

## Annual Academic Report 2016-2017

### 1. Provide a transformative educational experience for all learners

#### A. Enhance Learning Environments to Raise and Equalize Student Success

- Launched a first-year experience program with Convocation and continued with Fireside Chats for residential students, and a Faculty Cafe to encourage faculty-student collaboration. OSU-Cascades first FYE scholarships were awarded this year.
- The advising team developed advising plans for all majors.
- More than 2,940 visits to the tutoring center were recorded for Writing, Mathematics, Biology/Biochemistry/Genetics, General and Organic Chemistry, Statistics and Physics. Additional student fees were approved to expand tutoring in writing and mathematics in 2017-2018.
- More than 4,626 questions were fielded in the Learning Commons during this academic year. Based on hourly surveys, the headcount in the library, tutoring center and study rooms was over 14,600. Textbooks for 138 courses were on reserve over the entire year.
- Disability Access Services experienced a 25% increase in support requests for services including note taking, test proctoring and use of specialized equipment.

#### B. Make High Impact Learning a Hallmark of Undergraduate Education

- Submitted a Title III grant to the U.S. Department of Education. If funded, this grant will support supplemental instruction in key courses, distributed web-based learning modules, and course redesign to support active student learning. Funding will be announced in September 2017.
- A standing committee examined research on best practices and current offerings of experiential learning at OSU-Cascades. Currently, more than 25% of students engage in undergraduate research, internships, service learning, or capstone projects. The campus goal is for every student to participate in at least one high impact practice.
- Entering its third year, the 2017 Research and Scholarship Symposium showcased 30 posters submitted by 54 student presenters. Seventeen faculty mentors across eight disciplines assisted student presenters. One of the presenters, Katherine Stanton, a social science undergraduate, won the CLA World Languages and Cultures original student research paper award out of a field of Corvallis and Bend graduate and undergraduate candidates.
- Worked with the Honors College to bring HC programming to OSU-Cascades, and are preparing for our first cohort of nine students in fall 2017.
- An OSU-Cascades Learning Innovation grant helped create the Internet of Things (IoT) Lab, with equipment used by students in computer science, engineering, and art.
- Career Development and Internships:
  - 791 students reached in 64 classroom presentations
  - 138 students attended at least one career fair in Bend or Corvallis
  - Seven Employer Meetups were hosted with 117 student participants, 14 employers
  - Six Career Crawls were hosted with 60 student participants at 20 employer sites
  - 323 students completed internships, including 191 undergraduate students and 132 graduate students

- The new fitness facility logged more than 3,300 visits averaging 51 visits each weekday and 16 to 17 visitors on weekends. The kinesiology program supports student training as well as student programming opportunities.

**C. Advance Learning through Course Design, Assessment and Faculty Development**

- Completed the development of lower division courses for all majors.
- HDFS started offering evening courses to accommodate adult completers' schedules.
- A Cat II was approved (5/3/17) that restructured the Social Science major to better assess student success and comprehension of important theories, while still allowing students to pursue their own interests and maintain the interdisciplinary nature of the major.
- Energy Systems Engineering, one of the largest majors with 117 students enrolled, had 70% of students participating in internships, and 96% of graduates gaining employment. Ten local companies sponsored capstone design projects.
- Partners in Education (PIE) engages 3 Central Oregon school districts, 5 schools, 18 teacher candidates, and 18 practicing teachers, and 2 principals. PIE invests university and district resources collaboratively to increase student learning. Silver Rail Elementary, a PIE school, is hosting OSU-Cascades' complete elementary teacher candidate cohort for their math methods course this fall. Approximately 25 teacher candidates will have embedded and experienced coaching opportunities to learn about mathematics teaching in the context of a partner school.

**D. Grow Online Education and Explore New Pedagogical Models**

- New classrooms in Tykeson Hall support multiple pedagogical styles including traditional lecture formats, group work, parliamentary style, and a SCALE-UP classroom where table groups can collaboratively generate work for display.
- Technology in classrooms has enhanced instruction and our ability to interact with main campus colleagues. WebEx-enabled classrooms and conference rooms have provided an important platform for remote meeting attendance.
- The library staff successfully culled their holdings from 5000 to 500 volumes as we moved off the COCC campus. Library materials are still available through electronic sources and course reserve.

