

1. Goal: Provide a transformative educational experience for all learners.

A. Enhance Learning Environments to Raise and Equalize Student Success

- A cross-divisional team of faculty, staff, and students developed a First Year Experience program that welcomed a class of 60 first year students. The program featured summer reading, foundational 'Welcome Week' and 'Headwaters' activities, fall classes targeting their interests and needs, and a year-long effort by Peer Mentors to build community and connections. A lunchtime faculty café allowed students and faculty to share experiences and insights. As a result, 52 of 60 (87%) first year students were retained to spring term.
- Disability Services facilitated accommodations for 19 students including test proctoring and note-takers. These services are critical to ensure that students with reading and writing disabilities have an equal chance to demonstrate learning as their fellow classmates.
- Several students with serious emerging mental illness were identified by Disability Services as needing additional assistance.

B. Make High Impact Learning a Hallmark of Undergraduate Education

- The Spring 2016 OSU-Cascades Student Research and Projects Poster Symposium showcased 8 academic programs, 54 student researchers and 22 posters. The symposium attracted more than 100 attendees.
- The Associated Students of Cascades Campus participated in leadership training and advocated with state legislators on behalf of student interests. The student leaders developed an important student fee budget targeting the new campus. Several ASCC leaders travelled to Washington, D.C. to take part in a national student leadership conference.
- The Career Services office recorded 384 student/alum visits and took over administration of HDFS internship placements. The new Internship and Employment Coordinator visited a dozen regional employers in the spring to establish relationships.

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

- Three faculty members hosted an Active Learning Workshop in collaboration with OSU TAC. Sixteen faculty, including part-time, participated and agreed to continuing a series on active learning in the classroom in the coming year.
- OSU-Cascades' librarian conducted 19 one-on-one consultations and nine group workshops with faculty on using Canvas to improve their pedagogy.
- OSU-Cascades developed an academic portfolio model adapted from the GE McKinsey Product Portfolio Model and the Academic Program Portfolio Model (APPM) to evaluate potential new programs for the campus. APPM assesses the attractiveness of the academic program's marketplace and capabilities of the program and institution (Wells & Wells, 2011, p. 10). Through community and faculty input, the APPM was used to identify 8 high priority degree programs for evaluation and implementation to meet our 2-5 year enrollment goals.

D. Grow Online Education and Explore New Pedagogical Models

- Five courses were offered in a hybrid format. In order to achieve maximal utilization of classroom space, faculty and staff will encourage and plan its expanded use.

E. Enhance and Ensure the Success of International Students

- International students, while few, receive detailed academic assistance.
- Five German students spent spring term at OSU-Cascades as part of a Business Department exchange program.

F. Enhance our Comprehensive Healthy Campus Initiative

- With funding from the U.S. Substance Abuse and Mental Health Services Administration, our Student Wellness program launched free trainings for faculty, staff, students and community on how to identify and refer someone at risk of suicide.
- Student Wellness provided "Wellness Kits" with information and materials for new students at the launch of the school year. In collaboration with COCC, Planned Parenthood, and Saving Grace, we hosted a week of events supporting sexual assault prevention and building healthy relationships.

G. Expand Strategies to Recruit Diverse and High-achieving Students

- OSU-Cascades joined the Better Together Latino Success Initiative and spent time visiting OSU Open Campus locations in Madras and Prineville to further connections with under-served students in both communities.
- The Leading Edge scholarship provided additional support for many first-year students in addition to the academic achievement and diversity achievement awards that they received through the University Scholarship program.
- The first freshman class included 14 students with high school GPAs of >3.75. Thirty-two percent of new students had GPAs of >3.50, and the average entering GPA was 3.45.
- Twenty percent of OSU-Cascades first year students identified as a US minority compared to 17% of our general student population. Ten percent of our first year students were Hispanic.
- New funds for diversity scholarships were secured from Bank of the Cascades, Pat & Pam Klample, Doug & Daisy Layman.

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

A. Attract and Retain High Quality Faculty

- A new First Year Connections program connects new faculty with each other, to teaching and research resources, and to experienced faculty members.
- To attract, motivate and retain faculty, and to accurately reflect OSU-Cascades standards for teaching, research and service, salaries are benchmarked against OSU-Corvallis salaries.
- OSU-Cascades has implemented a new decision-making framework and committee structure to promote shared governance. Three committees - the Academic Program Committee, the Co-Curricular Committee and the Operations Committee - are used for vetting decisions that will have university wide impacts or rise to policy level decisions.

