 student mark until 2017.
It is not uncommon for the legislature to consider closing one or more OUS campuses during periods of fiscal downturns in Oregon. But the implications of such closures threaten a reversal in recent educational attainment increases in Oregon, and would create a vacuum of higher education access for thousands of Oregonians. This type of reversal would assign their counties and regions to economic stagnation as few businesses in today’s global economy can survive or would choose to locate in an area where there is not a critical mass of diverse, highly skilled and educated citizens, and a strong, stable higher education pipeline that guarantees a continued source of human resources to fill organizational needs.

Advocacy for higher education in Central Oregon is an important component of ensuring consistent, quality postsecondary options in the region. For any higher education strategy to be successful, funding resources must be sufficient to sustain higher education quality, access, and connections to the work force and economic needs of Central Oregon. The region must work as a united front to obtain a fair share of State-level funding resources, while also leveraging philanthropic, business, and community support and action for educational initiatives.

Higher Education and Economic Development

Still the fastest growing region in Oregon despite the recession⁴, residents of Bend and Central Oregon have a significant need, which will increase over time, for access to 4-year and graduate degree programs within their reach. Although Bend had a high unemployment rate in 2009 of 14.6 percent, the 9 year net change in employment growth for Bend is 15.6 percent, compared to -0.4 percent for Corvallis, 1.4 percent for Medford, 4.9 percent for Salem, and -0.3 percent for Eugene/Springfield. The net change in unemployment in Central Oregon counties outside the Bend Metropolitan Statistical Area is worse than in the city.

Although Central Oregon could be considered a fairly small region in Oregon, which has 5.3 percent of the state's population, it accounted for 17.3 percent of Oregon’s population growth, and created more jobs than the state overall – and more than all other Oregon metropolitan areas outside Portland – over the past nine years. The question on the minds of Central Oregonians, and others who are concerned about the

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⁴ In July 2009, according to the Portland State University Population Research Center, the three counties in Central Oregon had 3 of the 4 the fastest growth rates in the state in 2008-09: growth in the tri-county area was 2.2% in Deschutes, 1.3% in Crook, and 1.2% in Jefferson. Washington County was also in the top 4 at 1.4% growth in the same period. In 2005, Bend was the 6th fastest-growing metropolitan areas in the U.S., according to U.S. Census estimates released in September of 2005. Between 2000 and 2009, the tri-counties also had the highest rate of growth, with Deschutes County growing by 48%, Crook by 41.7%, and Jefferson by 19.5%; the next highest rate was Washington County at 18.4%.
state’s economic health, is: can we afford NOT to invest in this high growth region? And what are the implications of not supporting higher education in an area that continues to show economic growth despite the recession of the last few years?

Many Central Oregon residents are “place-bound” working adults, many with families, jobs and other obligations, who cannot simply pick up and move to another area of Oregon to complete a 4-year degree program. Without the option of OSU-Cascades and its partnership with COCC and other universities, residents of Central Oregon cannot gain the education and skills needed to ensure a vibrant, sustainable workforce and economy in Central Oregon.

Although the cities of Bend and Redmond are not considered rural, much of the rest of its county (Deschutes) and the surrounding counties of Crook and Jefferson, are. In Oregon, bachelor’s degree attainment for those 25-years and older tends to be about half the rate in rural areas than in the state’s metropolitan and “valley” areas. The following data\(^5\) for 2006-08 show the difference between bachelor’s degree attainment for those 25-years and older in Central Oregon compared to the state as a whole: 15.0 percent in Crook County; 14.1 percent in Jefferson County; and 28.4 percent in Deschutes County (where Bend and Redmond are, and where many retired citizens live with higher than average educational attainment); this compares to a 28.0 percent rate for Oregon overall in this survey. Oregon now has a bachelor’s or higher degree attainment of 28.3 percent; the state with the highest percent of bachelor’s or higher degree attainment is Massachusetts at 37.9 percent, and the lowest is 17.3 percent in West Virginia.

Oregon has adopted the “40/40/20” goal, which was originally proposed and endorsed by the business community in the state as part of the Oregon Benchmarks, through the former Progress Board, and later adopted as a goal by Governor Kulongoski. This achievement goal is considered the educational attainment level needed to ensure the health and vitality of the state in all respects, educationally, economically, and otherwise, by 2025. The goal is to have 40 percent of Oregonians with bachelor’s degrees or higher, 40 percent with associate’s degrees, and 20 percent with high school diplomas and work-ready skills by 2025. With Oregon’s current bachelor’s degree attainment rate at 28 percent, many consider this a stretch goal that will be difficult to reach in the next 15 years without concerted investments that increase access and attainment rates for Oregonians.

While it is expected that the Bend/Redmond area may recover from the current recession more slowly than other metropolitan areas of the state because of the more significant downturn in construction and real estate, it is anticipated that it will recover and will continue to need growth in higher education degrees and certificates in order to support current and future work force needs. A core reason that HEAT believes an investment in a greater higher education option for Central Oregon is to support the engine of future economic growth and to ensure that the region does not slip behind other regions of the state and nation in competitiveness of its labor force. In the ten-year period between 2006 and 2016, employment forecasts\(^6\) predict

\(^5\) Source: 2006-08 American Community Survey 3-Year Estimates, American Community Survey, U.S. Census Bureau  
\(^6\) Source: Oregon Employment Department
significant growth in many sectors in Central Oregon, the largest being Leisure and Hospitality (36 percent); Educational and Health Services (33 percent); Professional and Business Services (32 percent); Retail trade (27 percent); Construction (27 percent); Financial activities (24 percent); Trade, Transportation and Utilities (24 percent); Government (24 percent); Nondurable goods (22 percent); Information (22 percent); and Natural Resources and Mining (14 percent). Examples of the largest employers in the region include organizations such as St. Charles Medical Center, Les Schwab Tire Centers, Sun River Resort, T-Mobile, Jeld-Wen Windows and Doors, Bank of the Cascades, Bend Research, and Epic Aircraft, among others.\(^7\) Other companies of significance in Central Oregon include Precision Castparts Corp., TriQuint Semiconductor, Deschutes Brewery, Umpqua Bank, ODS Companies, Idatech, Sunlight Solar, PV Trackers, Sony, Cort Software, and many others (see http://www.edcinfo.com for a more list of Central Oregon companies).

The current mix of employment sectors in the Central Oregon Tri-County region from Quarter 4 of 2008 to Quarter 3 of 2009 include: 17 percent Government; 14 percent Education and Health Services; 14 percent Leisure and Hospitality; 14 percent Retail; 10 percent Professional and Business Services; 8 percent Manufacturing; 8 percent Natural Resources, Mining and Construction; 5 percent Financial Services; 3 percent Wholesale; 3 percent Other Services; 2 percent Transportation, Warehousing & Utilities; and 2 percent Information services. Top payroll employment by sector in Central Oregon, from highest to lowest number of jobs, is Trade, Transportation & Utilities; Government; Leisure and Hospitality; Education and Health Services; Professional and Business Services; Manufacturing, Construction; Financial Activities and other services. Growth in these industries will increase between 2008 and 2018 by between 29 percent as a high (Educational and Health Services) to 1 percent (Construction). One area not expected to grow is Information, showing a -1 percent growth in the ten year period.

Economic Development for Central Oregon, or EDCO, recently reported on its current pending projects to build the industry development pipeline in Central Oregon, with a total of 72 companies in recruitment, retention/expansion and startup/early stages, which are expected to

\(^7\) Source: EDCO Business Research, April 2009
generate 1,148 jobs and an expected capital investment of more than $1 billion. These businesses are in the areas of medical devices; alternative/renewable energy; software; high technology; aviation/aerospace; and data centers.