**E. Enhance and Ensure the Success of International Students**

- Provided support for six international students new to OSU-Cascades plus five German exchange students during spring term, including employment and internship information, health care, travel and compliance requirements.

**F. Enhance our Comprehensive Healthy Campus Initiative**

- A new Health Advisor was fully funded by Health and Wellness for OSU-Cascades Students grant.
- Increased use of counseling services primarily for anxiety, relational issues, stress and depression
- Health and Wellness activities included "Fail Forward", "Know Your Limits", Wellness Challenge and a Resilience film screening
- Suicide Prevention Grant - 53% of first year students completed the College Adjustment Survey; 21 of 31 completed a follow-up counseling session to review the results with four students choosing to start or continue counseling

**G. Expand Strategies to Recruit and Retain Diverse and High-Achieving Students**

- Awarded a \$25,000 GEAR-UP grant that will bring high school juniors from Culver, La Pine, and surrounding areas for a five-day immersion experience on the OSU-Cascades campus. Students will live in the residence halls, engage with faculty to explore potential majors, and interact with the Student Success team to learn skills needed to successfully apply and transition to college.

- Student Life created a Programming Board including four new student positions that produced 40 events, 741 students engaged, 7 first-year events, 9 residential first-Year events.
- Student Leadership and Involvement:
  - 16 student organizations – up from 12 the previous year -- includes 5 major-based, 10 interest-based and one religious-based groups.
  - Associated Students of Cascades Campus did multi-day leadership training, created new Bylaws and updated constitution including first time elections. They expanded support for the Food Pantry, Blood Drives, textbook rentals, among other initiatives.
  - In club sports, the alpine ski team was conference champions and competitive at both regionals and nationals. The cycling team restructured to be open to non-competitive cyclists, and hosted events on bike maintenance and coffee rides.
  - Sixteen events were hosted for first-year residential and commuter students including cooking classes, ice-skating socials, movie nights, and fireside chats with professors.
- Cascades Adventures held weekly activities throughout the year for all levels of outdoor enthusiasts including mountain biking, climbing, skiing, hiking and canoeing.

**2. Demonstrating leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.**

- **Attract and retain high quality faculty**
  - Completed 12 searches for: anatomy and physiology instructor; business (one associate professor, one assistant professor, and three instructors); counseling (assistant professor and an instructor); engineering assistant professor; hospitality management instructor; natural resources instructor; tourism, recreation and adventure leadership instructor.
  - Three visiting instructors were appointed in Biology, Kinesiology and Physics.
  - Created a comprehensive faculty and staff onboarding process to welcome new employees.
  - Using questions from *The Great Colleges to Work For* survey, we identified areas for improvement, resulting in a streamlined annual review process, an analysis of comparable salaries with the Corvallis campus, and improved communication. We will repeat the survey next year to monitor success while we seek to provide an excellent working environment.
  - Refined a governance structure including three councils (academic, co-curricular, and operations) and committees including Teaching Excellence, Research Excellence, Diversity, Experiential Learning, and Program Expansion. Continuing to explore a Faculty Council.

**A. Expand and cultivate transdisciplinary research (on campus or through partnerships)**

- In addition to 18 ongoing grants totaling \$1,618,341, OSU-Cascades faculty were awarded 21 new grants in the amount of \$1,275,178. Noted amongst the research projects:
  - Shannon Lipscomb (HDFS) is Co-PI on a Validation Study of Oregon’s Quality Rating and Improvement System (QRIS). The report from Study 1 is being utilized by the Oregon Department of Education (DOE) to inform revisions to the QRIS. The contract is with the DOE, with funding from the federal Race to the Top Early Learning Challenge grant.
  - Shannon Lipscomb (HDFS) is the PI on 4-year project funded by U.S. Department of Education to develop and test an online learning and coaching program for early childhood teachers supporting children who have experienced trauma.
  - OSU-Cascades Writing, in coordination with the library, received a \$2,000 OSU Women's Giving Circle Grant for the proposal, "Building Cross Curricular Hands on Learning through Active Learning Kits." Materials will be available for student use this fall.
  - The Human and Ecosystem Resiliency and Sustainability (HERS) Lab (Matt Shinderman, Sustainability) was awarded \$396,000 from the National Parks Service to establish a research and monitoring hub for bats and American pika in the PNW. They also received