B. Expand and Cultivate Transdisciplinary Research (on campus or through partnerships)

- In addition to 15 ongoing grants totaling \$1,073,885, OSU-Cascades faculty were awarded 20 new grants in the amount of \$1,471,788. A sampling:

- Dr. Shannon Lipscomb's (HDFS) research examines ways to promote resilience for children who have experienced adversity. With support of a \$1.5 million grant from the U.S. Dept. of Education, her team is developing and evaluating professional supports for early childhood teachers to increase school readiness among children who have experienced trauma.
- Dr. Ann Petersen's (Biology) research addresses questions of how environmental contaminant exposure during development may interact with population-level genetic background leading to disease and adverse health consequences in vertebrates, including humans. Her team included 10 undergraduates who worked on sites along the Upper Deschutes/Little Deschutes rivers.
- Drs. Kathy Biles (Counseling) and Susan Keys (Public Health) are completing the second year of a three-year grant on Screening, Brief Intervention, Referral to Treatment - a collaboration with faculty from OHSU and PSU. In the past year the grant has trained 263 counseling, social work and medical school students from the three institutions to help identify and treat substance use earlier.
- Drs. Matt Orr (Biology) and Ron Reuter (Natural Resources) were awarded an Undergraduate Grand Team Challenge grant that allowed them to integrate undergraduates in a restoration project on the South Fork of the Crooked River. Students collected baseline measurements and installed four beaver dam analog structures on the river. Their work will be presented in Corvallis in Spring 2017.
- Dr. Marc Rubin (Computer Science) is contributing to detecting avalanches in susceptible areas. Rubin is developing a wireless geophone-seismometer using Arduino technology for deployment in the Swiss Alps. The prototype will transmit to a base station and record seismic data from avalanches.
- Dr. Neil Browne (American Studies) presented "Aesthetic Eyesores in the Local Condition: Robert Smithson, Allen Ginsberg, and William Carlos Williams" at the Association for the Study of Literature and Environment, and "Participatory Grace: Calvinism, Pragmatism, and the Ethics of Grace in Marilynne Robinson's *Gilead*," at the University of Tübingen in Tübingen, Germany (essay in press).
- In collaboration with the La Pine Community Health Center and with funding from the University of Rochester's Injury Control Research Center for Suicide Prevention, Drs. Susan Keys (Public Health), Beth Marino (Social Science) and Chris Wolsko (Psychology) launched a study focused on increasing effective conversations about firearm safety between primary care providers and patients at risk of suicide.
- The OSU-Cascades Counseling Clinic served 118 clients from the Bend community and surrounding areas free of charge. The Clinic represents a model partnership between our Master's in Counseling program and the Central Oregon community as it provides the highest quality training and supervision for students as well as free mental health services to community members in need.
- Partners in Education is a partnership between our Masters of Arts in Teaching (MAT) program and Central Oregon school districts to benefit the professional practice of both pre-service and in-service teachers. The shared goals are to 1) elevate the practice of the teaching profession, 2) develop *Teacher Leaders*, and 3) foster a cohesive long-term vision of collaborative professional learning in schools where MAT teacher candidates engage in clinical practice opportunities, and 4) improve K12 student learning.
- Dr. Matt Shinderman (Sustainability) has been integrating landscape and wildlife habitat planning for the new campus into the classroom and the community. Students surveyed the

campus site and identified areas where we can actually produce a net gain of habitat for some species, such as bats. Along with students and other faculty, he has harvested over 2000 native plants from the building site and stored them during construction for replanting into their native site.

- Dr. Matt Shinderman (Sustainability), established the Human and Ecosystem Resiliency and Sustainability Lab (HERS) as a consortium of research faculty, private and public sector partners and students to work towards a more sustainable future. The first official partnership was established with the National Park Service.
- Numbers in Nature, Math on the Mountain: A Teacher-Scientist Partnership to Contextualize STEM Instruction is developing a network of Central Oregon teachers and university faculty to improve student achievement STEM. Situated in the HJ Andrews Experimental Forest and on Mt. Bachelor, teachers use real-world science data to develop a series of grade-level appropriate curriculum units that they co-develop with university content experts.