The importance of higher education for the future economic health of Central Oregon has never been greater. The real estate boom of the past few years brought many new residents to Central Oregon, many of whom were employed in construction and services. That industry will never be as large a part of the economy again, and it is not a sustainable strategy to rely so much on a single sector. Central Oregon needs to diversify and grow its economy in sectors targeted by Economic Development of Central Oregon (EDCO), many of which will require a workforce with higher education. In addition, the presence of a vibrant, comprehensive university in Central Oregon will spur additional economic growth as businesses that serve the education sector grow.

**Population Trends in Central Oregon**

It is important to review population growth trends in Central Oregon as one component in the needs assessment related to higher education demand and delivery in the region. In looking at the population trends in Central Oregon, each of the three Central Oregon counties of Deschutes, Crook, and Jefferson have population growth between 2000 and 2007 far exceeding growth in Oregon overall. Deschutes and Crook counties had growth of almost 38 percent and 34 percent, respectively, during this period; while Jefferson County grew at about half this rate at 15 percent, but still exceeding Oregon’s overall growth rate of 9 percent during this same period. Children younger than age 18 is a similar percentage in each of the counties, ranging from 22 to 28 percent, with Jefferson County having the largest youth population. Likewise, the counties have similar rates of adults in their populations, ranging from 60-64 percent for those ages 18-64. For those 65 and older, county rates are similar, between 13-16 percent.

Forecasts for population growth between 2005 and 2025 show Deschutes County growing from almost 140,000 in 2005 to almost 214,500 in 2025, an increase of 53 percent; this compares to overall growth during the same period for Oregon of 28 percent, and growth in Multnomah County of 13 percent. Crook County is expected to grow 43 percent in this same period; and Jefferson County is expected to grow by 38 percent, again, rates exceeding the state average and growth in the state’s largest county of Multnomah.

Given these growth figures, the demand for higher education will remain strong in Central Oregon. There is also abundant untapped potential to increase educational attainment rates for Central Oregon, given that two counties – Crook and Jefferson – currently have bachelors’ degree attainment rates of half the Oregon average; and Deschutes is at the state average now.

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## Deschutes County

### Population Change Since 2000

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Oregon</td>
<td>9.0%</td>
<td>3,436,750</td>
<td>3,471,700</td>
<td>3,504,700</td>
<td>3,541,500</td>
<td>3,582,600</td>
<td>3,631,440</td>
<td>3,690,505</td>
<td>3,745,456</td>
</tr>
<tr>
<td>Deschutes</td>
<td>37.9%</td>
<td>116,600</td>
<td>122,050</td>
<td>126,500</td>
<td>130,500</td>
<td>135,450</td>
<td>143,490</td>
<td>152,615</td>
<td>160,810</td>
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<tr>
<td>Bend</td>
<td>47.3%</td>
<td>52,800</td>
<td>55,080</td>
<td>57,750</td>
<td>62,900</td>
<td>65,210</td>
<td>70,330</td>
<td>75,290</td>
<td>77,780</td>
</tr>
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<td>La Pine</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,590</td>
</tr>
<tr>
<td>Redmond</td>
<td>80.1%</td>
<td>13,770</td>
<td>14,960</td>
<td>16,110</td>
<td>17,450</td>
<td>18,100</td>
<td>20,010</td>
<td>23,500</td>
<td>24,805</td>
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<tr>
<td>Sisters</td>
<td>87.2%</td>
<td>975</td>
<td>960</td>
<td>1,080</td>
<td>1,430</td>
<td>1,490</td>
<td>1,660</td>
<td>1,745</td>
<td>1,825</td>
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<tr>
<td>Unincorporated</td>
<td>11.7%</td>
<td>49,055</td>
<td>51,050</td>
<td>51,560</td>
<td>48,720</td>
<td>50,650</td>
<td>51,490</td>
<td>52,080</td>
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## Jefferson County

### Population Change Since 2000

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon</td>
<td>9.0%</td>
<td>3,436,750</td>
<td>3,471,700</td>
<td>3,504,700</td>
<td>3,541,500</td>
<td>3,582,600</td>
<td>3,631,440</td>
<td>3,690,505</td>
<td>3,745,456</td>
</tr>
<tr>
<td>Jefferson</td>
<td>15.0%</td>
<td>19,150</td>
<td>19,400</td>
<td>19,850</td>
<td>19,900</td>
<td>20,250</td>
<td>20,600</td>
<td>21,410</td>
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<tr>
<td>Culver</td>
<td>63.4%</td>
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<td>850</td>
<td>1,020</td>
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<td>Madras</td>
<td>28.4%</td>
<td>5,130</td>
<td>5,200</td>
<td>5,290</td>
<td>5,370</td>
<td>5,430</td>
<td>5,600</td>
<td>6,070</td>
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<td>Metolius</td>
<td>32.8%</td>
<td>640</td>
<td>650</td>
<td>770</td>
<td>780</td>
<td>790</td>
<td>805</td>
<td>830</td>
<td>850</td>
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<td>12,740</td>
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<td>13,180</td>
<td>13,175</td>
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## Crook County

### Population Change Since 2000

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</thead>
<tbody>
<tr>
<td>Oregon</td>
<td>9.0%</td>
<td>3,436,750</td>
<td>3,471,700</td>
<td>3,504,700</td>
<td>3,541,500</td>
<td>3,582,600</td>
<td>3,631,440</td>
<td>3,690,505</td>
<td>3,745,456</td>
</tr>
<tr>
<td>Crook</td>
<td>34.1%</td>
<td>19,300</td>
<td>19,850</td>
<td>20,200</td>
<td>20,300</td>
<td>20,650</td>
<td>22,775</td>
<td>24,525</td>
<td>25,885</td>
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<tr>
<td>Prineville</td>
<td>37.5%</td>
<td>7,410</td>
<td>7,750</td>
<td>8,150</td>
<td>8,500</td>
<td>8,640</td>
<td>9,080</td>
<td>9,990</td>
<td>10,190</td>
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<tr>
<td>Unincorporated</td>
<td>32.0%</td>
<td>11,890</td>
<td>12,100</td>
<td>12,050</td>
<td>11,800</td>
<td>12,010</td>
<td>13,695</td>
<td>14,535</td>
<td>15,695</td>
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II. HEAT Process and History of Higher Education in Central Oregon

HEAT Formation, Team Makeup, and Charge

In the fall of 2009, the Higher Education Assessment Team for Central Oregon (HEAT) was formed as a cross-sector initiative team under the Academic Strategies Committee of the Oregon State Board of Higher Education to determine the collective higher education needs of Central Oregon, for today and into the future. HEAT is made up of volunteer higher education, K-12 education, business, government, and community members to examine the best options to ensure that Central Oregon’s higher education needs are met with deliberation and action. HEAT engaged with education and civic groups from March through June 2010 to better understand regional higher education needs, and incorporate this input into the final Central Oregon Higher Education strategic plan.

The mission of HEAT is to serve as a catalyst to create and sustain robust, multi-faceted, and balanced higher education options and resources for Central Oregon which increase regional access and degree attainment, advance workforce and economic vitality, and enhance the region’s quality of life. The plan developed by HEAT provides a roadmap to advance Central Oregon’s higher education opportunities, which was developed working with a diverse group of regional stakeholders to propose and act on a number of actions and initiatives.