\$12,000 from the Oregon Department of Fish and Wildlife for fisheries enhancement interns, including 2 recent graduates and 3 OSU-Cascades Natural Resources students.

- The Counseling faculty was awarded a Technology Innovation grant for \$5,100 for research in the counseling clinic focusing on the impact of nature on biomarkers during the counseling process. Ryan Reese was also awarded an internal College of Education internal grant of \$4,500 for research in the clinic.
- The MAT program has led the state in implementation of the required national EdTPA, an educational performance assessment. Scores this past year were the highest in Oregon and held up by the Teaching Standards and Practices Commission for recognition.
- Dr. Elizabeth Marino participated at the United Nations Global platform on disaster risk reduction.

**B. Increase the quality, capacity and impact of graduate programs**

- The Community Counseling clinic served 110 new clients along with 22 returning clients. Over 90% of the clients are members of the greater Bend community and outlying areas. They ranged in age from 14 to upper 70s. During winter and spring terms, an average of 70 to 80 clients were seen weekly in the clinic by 25 graduate students as part of their practicum and internship. In addition, 18 students completed internships at local organizations.

**C. Expand and increase high profile programs in the Arts and Humanities**

- A Cat I to bring an English degree to OSU-Cascades is in process.
- The art program is being revamped with a Cat I in development. There will be more focus on digital art to drive higher enrollments.

**3. Strengthen impact and reach throughout Oregon and beyond.**

**A. Drive economic development**

- The opening of OSU-Cascades supports rural communities in Central Oregon, where educational attainment levels lag.
- An economic analysis by ECONorthwest projects that OSU-Cascades with 3,000 to 5,000 students can achieve statewide economic impact of \$273.7 million, including direct, indirect and induced impacts. It can achieve an impact of \$121.9 million in Deschutes County and create 1,925 jobs through continuing campus operations. The creation of an Innovation District on the expanded campus can contribute additional impact to Deschutes County and the State.
- Brought on a new Director for the Innovation Center for Entrepreneurs, which will provide space, programs, and mentoring for start-ups in Central Oregon.

**B. Increase study abroad and strategic international research partnerships**

- Senior Instructor Michael Gassner and Associate Professor Chris Wolsko are in the middle of a 7-year project funded by UWCSEA -- a longitudinal investigation into the contributions of the UWCSEA Outdoor Education program to adolescent character development.
- Three students completed internships in Namibia, Vietnam and Ecuador. Eight students studied abroad in Spain, Costa Rica, Chile, Ireland and Germany.

**C. Engage alumni and other external partners to advance our goals**

- The new campus facilities provided community meeting space for 21 businesses, associations and organizations, exposing nearly 1,000 people to OSU-Cascades and its offerings. Our conference services department hosted six conferences and 170 individuals before the 2016-17 AY concluded. The conferences included youth groups and education groups that are important audiences for OSU-Cascades.