C. Increase the Quality, Capacity and Impact of Graduate Programs

- In response to online and in-person student feedback, the Masters in Counseling program will implement the following improvements: a quarterly newsletter to communicate important policies and procedures; an internship fair for prospective school and clinical mental health counseling interns; increased effort of faculty advisors to reach out to advisees; a mentor program for new students; and a faculty blog and philosophy club to further engage students' intellectual curiosity. Short-term results of these actions include greater consistency across faculty communication related to expectations and increased student satisfaction.

D. Expand and Increase High Profile Programs in the Arts and Humanities

- A new Arts, Media and Technology curriculum under development infuses studio arts into media and technology, and integrates communication and entrepreneurship coursework while providing a rigorous education in critical thinking, problem solving and creative production. In addition to traditional art students, this program will attract those with unorthodox perspectives and unconventional approaches to technology.

3. Strengthen impact and reach throughout Oregon and beyond.

A. Drive Economic Development

- OSU-Cascades' expansion to a 4-year university will help the region attract new and diverse companies, particularly in the high tech field. We work closely with our industry partners on workforce needs and new program initiatives.
 - Philanthropic funds were secured from Hydro Flask to launch a new Outdoor Products Degree program, which will support this industry cluster.
- Expanded programs and enrollment will infuse new dollars into the local economy.
- Gary and Cheryl Davis established a bequest that will ultimately create a scholarship for students studying entrepreneurship at OSU-Cascades.

B. Increase Study Abroad and Strategic International Research Partnerships

- Fifteen OSU-Cascades students participated in international exchange or internship programs in Tanzania, Spain, the United Kingdom, Japan, Denmark, and Germany.

- Dr. Matt Shindermann travelled to American Samoa on a donor-funded trip to explore the potential for research, student projects and study abroad programs.

C. Engage Alumni and Other External Partners to Advance our Goals

- OSU-Cascades has strong partnerships with Economic Development for Central Oregon (EDCO) and the local chambers of commerce. Through these and other connections, OSU-Cascades has been able to leverage their support in local and state government.
- More than 880 community members registered for Science Pub lectures, and 177 for lunchtime lectures, creating new supporters for the campus.

D. Impact of Programs and Efforts in Central Oregon and Beyond

- The largest impact is in our development of a new 4-year university to serve the education, research, and outreach needs of Central Oregon. Construction on the 10-acre campus included academic, residence hall, and dining facilities. The campus will be open for the 2016/17 academic year.
- OSU-Cascades began long-range development planning for the 5000-student campus. The project was divided into four key elements:
 - Community visioning for OSU-Cascades: We created 4 community based working committees to develop a vision for Central Oregon's university. These included Community Integration, Arts, Culture and Enrichment, Health and Wellness, and Sustainability. Each group developed a vision for a future campus. A total of 68 community members are engaged in the process.
 - Campus master planning: The community vision along with the university mission, vision, ethos, sustainability goals and space needs analysis lay the foundation for the future 5000- student campus.
 - University Community Partnership Agreement: OSU-Cascades has spent considerable time vetting community recommendations made through the Campus Expansion Advisory Committee for the future campus. OSU-Cascades has vetted solutions that will allow OSU-C to be a good neighbor.
 - Demolition landfill due diligence and evaluation: OSU-Cascades partnered with the OSU College of Engineering to brainstorm out of the box ideas for remediation and clean-up of a 76-acre demolition landfill that may provide for further lands for development of the OSU-Cascades 5000-student campus.
- The Tykeson Family Foundation kicked off the fundraising effort for this expansion with a \$1 million pledge.

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

A. Enhancing Diversity

- Annual faculty reviews included, and will continue to include a component asking faculty to describe their contributions to "maintain and enhance a collaborative and inclusive community that strives for equity and equal opportunity."
- OSU-Cascades continued Search Advocate training and mandated a search advocate on all hiring committees.