HEAT Membership Includes (in alpha order):

Mike Ahern, Commissioner, Jefferson County; Tammy Baney, Commissioner, Deschutes County; Jim Bean, Provost, University of Oregon; Ed Boero, City Councilor, City of Redmond; Neil Bryant, Attorney, Bryant, Lovlien & Jarvis; Jim Clinton, City Councilor, City of Bend; Scott Cooper, Board member, Crook County School Board; Jim Diegel, CEO, Cascade Healthcare Communities; George Endicott, Mayor, City of Redmond; Vickie Fleming, Superintendent, Redmond School District; Larry Galizio, former Director of Strategic Planning, Oregon University System; Becky Johnson, CEO, OSU-Cascades; Dalton Miller-Jones, Director, State Board of Higher Education; Eric King, City Manager, City of Bend; Hal Koyama, President, IdaTech; Roger Lee, Executive Director, Economic Development for Central Oregon; Jim Middleton, President, COCC; Ron Munkres, retired educator, Redmond; Rod Ray, CEO, Bend Research; Di Saunders, Director of Communications, Oregon University System and HEAT staffer; Kirk Schueler, Director, State Board of Higher Education, HEAT Chair, and President, Brooks Resources Corporation; Tedi Tanewasha, The Tribes of Warm Springs; Amy Tykeson, President, Bend Broadband; and Ron Wilkinson, Superintendent, Bend-LaPine School District.
Community Input Process

A large part of the development of this strategic plan for higher education in Oregon is to engage with the regional higher education and business councils, and Central Oregon citizens to determine needs and barriers across the tri-county region. The Higher Education Assessment Team (HEAT) began the process of convening meetings with councils and citizens early in March 2010, and completed these in June 2010. Through a series of 16 meetings, HEAT convened more than 200 stakeholders and numerous communities in the region – such as Redmond, Bend, Madras, Prineville, LaPine and Sisters, among others – to ensure that both the metropolitan and the “rural” needs of Central Oregon are considered in this comprehensive education plan.

The goals for the meetings were to determine the types of postsecondary needs in Central Oregon, and how to extend greater access to higher education in areas such as Madras, Prineville, Warm Springs, Redmond, and other areas. Extension of access could be through development or expansion of satellites, centers, collaborative efforts, distance learning, and other options. Some of the questions that the HEAT leaders asked during the outreach meetings included:

1. What is the unmet need for postsecondary programs in Central Oregon?
2. What are the types of education and training needed to meet the demands of current and anticipated industries in Central Oregon?
3. What are the greatest barriers to higher education access in Central Oregon – such as affordability, geography, lack of information on opportunities, preparation – and how can these be addressed through a comprehensive plan for the region?
4. How can OSU-Cascades and COCC link better to the K-12 schools in Central Oregon in order to build a college-going culture, align curriculum where possible, increase pre-college academic enrichment (e.g., AP courses, co-enrollment, etc.), create open

HEAT Outreach Meetings and Events held between March and June 2010:

1. Regional Superintendents’ Meeting
2. Madras City Council
3. Redmond City Council
4. Redmond Development Commission
5. Prineville Higher Education Council
6. Prineville City Council
7. University of Oregon Faculty at OSU-Cascades
8. Bend City Council
9. Madras Rural 442 Meeting
10. COCC Board
11. OSU-Cascades Advisory Board
12. OSU-Cascades Faculty
13. Bend Public Forum (at COCC)
14. Redmond Public Forum (at Redmond City Council Chambers)
15. Economic Development for Central Oregon (EDCO) Board Meeting in Sisters
16. LaPine Chamber of Commerce
pathways from high school to college, and develop more bridge programs that decrease barriers for success for students?

5. What can COCC and OSU-Cascades do separately and together to improve academic options, retention, degree rates, and campus life; and to increase enrollment regionally and further afield?

Summary of Community Input from Outreach Meetings

The following themes and issues were the key ones brought up during the 15 HEAT outreach sessions which were repeated by attendees at the different events. Comments below are also reflected in the HEAT objectives and work plans in this report.

1. **HEAT Long-range Goal:** There was broad support for HEAT's long-range goal – a stand-alone university in the next 20-30 years in Central Oregon – although this was tempered by the realities of state funding, and the need for enrollment, population, and economic growth in order to support such an institution. There was agreement that the stand-alone would offer undergraduate and graduate programs, and have some component of signature and/or applied research related to regional needs. While there was support for either a public or a private university, some concerns were expressed about affordability, long-term commitment, and alignment with other state universities in meeting statewide higher education needs if it were a private institution. There was support for a Juniper Ridge location in Bend for the stand-alone campus, and there were advocates for a Redmond location. While many felt that the stand-alone should become a reality sooner than 20-30 years, others felt it was not realistic, given enrollment and funding issues as well as frequent talk of campus closures. There was agreement that Central Oregon would continue to need a strong Central Oregon Community College even if it had a stand-alone university in the future as COCC meets a different set of postsecondary needs than does a 4-year university; and that the institutions should continue to work collaboratively for the benefit of students.

2. **Local Control:** Some community members felt that OSU-Cascades would be able to operate more effectively, solve problems more quickly, and better align programs between the two institutions if OSU-Cascades had more control at its site rather than being directed from Corvallis. It was expressed that local residents understand better the immediate day to day needs, and the need to communicate and collaborate with COCC before academic program changes are made so that there remains alignment for the benefit of students. Some faculty members also felt that they should be more involved in discussions around any changes at OSU-Cascades as they are closer to the students than are administrators.

3. **Fix Current Structure:** Before developing a whole new structure of higher education in Central Oregon, some attendees called for “fixing what we already have.” This meant
really focusing on current problems such as transfer between COCC and OSU-Cascades; confusion around the justification for having two major universities – OSU and University of Oregon – both offering degree programs on the campus. It was suggested that a common course numbering system between COCC and OSU-Cascades could be developed. Students and some faculty felt that certain administrative and support functions should be consolidated among COCC, OSU-Cascades, and UO, such as one-stop advising and financial aid, a single transcript for students, and a shared ID card. This would go far in eliminating some of the barriers that hinder students from advancing in their academic programs.

4. **University College:** There was community support for the concept of developing a University College within OSU-Cascades that would offer students a 4-year experience, and improve retention and graduation rates by introducing learning cohorts which would pursue education contemporaneously beginning in the freshman year. This would give students multiple options when they entered college depending on their personal goals: attend COCC for degree, certificate or shorter term goals; attend COCC with the idea of transferring to OSU-Cascades when lower division course work is completed; or begin as a 4-year cohort student through the University College, which would have collaborative offerings from COCC and OSU-Cascades (see Appendix C). Although a few expressed the opinion that the University College could develop an “elite” student cohort separate from others, more community members felt that it would attract students that do not currently come to the campus; that it would ensure higher degree attainment rates; and that it gives students more options right in their own backyard.

5. **One or Two Universities:** There was much discussion about whether OSU-Cascades should continue to offer both OSU and UO degrees, or whether only one campus should be offering degrees. Community members, especially students, expressed confusion about having both universities offering degrees, and the need for 3 advisors, 3 student ID cards, and the lack of community between OSU and UO (“OSU is in Cascades Hall and UO is in Chandler Hall, and never the two shall meet”). Students feel fractured and stated that there is no community on campus unless students build it themselves. Having student housing and more student life would help with this situation. They also felt that marketing and branding were compromised by this confusion around the 3 providers on campus; although there were also some who felt that UO should be marketed better as there is not wide public understanding that the university offers degrees attainable in Central Oregon.

In order to make OSU-Cascades seem more like a regular university, community members felt that having a single institution offering degrees was preferable to two. Since OSU is the institution which has made the investments in the campus over the last ten years, handles a higher percentage of FTE, and was given the original charge to run it, then OSU should be the provider of degrees. For those in UO programs, students should be “taught out” to their degree as part of the transition to OSU taking over the programs. If OSU did
take over the UO programs, community members felt that the upside and downside risks of this should be thoroughly examined, and that a strong transition team that included faculty and students should be developed to ensure that it is done right. There was strong support for OSU bringing in education partners which can offer specialty programs that OSU cannot offer (e.g., Cornell offering the Hospitality Executive Education program), and that these could be other OUS institutions, or private institutions.