- Hosted a community feedback session on the University Community Partner Agreement on October 27, to gather input from City staff and neighbors.
- Students, faculty and staff participated in a one-day, door-to-door neighborhood canvassing event on September 30, weeks after the campus opened. They shared information useful to area businesses and neighbors, including the Community Connect program and the University-Community Partnership Agreement.
- Through sponsorships, board leadership positions or participation, OSU-Cascades faculty and staff play a key role in thought leadership in the region. Organizations include Bend2030, Bend Chamber of Commerce, City Club of Central Oregon, Economic Development for Central Oregon, and TEDxBend.
- OSU-Cascades had a booth presence at each county fair in Central Oregon, as well as at Central Oregon Pride. Our student workers interacted personally with more than 5,300 individuals of all ages, and distributed branded promotional items to help increase awareness.
- OSU-Cascades hosted 7 Science Pubs featuring OSU-Cascades and OSU researchers. Registration averaged 119 for each, filling room capacity.
- Stories about the progress of OSU-Cascades, and the achievements of students, faculty and graduates are shared monthly via an e-newsletter, which reaches 5,445 community members, area OSU alumni, and OSU-Cascades alumni, and has an average 27% open rate.
- OSUcascades.edu was redesigned to provide a better experience for mobile device users, including full width photos and parallax scrolling. New sections were developed to represent the housing and dining offerings, and communicate the benefits of living on campus, and to offer conference services for summer programming. Traffic on OSUcascades.edu and on our social media channels continues to grow:
  - 231,935 unique visitors came to OSUcascades.edu, a 19% increase over the past AY.
  - User sessions increased 13% and overall pageviews increased 18%.
  - Visits to the Apply Now page increased 99% to 13,215.
  - Facebook likes increased 10% to 4,726. Twitter followers increased 9% to 2,500. Instagram followers increased 42% to 1,000. Youtube channel views increased 58%.
  - Facebook video views increased 88%; 20 videos were posted.

#### **D. Impact of programs and efforts in Central Oregon and beyond**

- The opening of the OSU-Cascades campus drew state luminaries to participate in the celebration, including Oregon Governor Kate Brown, OSU President Ed Ray, State Representative Knute Buehler, Amy Tykeson, and Oregon Poet Laureate Elizabeth Woody. Nearly 500 community members and local leaders attended the opening. The significance of the event – celebrating the first public university campus to open in Oregon in 50 years – was acknowledged in news and editorial coverage throughout Oregon including in the Oregonian and OPB. The opening was the second most significant news story in Central Oregon in 2016 according to The Bulletin, eclipsed by the Malheur National Wildlife refuge takeover.
- Susan Keys continued to represent OSU-Cascades on the Central Oregon Suicide Prevention Alliance and the Suicide Prevention Primary Care Workgroup. She also participated in a Hope and Help series of presentations for parents and middle and high school students on suicide prevention, sponsored by Bend-LaPine, Redmond and Sister's school districts, St. Charles, Deschutes County Health Services and Bend Police Department.
- The Numbers in Nature, Math on the Mountain project led by Assistant Professor Michael Giamellaro and Instructor Melinda Knapp supports 30 4th-12th grade teachers from all school districts in the region to learn data literacy skills and build contextualized math/science curriculum side-by-side with OSU professors and researchers. Over 1,000 local students have been positively impacted.

- With endowed Roundhouse Foundation funds, Assistant Professor Michael Giamellaro extended the Numbers in Nature experience to the communities of Sisters, Warm Springs and Bend. Staffed by MAT alumni, all practicing science teachers, the program targeted students from groups underrepresented in STEM fields and was offered free of charge. About 80 campers learned about rocketry, robotics, epidemiology, environmental chemistry, and logistical mathematics. Project partners were Sisters Parks and Recreation, La Pine Middle School, Bend Parks and Recreation, and Warm Springs K-8 Academy.