- OSU-Cascades conducted outreach with the Central Oregon Latino Association and planned local job fairs and postings targeting underrepresented communities.
- The new Human Resources Manager is charged with standardizing committee processes per search advocacy best practices and implementing local and regional targeted recruiting practices in the coming year.
- The Diversity Committee coordinated events attended by students and staff:
 - Cultural Diversity Training sponsored by Let's Talk Diversity Coalition
 - Safe Zone Training for students and staff in partnership with COCC
 - A *Whistling Vivaldi* book group with six discussions in cooperation with COCC
 - Undocumented Students Webinar
 - Meeting the Needs of Veteran Students Webinar
 - Pop Culture and Racism; The NFL and Racism

B. Stewardship of Resources

a. Enhancing Resources through Private Philanthropy

- FY16 total funds raised - \$2,677,538
 - Scholarships - \$1,259,355
 - Expansion - \$1,045,857 (includes \$1M for Phase II expansion)
 - Programs - \$285,000
 - Outdoor Products Degree program
 - Beaver Dam analog research
 - Fund for Innovation (unrestricted) - \$78,364
- Engagement activities for donors throughout the year to enhance relationships.

b. Promote Sustainable Built and Natural Environments

- The new campus buildings are designed to support the sustainability goal for OSU-Cascades to be a net-zero energy, waste and water campus. Due in part to philanthropic support, the buildings will have high-efficiency, triple glazed windows and increased insulation to reduce demand on heating and cooling loads. Mechanical and electrical systems are ready to connect into future renewable energy sources such as photovoltaic panels, geo-thermal loops or biomass boilers. The landscaping will reflect native plant communities of the high desert in Central Oregon that have adapted to low water supply and reduce irrigation demand.
- OSU-Cascades worked closely with the regional transit authority, Cascades East Transit, to improve local bus routes to better serve students, faculty and staff traveling to the new campus. Transit passes were provided to all students, faculty and staff.

C. Technology as a Strategic Asset

a. Invest in Information Technology to Enable Educational Innovation

- The new academic building has been designed with flexible classrooms layouts and associated technology. Faculty can choose to teach using standard "front-of-the-room" displays, or can use displays on multiple walls and teach from the center of the room.
- There is a SCALE-UP classroom in the new academic building to promote interactive, technology-rich pedagogy. Faculty are being trained by Corvallis staff to effectively use this classroom.

5. Performance on college-level metrics.

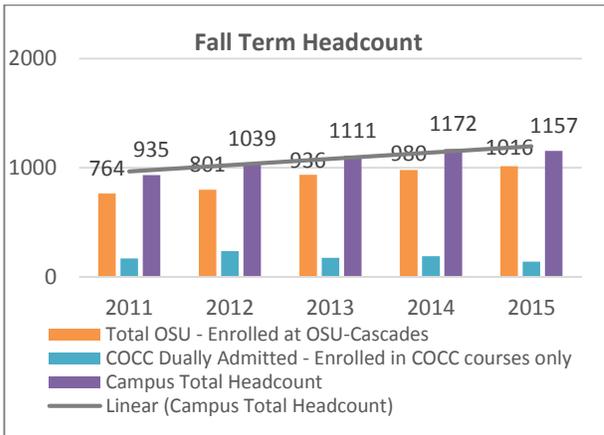


Fig. 1 Fall 2015 headcount increased from 980 to 1016, a 3.7% increase. OSU-Cascades served an additional 141 students taking all classes at Central Oregon Community College.