6. **Marketing and Branding**: Community members felt there was a need to focus on marketing and branding of the OSU-Cascades campus so that more students from Central Oregon would be attracted to staying in the area, and so that other Oregonians and out of state students would also come. Many felt that OSU-Cascades is an unknown outside of Bend, and that name and mission recognition need to be pushed through a more concerted campaign. Since the 2+2 model and the University College framework with lower division classes taught through the community college is not a mirror of the traditional four-year program, particular attention should be given to the strengths of this framework rather than allowing individuals to focus on differences or assumed weaknesses. As well as focusing on the significant cost savings through this framework, marketing should highlight COCC’s high percentage of faculty with doctorates, high percentage of courses taught by full-time staff, teaching-focused rather than research-focused lower-division faculty (complemented by teaching and research focuses faculty at the upper division level), small class sizes and faculty rather than graduate assistants teaching classes. There was support for the “University College” option to provide a 4-year experience to students that would be equivalent to 4-year options at the other OUS campuses.

7. **Higher Education-Economy Alignment**: There was strong sentiment that program offerings at COCC and OSU-Cascades, and at any current or future satellite locations, must be aligned with the needs of regional business and industry and match current economic demands. It was noted that healthcare is one of the largest “industries” in Central Oregon, yet there are no 4-year healthcare options offered in the region. There is also a need for alignment between internships and research offered by OSU-Cascades and regional businesses. There was also a call for more applied technology degrees to match available jobs, and programs related to rural needs, such as agriculture and natural resources.

8. **K-12 Pathways**: There was much support for expanding programs in K-12 which prepare students for postsecondary education. There is strong support for expanding college preparatory courses (such as Advanced Placement), and for further developing a “college-going culture” within Central Oregon’s K-12 system. This would include having high school students take courses at COCC and finding more ways to get students to campus to expose students to their local college-going options. There were also expressions that there must be more outreach to parents to ensure that they understand the classes, courses and pathways that their children must take in order to succeed in college and/or jobs after graduation.
9. **Hub and Spoke Regional Delivery:** There was a high degree of support for expansion of satellite higher education offerings in towns such as Prineville and Madras, similar to the current Redmond model where COCC offers programs outside of Bend. It was noted that this is particularly important to members of the current workforce who are place-bound by family and economic considerations, but who will not be able to remain competitive in an emerging knowledge-based economy without further skill development. Comments were made that there would have to be a critical mass of enrollment to be able to expand satellite locations, and that offerings should match the micro-local needs of any given community. Comments were also made that distance education should be looked into as another option for more remote locations, although this should not be a substitute for “live” education delivery, but a hybrid model where both on-line and on-site interaction would occur. Some Central Oregon locations do not currently have broadband access so that could hinder distance education for some residents. Comments also included making sure that the satellite program delivery was coordinated with the Open Campus programs now under development through the OSU Extension Services.

10. **Advocacy for Central Oregon Higher Education:** Comments from some contributors included the concern about potential for campus closures coming up during Legislative Sessions in Oregon. Input included that closing a campus in more isolated and rural areas of Oregon – whether Central, Eastern, or Southern Oregon – would further marginalize the depressed rural areas across the state. It is also a very short term solution. Any immediate or short-term savings achieved by closing a campus would be minimal compared to the losses in businesses, jobs, degree attainment, and overall economic sustainability in the affected communities. Eliminating 4-year degree options in the fastest growing region of the state would weaken the economy, decrease retention and recruitment of businesses to the region, stagnate job growth, and leave place bound students – the majority of the student body at OSU-Cascades – without bachelor’s degree options. Community members noted how the region came together to advocate for OSU-Cascades when there was talk of closure in the 2009 Session, and that this type of advocacy needs to be constant in order that closure discussions don’t progress in the future.

**History of Higher Education in Central Oregon: Previous Efforts**

Putting the need for 4-year university opportunities in Central Oregon into a historical context, in July 1998 the State Board of Higher Education (OSBHE) began to seriously explore the options to expand higher educational services in this region. The OSBHE met jointly with the Board of Central Oregon Community College to discuss regional growth and educational needs, and agreed to work on a long-term vision and strategic plan. In late 1998 the OSBHE approved a ten-year conceptual plan to expand higher education in Central Oregon and asked then Chancellor, Joseph Cox, to appoint the Central Oregon Regional Advisory Board (CORAB) to
study alternatives and develop a proposal to be considered as part of the OUS’s legislative proposals for the 2001-2003 biennium.

The results of the CORAB report was a recommendation to develop a separate, upper-division “capstone” university for the region. A more elaborate study was conducted by the Chancellor’s Office using the CORAB report as a starting point. In 2002, Governor Kitzhaber directed the OSBHE to submit a proposal and a budget, building on the partnership with COCC, to develop “on a stable and permanent basis” four-year offerings in Bend as a prototype for other community colleges in the state.

At this time, Central Oregon University Center, created in 1994, provided some opportunities for regional students to gain a bachelor’s degree. Between COCC and Central Oregon University Center, there already existed a strong academic base on which to build a branch campus. There were many highly qualified faculty at both institutions, many of whom held doctoral degrees. A new “smart” classroom building was planned for the COCC campus, and the OUS put forward $1 million toward the cost of the building, which it then planned to lease from COCC.

Four models were examined as possible options for handling expected enrollment and population increases in Central Oregon:

1. Expansion of the Central Oregon University Center;
2. Establishment of an entirely new university, as recommended by CORAB;
3. Creation of a branch campus of an existing OUS institution or consortium of OUS institutions; and
4. Conversion of COCC into a four-year university with a community college division.

Cost estimates based on enrollment projections (of 767 FTE) were made and showed that the branch campus model was the least expensive option at $5.1 million, with an expanded university center costing $5.9 million, a stand alone “capstone” institution at $8 million, and a conversion of COCC at $14.8 million. Given the Governor’s charge to create a cost-effective partnership to accomplish the goal of expanded 4-year options, the OSBHE determined that the branch campus model was the right approach especially in “an era of limited state resources.”

The further analysis completed by external consultants and the Chancellor’s Office recommended that funding be included in the 2001-2003 budget to support the branch campus concept; and that a Request For Proposals process be instigated to invite OUS institutions,
individually or in consortia, to apply for the management responsibility of the branch campus. Two campuses submitted RFPs, OSU and UO, with OSU selected to run the campus.

It was also recommended that the OSBHE “may wish to deliberate on the life expectancy of the Branch Campus model in Central Oregon” based on an evaluation 5 years out on the viability of the model. For the longer term beyond 2015, the consultants recommended that, if enrollment projections were exceeded (projections were 1,100 in 2005 to 1,450 students by 2015 on the low side, and 2,220 in 2005 to 3,500 in 2015 on the high side), that another conversion option should be kept in mind: the migration of the Branch Campus and COCC to a four-year institution with a community college division. The report did note that at present calculations “such a radical transformation would not seem supportable or wise in terms of enrollments or resources,” but that “future conditions may justify the establishment of a separate four-year institution…”

Senate Bill 442 Relationship to HEAT

In the 2009 Legislative Session, Senate Bill 442 was adopted by the Legislature. Among the aspects of the bill is a provision that the Joint Board of Education (Board of Education and Board of Higher Education) will conduct a study of approaches to increase student enrollment and access for rural residents of Oregon at public universities and colleges. Because the charge of SB442 is focused on rural educational attainment, HEAT has shared members with the 442 Working Group, and also shared goals in many respects as well, such as the need for regional approaches to higher education delivery. The 442 group has also completed outreach meetings in several rural communities across Oregon to gather information on barriers to higher education for rural Oregonians.