**4. In addition to these goals the Strategic Plan also establishes a commitment to three essential features our OSU.**

**A. Enhancing diversity**

- OSU-Cascades focused on improving the diversity of search pools for full-time regular hires, including classified, professional faculty and academic faculty positions, and implemented the Provost’s initiative best practice hiring process for all searches. The Equal Opportunity and Access Office and the central Human Resources Office trained our search committees and supervisors. In addition, the Dean of Academic Affairs and AVP of Finance and Strategic Planning partnered to train search committee chairs on best practices. Of our total 124 employees, 23 have been trained as search advocates. We have hired 39 new classified, professional and academic faculty employees over the last 12 months of which 5 have been diverse hires based on the self-reporting online information.
- OSU-Cascades is training supervisors for the onboarding process. In collaboration with EOA and Central HR, we held a mandatory supervisor training day. Thirty supervisors were trained on state and university service, performance management and work life management. Our goal is to ensure every supervisor maintains and open, safe, accessible and considerate work environment and ensure an environment free of discrimination or harassment.
- OSU-Cascades increasingly engages with the Latino Community Association of Central Oregon. Members of the LCA executive staff contributed to the Long Range Development Plan for the expanded campus. OSU-Cascades hosted a job fair at LCA, supported the LCA Empowering Families Annual Luncheon and Gala de Oro, and hosted a booth at the Festival of Cultures where Latino families learn about educational opportunities at OSU-Cascades. In addition, the Enrollment Services team now includes a Spanish-speaker.

**B. Stewardship of resources**

- **Enhancing resources through private philanthropy - FY17 total funds raised - \$7,843,922**
  - Academic Building II - \$6,735,036
  - Hospitality Endowment - \$500,100
  - Experiential Learning - \$200,000
  - Faculty Scholar – Science Education - \$75,000
  - Scholarships - \$90,671
  - Risser Memorial – \$39,676
  - Outdoor Products Degree program - \$100,000
  - Fund for Innovation (unrestricted) - \$103,439
- **Promote sustainable built and natural environments**
  - A key initiative for OSU-Cascades is planning for net zero energy and water. Our 10-acre campus boasts hydronic heating systems for more efficient heating and potential connection to a future central utility plant. All buildings have triple-pane glazing systems and can accommodate future photovoltaic systems on the rooftops.

- Over 10,000 native plants were harvested from the 10-acre site by volunteers, prior to campus construction. The plants were stored at Winter Creek Restoration for approximately 12 months and replanted on site by volunteers to create a landscape that will require minimal irrigation and support native wildlife and plants. OSU-Cascades' facilities department is continuing to work with the OSU-Cascades Natural Resources and Sustainability programs to manage the campus grounds in a way that is environmentally sustainable.
- The newly opened residential and dining halls in Bend were recognized at the 2017 InterFace Student Housing Conference with an Innovator award for Best New Development. The facilities provide students a safe, comfortable and amenity-rich environment where they can learn and thrive.
- **Update and Expand 10-year Business Strategy and Associated Budgets**
  - In September 2016, OSU-Corvallis and OSU-Cascades set forth a common vision for a 10-year business strategy to grow to “over 3,000 students.” To support the growth of new academic programs and critical administrative functions, OSU-Cascades laid out enrollment projections and hiring plans for FY17, 18, and 19. As we have had more visibility to enrollment demand, we have modified operational expenses and hiring plans accordingly. OSU-Cascades committed to a maximum negative fund balance of \$2.5M and that by FY20 OSU-Cascades would re-balance its budget to begin restoring a fund balance.
  - For FY17, OSU-Cascades budgeted for a negative net income of \$817K and an ending fund balance of \$1.2M. Revenues were \$334K better than plan due primarily to lower than budgeted fee remissions. Operating expenses were \$1.1M better than plan due to staff turnover and delayed hires, reduced part-time faculty hires, lower than planned debt service due to timing of closing capital projects, launching a building reserve fund (held in reserve) for the 10-acre campus, lower than planned operating expense, unspent faculty start-up funds and lower than planned spend for admissions and recruiting.
- **Technology as a strategic asset**
  - OSU-Cascades launched a new set of budgeting and forecasting reports to better manage budgets and mid-year financial requests. The finance team linked academic curriculum and faculty workload units into one tool to elucidate possible efficiencies and/or hiring needs. Essential information was passed between academic units and the budget office to make more effective decisions.
  - OSU-Cascades opened and operationalized new classroom configuration and technology. An interim and ultimately a new full-time IT manager was supported by both IT Client Services and OSU-Cascades to ensure functional teaching spaces. OSU-Corvallis IT teams invested time and energy into ensuring classroom audio-visual technology came online on time at the beginning of fall and winter terms, and set-up new video-conferencing technology and wifi connectivity for the new campus.
  - OSU-Cascades launched new License Plate Recognition Technology to support parking enforcement, eliminating the need to hire full-time enforcement staff. OSU-Cascades brought on access control technology and linked access to card key technology, or OSU ID card technology, eliminating the need for a key shop at OSU-Cascades. We now operate an ID center, print shop and access control with one full-time employee and student workers.
  - OSU-Cascades invested in technology for multiple academic programs, including advanced visual capture technology for science labs, a Biopac-Data acquisition system for biological and physiological testing techniques for kinesiology and wearable, bug-in-the eye, technology to enhance the counseling clinic experience.