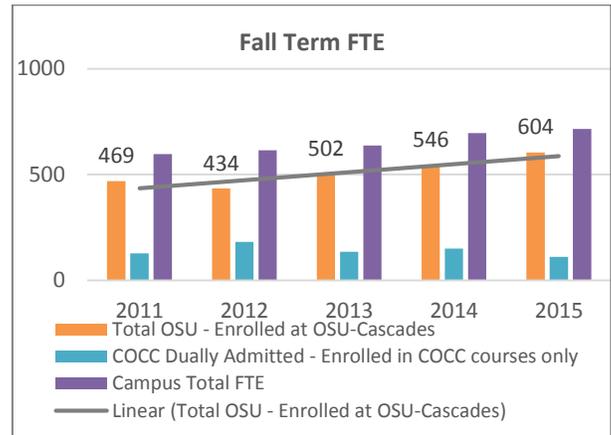


Fig. 2 Fall 2015 FTE increased 10.6%

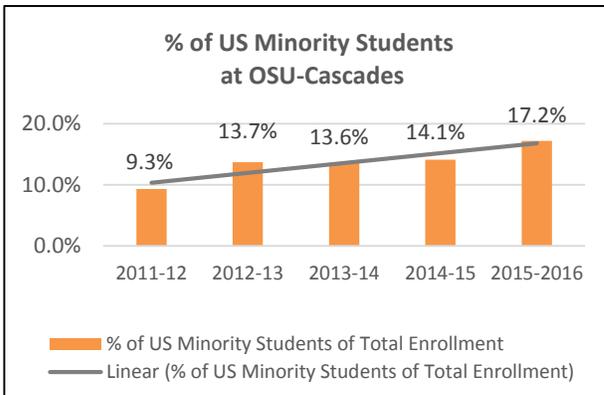


Fig. 3 Over 17% of students identified as a US minority including 7.3% Hispanic students and 5.5% of students identifying with multiple ethnicities.

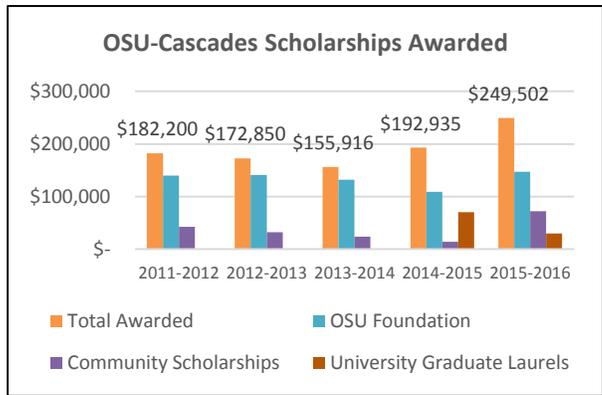


Fig. 4 Students were beneficiaries of new scholarships, many supporting diverse students in STEM majors. First year students also benefitted from a Leading Edge scholarship offered for the first time in 2015-2016.

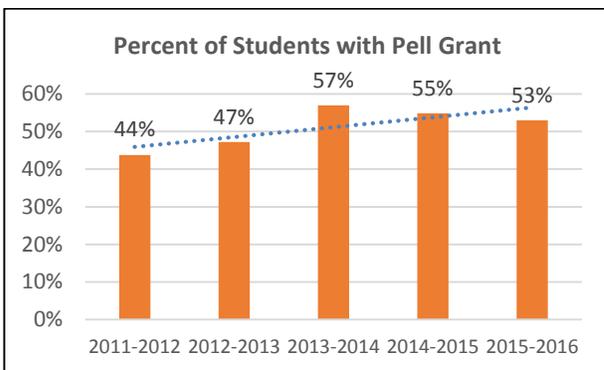


Fig. 5 Over 50% of students are recipients of the federal Pell Grant, an indicator of high student financial need.

Retention and Graduation

Table 1. Graduates/Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Bachelors	122	156	199	254	261
Masters	51	54	63	59	108
Bachelors (UO)	110	11	0	0	0
Total	283	221	262	313	369

- OSU-Cascades retained 87% of juniors who attended full-time to the next year. Of half-time juniors who started in fall 2014, 89% were retained to fall 2015, a significant increase over prior years. Masters level students graduated or were retained from fall 2014 to fall 2015 at a rate of 89%.
- 68% of full-time juniors complete their degree within three years of starting at OSU-Cascades, with 81% completing within six years. Half-time juniors take longer to graduate with 51% of students completing in 3 years and 64% completing in six.
- 94% of Masters level students graduate with 3 years.

Table 2. Retention and Graduation

Retention and Graduation		2011-12	2012-13	2013-14	2014-15	2015-16
First Year Retention Rate: 1, 2, 3	Junior Transfer Full-Time	89%	81%	89%	87%	87%
	Junior Transfer Half-Time	74%	80%	79%	79%	89%
	Masters	90%	99%	85%	96%	89%
Graduation Rate: 1, 2	Junior Transfer Full-Time 3Year Rate	70%	81%	82%	60%	68%
	Junior Transfer Half-Time 3Year Rate	21%	55%	57%	61%	51%
	Junior Transfer Half-Time 6Year Rate	75%	85%	80%	64%	64%
	Masters 3-Year Rate	85%	84%	85%	94%	91%
	Masters 6-Year Rate	68%	84%	94%	88%	89%

1. The Undergraduate Cohort counts students in their first term at the junior level with a primary campus code of cascades during the summer or 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.