HEAT and 442 have submitted a shared Legislative Policy Option Package to the Board of Higher Education, which was approved by the Board to move forward as part of the 2011-2013 budget submission to the Governor and the Legislature. This package seeks funding to create/expand satellite delivery options in two rural areas of the state, Central Oregon and the Oregon Coast, so that non-metropolitan citizens can access education programs that lead to certificates or degrees. The 442 group plans to submit its final report of findings and recommendations concerning structural, legal, funding or other changes necessary to increase rural access to the appropriate legislative committees on higher education prior to October 1, 2010.

Developing and Implementing a Branding and Marketing Strategy for OSU-Cascades

There is an acknowledgement within HEAT that OSU-Cascades is somewhat of an unknown gem in Oregon. This may have something to do with the low level of recognition of the campuses’ role and accomplishments in Central Oregon by legislators, Oregonians, and prospective students. While a comprehensive assessment would have to be completed to fully determine
the how the campus’ identity affects its enrollment and recognition, beginning with its unique structure may be useful.

While other OUS campuses in Oregon are recognized as universities which extend bachelor’s and advanced degrees, because of its “upper division only” status, OSU-Cascades is not considered on par with the other institutions. Sometimes it’s fully a part of Oregon State University’s statistics, combining the main and the branch campus data for a single, indistinguishable number, but less often the data is separated, such as in the OUS enrollment report. OSU-Cascades is frequently part of President Ed Ray’s remarks in many venues as he talks about the importance of the campuses’ 4-year and advanced degree options.

Notwithstanding these efforts, because OSU-Cascades is a relatively new campus – and its first years have been ones of fiscal uncertainty in Oregon – many Oregonians still have not heard about it or seen it. If they know of it, they may picture it as a branch or “partial” campus off in the distance in Central Oregon. It’s hard to connect to the campus if people aren’t geographically close to it while also having no other connection to the campus (e.g., as an alumnus, a sports fan, friend of someone who went there, etc.).

Some may also not used to the naming protocol in some states where a campus is called, for example, University of Massachusetts at Amherst, or University of Massachusetts at Boston. So Oregon State University - Cascades is not recognized in the same way that campuses in other states are identified by a “Mother” campus, with locations identified by sub-name after the “Mother” name, without any diminishment. Some type of change in the way the name of the branch campus is delineated might be something to explore further as part of a branding and marketing effort.

Because the first 2 years of a student’s experience at OSU-Cascades is at its partner campus, COCC, there may be a perception that a 4 year experience at OSU-Cascades is not equivalent to traditional 4-year universities. While this is not the case, there may be a need to increase the transparency of the “2 + 2” delivery system at COCC and OSU-Cascades, regardless of how the structures and administrations operate, and to move quickly to implement the University College 4-year experience program. Again, these types of identity and reputational capital issues will be among those to be worked on by both campuses as the strategic plan is implemented.

The bottom line is that OSU-Cascades has a lot to offer both Central Oregon citizens and Oregonians in other parts of the state (and outside Oregon) who want a 4-year experience in one of the most beautiful and fastest growing unique locations in the state and the country. They just don’t know that yet. But the potential to increase access to higher numbers of Central Oregonians and others in the state to a higher education at the OSU-Cascades campus is vast. That is the challenge for the marketing and branding component of the Central Oregon Higher Education Plan that will have to be included in any comprehensive strategic approach.
III. Creating a Vision for Higher Education in Central Oregon

Mission of HEAT

The mission of the Higher Education Assessment Team (HEAT) is to serve as a catalyst to create and sustain robust, multi-faceted, and balanced higher education options and resources for Central Oregon which increase regional access and educational attainment, advance economic vitality, and enhance the region’s quality of life.

By robust, HEAT members mean higher education offerings in Central Oregon which are strong (supported by relevant programs, excellent faculty), aligned with regional economic needs, and nimble enough to adapt over time to the changing needs of students, the economy, the region, and the state.

By multi-faceted, HEAT means offering a range of program and degree offerings that meet the needs of Central Oregon students, from certificate programs through graduate degrees, and through a variety of channels, from a hub campus (COCC and OSU-Cascades) to satellite locations, distance education and college-equivalent courses offered to high school students.

By balanced, HEAT means balancing regional and student needs with available resources, while ensuring diverse, high quality higher education offerings through partnerships between academic institutions, business and industry, Central Oregon communities, and the state.

Vision, Objectives and Recommendations for Higher Education in Central Oregon

The vision and objectives developed by HEAT for moving higher education forward in Central Oregon are in summary:

HEAT’s long-term vision (by 2030+) is to create a stand-alone comprehensive university in Central Oregon which offers bachelor’s and graduate degrees and is engaged in research, while continuing to maintain a strong, separate Central Oregon Community College. While there may be financial and other challenges to bring this vision to reality, the short and mid-term visions outlined below will build upon the current strengths of COCC and OSU-Cascades, and expand access and educational offerings throughout the region.

The short-term and mid-term objectives seek to increase the number and diversity of Central Oregon students who access, attend and succeed in college. This includes both students exiting high school and adult learners. We envision delivering education through a variety of strategies and channels, and aligning attainment rates with Oregon’s 40-40-20 goal (By 2025: 40 percent of Oregonians with a bachelor’s degree or higher, 40 percent with an associate’s degree, and 20 percent with a high school diploma and who are work ready). Some strategies would include: increasing college course offerings and bridge programs available to high school students; providing remedial and standard courses through 2- and 4-year and graduate programs available at a Central Oregon hub campus as well as through satellites and distance
education programs; offering short-term skill development and occupational training, as well as degree programs throughout the region through regional satellites, aligning curriculum offerings with regional workforce and economic development needs; and creating a “University College” that provides a 4-year experience to students as an alternative to the “2+2” current model; among other objectives listed in this report.

Objective 1: 
Develop the “University College” model

While sustaining a vibrant comprehensive community college in Central Oregon, develop a new university undergraduate model that provides a 4-year experience for students, the University College, and offers the advantage of cost and infrastructure savings from the partnership between COCC and OSU-Cascades. Adding a University College to OSU-Cascades would give students multiple options when they entered college depending on their personal goals: attend COCC for degree, certificate or shorter term goals; attend COCC with the idea of transferring to OSU-Cascades when lower division course work is completed; or begin as a 4-year cohort student through the University College, which would have collaborative offerings from COCC and OSU-Cascades. Implementation funding of $510,000 to develop the University College was requested and approved by the State Board of Higher Education, and will be included in the 2011-2013 budget request to the Governor and the Legislature for consideration in the 2011 Legislative Session. OSU-Cascades has pledged $300,000 as well to implement this model.

Recommendations: Rather than establishing duplicative, overlapping, and even competitive staffing and operations, COCC and OSU-Cascades will work collaboratively to:

- Provide the first two years of credits for the bachelor’s degree through COCC, including a cohort model where students who are dually admitted to OSU-Cascades will take common classes and participate in learning communities with both COCC and OSU-Cascades faculty and staff;
- Provide shared facilities and services with appropriate compensation between partners;
- Provide the junior and senior level courses, and selected graduate programs, through OSU-Cascades;
- Develop a common data, IT or other administrative system allowing for one-stop advising, registering, billing, transcripts, etc., for both University College students, and 2+2 students, including an interface between COCC and Corvallis systems;
- Strengthen and expand the University College by providing a 4-year residential experience, including strong campus housing and student life programs, shared between COCC and OSU-Cascades;
- Complement the University College by ensuring easy transitions for students to enter current and future graduate degree offerings; and
- Develop a new facility for OSU-Cascades to accommodate enrollment at OSU-Cascades, to house upper division coursework, and to highlight OSU-Cascades’ emphasis on sustainability throughout its curriculum and operations. This would involve dedicating the current Cascades Hall to the “University College” cohorts, where COCC and OSU-Cascades faculty would work together to deliver lower division courses with associated learning communities. This requires looking at the funding model for Cascades Hall, and the compensation for faculty working in the cohort program.