## 5. Performance on college-level metrics

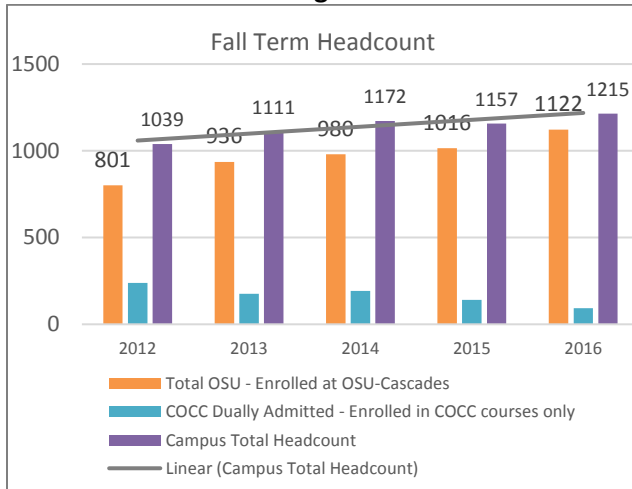


Fig. 1 Fall 2016 headcount increased from 1157 to 1215, a 5% increase.

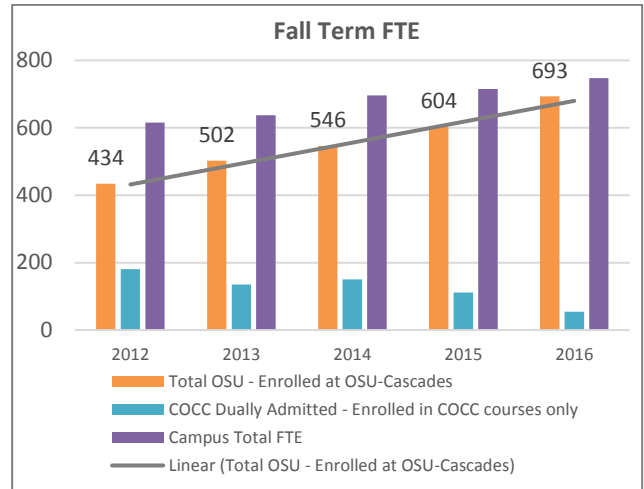


Fig. 2 Fall 2016 FTE increased 14.7%

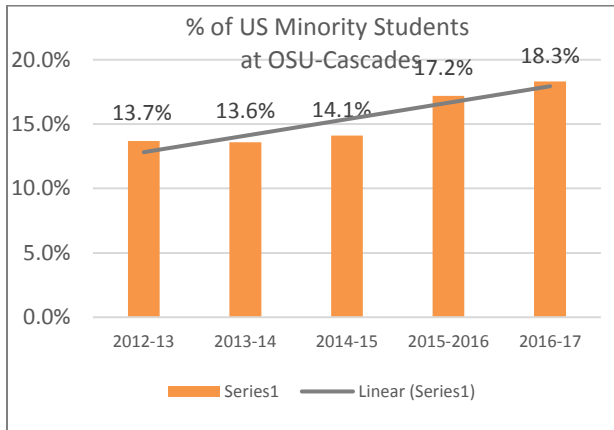


Fig. 3 Over 18% of students identified as a US minority including 8% Hispanic students and 6% of students identifying with multiple ethnicities.