  - While COCC has the land and financing to begin building new facilities to handle enrollment demand and program expansion for several decades, OSU-Cascades cannot meet the anticipated increases in transfer enrollment from COCC, as well as other enrollment, without additional classroom and other space. COCC has allocated sufficient sites on its campus master plan which could accommodate OSU-Cascades growth to 5 times its current size, but financing for the buildings must be obtained. Such growth is facilitated by new zoning which allows for 3-story buildings. COCC may also see expansion at new or existing satellite locations in other parts of Central Oregon. Thus, land is not an issue for COCC expansion, although other issues, such as transportation, may be more challenging in the long run.

  - HEAT, through the State Board of Higher Education, has submitted a Legislative Policy Package (which will go to the Governor and the Legislature late this summer) requesting bonding authority to build an expansion complex for OSU-Cascades on the COCC campus. This estimated $30 million facility includes a 50% match by OSU-Cascades, which is generally raised through private donations and other fundraising. Thus a $1 placeholder has been submitted for the 2011-2013 budget, which will provide the campus up to six years to raise the required match. Investment in another facility at this location would be a further commitment to the continued collaboration and connection between COCC and OSU-Cascades which is creating a long-term, high quality, stable comprehensive university in Central Oregon.

Objective 2:
Further develop and expand “Hub and Spoke” models for educational delivery to rural and remote underserved areas of Central Oregon

The “hub and spoke” concept is an approach to deliver postsecondary educational opportunities outward from a “hub” location at COCC and OSU-Cascades in Bend to rural satellite locations – such as Madras and Prineville – in order to offer greater access to rural Oregonians who live outside of commutable postsecondary delivery areas. Currently, large primarily rural regions within Central Oregon have few postsecondary options. The commuting distance to Bend, the timing of classes in Bend in conflict with standard workday schedules, and lack of childcare create access issues in the outlying communities where unemployment remains stubbornly high. Given that postsecondary participation and degree attainment rates of rural areas are significantly lower than those in metropolitan areas of the state, it is important to reach out and offer alternative methods of delivery of postsecondary options to
these Oregonians in order to ensure their viable participation in and successful transition to emerging economy employment opportunities. The Academic Strategies Committee of the State Board of Higher Education approved $400,000 to promote expanded access in Central Oregon as part of its 2011-2012 OUS budget request to the Governor and the Legislature for consideration in the 2011 Legislative Session. Approval by the legislature is pending. COCC currently operates a satellite campus in Redmond and is committing bond funding to expanding/constructing satellite campuses in Redmond, Prineville and Madras. A state match for taxpayer-approved investment would be viewed by these communities as a recognition by the state of the importance of promoting economic development statewide and not just in urban areas.

Recommendations:

- OSU-Cascades plans to work with COCC to extend access to targeted bachelor’s degrees to existing satellites and to expand certificate programs related to the workforce and economic needs of the region. It will work with COCC to expand satellites to other areas of need in the rural area. It is well understood that there will have to be a certain “critical mass” of student enrollment to be able to maintain an economically viable delivery model through satellites; and

- Increase college participation, retention, and degree or certificate completion rates for rural Oregonians by expanding access to postsecondary program offerings through the satellite delivery method. This will increase Central Oregonians’ employment and earning opportunities, and build a larger pool of highly skilled workers in rural areas, essential to retaining and attracting new businesses and industries which need employees with skill levels beyond those generally obtainable through a high school diploma. HEAT believes that expanded access will increase college participation, retention, and degree or certificate completion rates throughout the region.

Objective 3: Enhance the 2+2 collaboration between COCC and OSU-Cascades; and create a student-focused, administratively efficient structure for delivering educational programs and services between COCC and OSU-Cascades

Recommendations:

- Simplify program offerings and delivery by having OSU-Cascades be the lead entity on the campus, with OSU-Cascades taking over UO current program offerings, including use of current UO faculty to teach the OSU offerings for those who wish to continue on the campus. OSU will work with the University of Oregon to transition UO programs over to OSU. This will include “teaching out” students currently enrolled in UO programs so that they can finish their degrees; and beginning all new students in OSU programs. HEAT does not undertake this recommendation lightly, and recognizes that the UO has outstanding faculty and offers exceptional programs. HEAT is particularly grateful for the educational leadership shown by the UO in offering quality academic programs in the region.
However, HEAT is mindful that the long-term goal is to create the most sustainable and efficient system which will serve the greatest number of Central Oregon residents and Oregonians outside our region. After much discussion and thought, HEAT concluded that this will best be accomplished by designating one institution as leader for providing vision and services.

- HEAT recommends a periodic review—every five years—of the lead partner administration, OSU, and all educational partners including COCC, to determine effectiveness of programs, delivery, cross-collaboration, and the campuses’ ability to address regional needs; this would include community feedback and input;

- Specialty or niche programs at the undergraduate or graduate level can be proposed by other OUS or private institutions which will benefit Central Oregon, and will generally follow the State Board of Higher Education process for proposing and adopting new programs;

- Develop seamless and transparent transfer processes for students who do not dually enroll in COCC and OSU-Cascades initially, but decide at a later date to transfer. These processes would also facilitate transfers from other community colleges in the Northwest to OSU-Cascades;

- Examine and implement as appropriate single-individual/dual-institution services or co-location of institution specific staff and services in similar areas to make advising, registration, billing, and other services more seamless between COCC and OSU-Cascades;

- Provide a residential experience by developing new residence halls and associated programming, open to both COCC and OSU-Cascades students; and

- Develop and implement a branding and

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### Ensuring a Smooth Transition from UO to OSU

Transition from two universities (UO and OSU) offering upper division undergraduate programs to one primary provider on the OSU-Cascades campus will entail several key points.

**Students:** It is paramount to ensure that students currently registered in UO programs have the opportunity, course offerings and support to complete their degrees. This entails analysis of each student, continued offering of key courses to “teach out” students currently in UO programs, and a system for transfer of credits from OSU to UO to ensure students complete their UO degree.

**Faculty:** Faculty currently teaching for UO should have the opportunity to continue teaching with the successor institution—OSU. OSU-Cascades/COCC will review the current agreement between UO and COCC for COCC faculty who teach for UO. Analysis will determine which elements should be transferred to a new agreement with OSU-Cascades and which elements may merit revision.

**Programs of Study:** UO degrees have attracted a significant number of enrollees. Where OSU has equivalent degrees, these should be put in place for future students to serve continuing needs. In the one case where OSU does not have an equivalent degree, OSU/UO/COCC faculty should collaborate to propose a revised/new OSU degree to meet these needs. There is an opportunity to create new programs emphasizing the best of both institutions and to create programs of study which are high quality and highly transfer friendly for students.

**Enrollment:** A marketing/information campaign will be needed to clarify the positive aspects of the transition, to diminish possible perceptions of competition between the institutions, to maintain positive relations with the community, and continue to attract students to on-going educational opportunities.
marketing strategy for OSU-Cascades/COC which attracts more regional students, students from other parts of Oregon, and out-of-state and international students.

Objective 4:  
Provide educational pathways and opportunities in the region between K-12 and postsecondary education which create a college-going culture and expand access to high quality postsecondary education

Recommendations:

- Expand pre-college preparation programs/partnerships, sponsor “pre-collegiate” experiences to increase K-12 student aspirations, preparation for higher education, and the college-going rates of Central Oregon students;
- Develop and implement Middle College programs (“grades 11-14”) which build a “college ready” culture among K-12 school students and their families;
- Support and offer training and professional development opportunities for K-12 teachers and staff;
- Facilitate coordination and planning across educational organizations in curricular and other areas; and
- Bring more students into Higher Education system by delivering remedial through 2 year courses where people live. Expand in-college bridge and “catch-up” programs which effectively prepare students for postsecondary education, and bring individuals to the doorway of higher educational opportunity.

Objective 5:  
Strengthen regional economic vitality by aligning current and anticipated workforce and community needs with postsecondary education programs in Central Oregon

- Provide current and further develop new bachelor’s degrees/graduate programs linked to regional needs and economic development initiatives, and in applied career fields – particularly programs which serve and attract students who have completed one or two-year certificate programs and degrees locally or elsewhere in the Northwest;
- Offer undergraduate and graduate research opportunities for students which are tied to career goals and to local business and community needs;
- Develop selected graduate and research programs that are aligned with regional industry needs, perhaps co-located with industry or in some type of a “research park,” or incubator research facility;
- Provide education degree programs that are closely linked with regional K-12 needs and opportunities;
➢ Offer non-credit opportunities to Central Oregon residents for skill upgrading, health and wellness, cultural and vocational interests and to strength the region’s quality of life;

➢ Nurture mutually beneficial partnerships with local business and industry which leverage financial support, internships, and faculty/employee exchanges; and

➢ Develop quality, applied research capacity to attract grant, donor, and industry support, as well as offer internship and externship opportunities for postsecondary students in Central Oregon businesses.

**Higher Education Goals for Central Oregon in Relation to State Goals**

When creating any higher education strategic plan for Central Oregon, it must necessarily be aligned and coordinated with statewide goals for postsecondary education. Central Oregon’s plan is very much aligned with the goals of the Board of Higher Education, and with those of the governor and business community.

<table>
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<tr>
<th>Alignment of Central Oregon’s Higher Education Goals with those of the State Board of Higher Education and the State</th>
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<tbody>
<tr>
<td><strong>Board of Higher Education &amp; State Goals</strong></td>
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<tr>
<td>Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State’s economy, while ensuring access for all qualified Oregonians to quality postsecondary education</td>
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<tr>
<td>[Board Strategic Plan for 2025]</td>
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<tr>
<td>Ensure high-quality student learning leading to subsequent student success</td>
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<td>[Board Strategic Plan for 2025]</td>
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<td>Create original knowledge and advance innovation</td>
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<td>[Board Strategic Plan for 2025]</td>
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<tr>
<td>Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon</td>
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<tr>
<td>[Board Strategic Plan for 2025]</td>
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<tr>
<td>Identify and develop strategies to increase</td>
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<tr>
<td>Board of Higher Education &amp; State Goals</td>
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<tr>
<td>student participation and success, addressing the characteristics and needs of the Central Oregon population and resources, including partnerships among postsecondary educational institutions. [Strategic Initiatives Committee goals]</td>
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<tr>
<td>Lead a statewide effort to deliver a measurable increase in higher education participation and success for underserved populations throughout the state, with a particular focus on Latino students. [Strategic Initiatives Committee goals]</td>
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<tr>
<td>Significantly improve the degree completion rates for students entering OUS as community college transfers. [Strategic Initiatives Committee goals]</td>
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<tr>
<td>Significantly improve student retention and degree completion in the OUS. [Strategic Initiatives Committee goals]</td>
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<tr>
<td>Board of Higher Education &amp; State Goals</td>
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<tr>
<td>Meet the needs of the state’s fastest growing metropolitan areas, such as Portland and Bend. [Board Strategic Plan for 2025]</td>
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<tr>
<td>Address statewide student capacity issues by approaching admissions from as a system-wide process rather than just an individual campus process. [Board of Higher Education 2008-09 Plan; and 2009 Board Retreat]</td>
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<tr>
<td>Consider state and regional economic development needs when meeting higher education mission of any given institution. [Board of Higher Education Retreat 2009]</td>
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<tr>
<td>Manage the Oregon University System and its institutions as a portfolio, with the objective of delivering optimal overall outcomes for the benefit of all citizens across Oregon. [Board of Higher Education Strategic Plan 2025]</td>
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<tr>
<td>Board of Higher Education &amp; State Goals</td>
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<tr>
<td>Leverage areas of academic excellence in one or more OUS institutions to provide student educational opportunities throughout the entire state.</td>
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<tr>
<td>[Board of Higher Education Strategic Plan 2025]</td>
</tr>
<tr>
<td>Develop areas of cooperation with the Oregon K-12 system and Oregon community colleges.</td>
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<tr>
<td>[Board of Higher Education Strategic Plan 2025]</td>
</tr>
<tr>
<td>Develop industry partnerships beneficial to students, institutions, and the State.</td>
</tr>
<tr>
<td>[Board of Higher Education Strategic Plan 2025]</td>
</tr>
<tr>
<td>By 2025 the State of Oregon’s educational attainment rate goal is that 40 percent of adults over 25 achieve bachelor degree or higher, 40 percent complete one or two year degrees/certificates, 20 percent complete high school</td>
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<tr>
<td>[Governor and Oregon Business community goals]</td>
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</tbody>
</table>
IV. Short-, Mid- and Long-Term Work Plans

Short-term Work Plan To-Date

Over the last nine months, from fall of 2009 through June of 2010, HEAT and its participating stakeholders focused its short-term efforts in these areas:

1. **Engaging stakeholders**, including the Regional Higher Education Councils, City Councils, education, business and other community groups in Central Oregon in order to get feedback on HEAT proposals and to incorporate these into the overall objectives. These convenings took place between March and June of 2010 through a series of 15 meetings and engaged about 200 community members from across the region. HEAT also invited representatives from the Juniper Ridge project, from the Oregon Independent College Association, from Oregon Institute of Technology, and from Eastern Oregon University to present to HEAT possible options for programs and for the long-term objective of a stand-alone institution.

2. **Preparing Legislative Policy Packages** which request funding in the 2011-2012 biennium on: creating a University College 4-year experience option at OSU-Cascades; expanding regionalized approaches to higher education access through expanding satellite options to deliver programs outside of the Bend metropolitan area in Central Oregon; and building a new facility at OSU-Cascades to meet general enrollment growth, the University College learning cohorts, and new undergraduate and graduate programs.

3. **Presenting the Central Oregon Higher Education Plan to the State Board of Higher Education.** The Academic Strategies Committee of the Board and the full Board voted to endorse Objectives 1, 2 and 3 in this plan, and proposed funding for these to be included in the Oregon University System budget request to the Governor and the Legislature for consideration in the 2011 Session.

Mid-Term Work Plan:
Making Tangible Progress within Realistic Parameters  *(For reference, early draft)*

The work plans noted below are an early outline of some of the steps required in order to reach the objectives in the HEAT plan, and to complete the recommendations. Based on further community and campuses’ input, and direction from higher education and state leadership, these will be refined as this process continues.

1. **Develop and initiate a steppingstone approach to regional and financial access.**
   
   i. Resources for year 1 of students’ program of study: “Close to Home”, “Low Cost” and “High Quality”
   
   ➢ Develop and offer bridge and introductory gateway programs available at main COCC\OSU-Cascades campus, satellite campuses, high schools, county Extension
offices and via distance delivery for high school graduates and adult learners in order to more comprehensively prepare students for postsecondary education, and to increase educational attainment rates in Central Oregon.