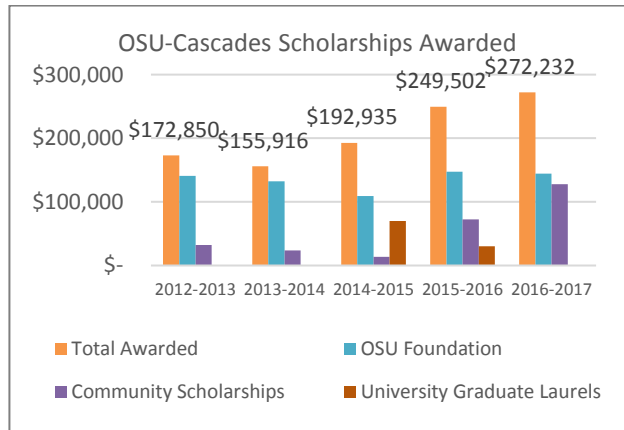


Fig. 4 Students were beneficiaries of new scholarships, many supporting diverse students in STEM majors. First year students benefitted from Leading Edge scholarships.

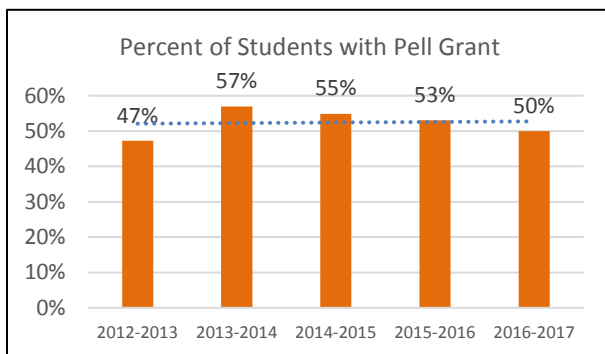


Fig. 5 As an indicator of high student needs, 50% of students are recipients of the federal Pell Grant.



## Retention and Graduation

Table 1. Graduates/Degrees Awarded

Degrees Awarded	2012-2013	2013-2014	2014-2015	2015-2016	2016-17
OSU Bachelors	156	199	254	261	249
OSU Masters	54	63	59	108	75
UO Bachelors	11	0	0	0	0
<b>Total</b>	<b>221</b>	<b>262</b>	<b>313</b>	<b>369</b>	<b>324</b>

- OSU-Cascades retained 91% of juniors who attended full-time to the next year. Of half-time juniors who started in fall of 2015, 81% were retained to fall 2016, a slight decrease over the prior year. Masters level students graduated or were retained from fall 2015 to fall 2016 at a rate of 97%.
- Of full-time juniors, 76% completed their degree within three years of starting at OSU-Cascades, with 89% completing within six years. Half-time juniors take longer to graduate with 66% of students completing in 3 years and 69% completing in six.
- Masters level students graduate at a rate of 95% with 3 years.

Table 2. Retention and Graduation

Retention and Graduation		2012-13	2013-14	2014-15	2015-16	2016-17
First Year Retention Rate <sup>1,2,3</sup>	Junior Transfer Full-Time	81%	89%	87%	87%	91%
	Junior Transfer Half-Time	80%	79%	79%	89%	81%
	Masters	99%	85%	96%	89%	97%
Graduation Rate <sup>1,2</sup>	Junior Transfer Full-Time 3-Year Rate	81%	82%	60%	68%	76%
	Junior Transfer Half-Time 3-Year rate	55%	57%	61%	51%	66%
	Junior Transfer Full-Time 6-Year rate	80%	100%	85%	81%	89%
	Junior Transfer Half-Time 6-Year rate	85%	80%	64%	64%	69%
	Masters 3-Year rate	84%	85%	94%	91%	95%
	Masters 6-Year rate	84%	94%	88%	89%	90%

1. The Undergraduate Cohort counts students in their first term at the junior level with a primary campus code of cascades during the summer of fall term of the specified academic year.
2. The Graduate Cohort counts students who are in their first term as a graduate student with a primary campus code of cascades during the summer or fall term of the specified academic year.
3. The First Year Retention rate counts students who are retained from fall to fall and students who graduate during the first year at all levels.