- Concentrate career programs at one location for continuity and cost reasons, unless other models also meet these goals.
- Deliver these programs at community college tuition and fee levels in order to ensure affordable access.

ii. Resources for year 2 students’ program of study: Beginning to Focus

- Focus program offerings at main COCC/OSU-Cascades campus or selective satellite campuses.
- Deliver programs at community college tuition and fee levels in order to ensure affordable access.

iii. Resources for year 3 students’ program of study: Strengthening 4-year Programs

- Concentrate 4-year programs at main COCC/OSU-Cascades campus, with selected courses at satellite locations depending on sufficient enrollment; and develop strategic opportunities through distance education and partnerships.
- Deliver 4-year and graduate programs at university tuition and fee levels, supplemented with appropriate financial aid for students with need (e.g., set aside X percent of tuition revenues for need-based aid via fee remissions), as viable given budget and other constraints.

iv. Resources for year 4 students’ program of study: Developing Workforce Connections and Research

- Four-year programs offered most likely only at the main campus.
- Develop and support a range of internship and practicum programs in local communities which give students “work-ready” skills, and connect programs to workforce and industry needs.
- Offer some strategic courses or programs at university “labs” (perhaps the Juniper Ridge or other option in the future depending on the movement of that mixed-use development process) which link to workforce and economic needs.

2. Invigorate the four-year program

i. Create a “University College” program collaboratively planned by COCC and OSU-Cascades which includes:

- Selective admissions (all pre-college preparation/bridge needs addressed)
- Initiate and support learning communities to strengthen student interaction with each other and with faculty, and thereby improving retention and graduation rates.
- Lower division students in first two years pay between 25-50 percent less than they would at another 4-year university as they can take advantage of
community college tuition costs. One consideration is a mid-range tuition rate for the University College given that it will involve OSU-Cascades faculty and staff, and possibly transcript courses at OSU.

- State does not have to build support infrastructure (e.g., library, student center, recreational center, heat plant, etc.) for the University College in Central Oregon. Operating costs to the state for producing 4-year degrees at OSU-Cascades University College is equivalent to other OUS regional campuses.
- Maximize transparency for students (students should “feel” they are members of a single program rather than distinctively COCC or OSU-Cascades students at any time) through an outreach campaign on-campus and in the community/region. This would be part of a larger marketing and branding campaign for the 4-year campus.
- Faculty emphasis in the University College will be on teaching and student learning, and promoting retention and success across the four-year experience.

3. **Strengthen student experiences and connections with the educational community**

   i. Plan, fund and construct student housing for COCC and OSU-Cascades students serving the full range of community college, bachelor degree and graduate students in order to address transportation issues, and to attract students from other parts of the state, nation, and international students.

   ii. Explore feasibility of intercollegiate athletic program with goal of dual-institution four year eligibility teams.

   iii. Expand student activity and cultural opportunities which engage students in the campus experience and create “homes” for student groups and organizations while improving retention rates.

4. **Create facility infrastructure to provide for expansion and quality learning experience**

   i. Plan and construct a second university facility at the main campus in Bend. Facility would be constructed to accommodate increased enrollment, the University College cohorts, and will house and demonstrate our sustainability and energy initiatives.

   ii. Construct the Open Campus Higher Education Center in Prineville – a cooperative venture between OSU Extension and COCC.

   iii. Implement COCC bond-supported facility projects

      - Health and Science Centers (Bend)
      - Technology Education Center (Redmond)

      - Include space for “just-in-time” flexible training lab capable of responding to new employers, technology and innovation.
iv. Construct Culinary Institute Center at Main Campus

5. Expand academic program options – particularly those connected to local economic development priorities

i. Implement New University Programs (partial list)
   - Hospitality Management
   - Energy Engineering Management
   - Sustainability
   - MBA
   - Other

ii. Implement New Community College Programs (partial list)
   - Pharmacy Technician
   - Aviation Maintenance (Redmond)
   - Computer Graphics (Redmond)
   - Others

Long-Term Goals and Actions:
Aspiring to and Creating Excellence and Innovation

1. Building on the foundation of the mid-range plan, establish a stand-alone university in Central Oregon in the next 20-30 years. While this is the ultimate long-term goal for the region, it is understood that a stand-alone institution would be dependent on several factors, including critical-mass enrollment levels, regional population growth, program demand, and adequate state and other funding.

2. Ensure continued vital community college opportunities for Central Oregon citizens through COCC that meet individual, community, and regional education and economic needs.

3. Establish applied research activities linked to both undergraduate and graduate programs and research and Central Oregon workforce and industry needs.
Appendix A:

HEAT Objectives in Approaching a Higher Education Plan for Central Oregon

To meet its mission and goals, the Higher Education Assessment Team (HEAT) of Central Oregon developed the following objectives:

1. Facilitate community engagement in Central Oregon related to desired higher education opportunities and assets for the near term and for the future;

2. Create a unified vision and priorities for Central Oregon’s higher education future by integrating elements of regional educational plans to address needs through public and/or private higher education resources and partnerships – specifically integrating input from community educational planning groups that exist in the region – in order to determine the best set of postsecondary education options, offerings, and partners in Central Oregon;

3. Attract local, regional, state and legislative and community support for critical action to achieve this vision; and

4. Nurture entrepreneurial, innovative, and practical strategies which can serve both as educational research projects and models for local, regional, and broader statewide implementation.
APPENDIX B: Meeting Higher Education Needs in Central Oregon: A Timeline

Current Condition

- Community College mission
- Lower Division Classes
- Associates degrees, other certificates, programs

Central Oregon Community College

OSU - Cascades

- Upper Division Classes
- 4-Year Degrees granted by OSU and UO
- Dual enrollment options with COCC
- Relationships with other OUS and private institutions to offer certain programs

Short-term to Mid-term
0-20+ Years

- Located on COCC campus
- Cooperative use and development of new OSU-Cascades building(s)
- Integrated IT, administrative functions (e.g., admissions) between COCC and OSU-Cascades
- 4-year track programs to degree (University College)
  - Freshman/Sophomore offered in collaboration with COCC through cohort model
  - Junior/Senior offered through OSU-Cascades by OSU
- Graduate degrees granted
  - OSU-Cascades
  - Other OUS or Private
- Possibly other OUS or private programs administered through OSU-Cascades according to agreed upon process

Central Oregon Community College

OSU – Cascades + University College

Long-term
20+ Years

- Stand-alone, degree granting university is the vision
- Possibly located away from COCC if there are capacity, space issues; or there are other reasons to move the campus
- If refined mid-term model successfully accomplishes Central Oregon higher education goals, may not need to move to the “stand alone” model; let demand, market, economic needs, and other factors determine the model.

Central Oregon Community College

Accredited University

Satellite offerings as “spokes” throughout Central Oregon offered by COCC and OSU-Cascades

Satellite offerings continue to grow to meet demand in Central Oregon

Home Campus Hub

Satellite offerings

Integrated IT, administrative functions (e.g., admissions) between COCC and OSU-Cascades
Appendix C:
Current and Proposed Central Oregon Higher Education Options through COCC and OSU-Cascades

Student selects what option they want to follow; if not sure, start at COCC option and move forward from there.

COCC (Current)
- Pursue certificate or short-term career technical programs (AAS)
- Take courses at satellite locations with COCC for lower division and OSU-Cascades for upper
- Pursue 2-year degree
- Applied baccalaureates as future option
- STOP OUT OPTIONS: STOP BUT RETURN LATER

2+2 (Current)
- Complete 2 years at COCC: Associate of Arts/Oregon Transfer or Associate of Science/Oregon Transfer
- Transfer to OSU-Cascades for junior and senior years to complete bachelor's degree
- Take courses at satellite locations with COCC for lower division and OSU-Cascades for upper
- STOP OUT OPTIONS: STOP BUT RETURN LATER

University College (Proposed)
- Begin as 4-year experience student in learning cohort at OSU-Cascades University College & COCC
- COCC and OSU-Cascades collaborate academically and administratively to offer lower division classes; students pays COCC rates first 2 years; 30%+ less
- No transfer process for student; transparent movement through the 4-year experience and bachelor's degree
- Residential options available in collaboration between COCC and OSU-Cascades