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

   Following are key examples of high impact programs at OSU-Cascades that advance student success and create a dynamic and productive environment for faculty.

A. **Energy Systems Engineering achieves ABET Accreditation**

   As it enters its fourth year, the Energy Systems Engineering (ESE) degree is one of the strongest examples of a program that attracts students and talented faculty, produces graduates who meet regional and national employers’ needs, creates commercially viable research, provides undergraduate research opportunities, and engages both donors and community supporters.

   - ABET accreditation was achieved. The ABET report identified no concerns or shortcomings within the program and called out the program’s relationship with industry in terms of capstone projects, internships, jobs, and adjunct faculty as a “strength.”
   - A record seven ESE students were awarded competitive MECOP internships for spring and summer with companies including ADEC, PCC Schlosser, ATI Metals, and On Semiconductor.
   - A generous donor contributed $50,000 to create a Senior Capstone Fund for the program.
   - Robin Feuerbacher, the program lead, received the OSU-Cascades 2015 Teaching Award.
   - To date, ESE has a nearly 100% job or graduate school placement rate for graduates.

B. **Undergraduate Research Opportunities offered Campus-Wide**

   At this phase in its development, OSU-Cascades is proactively creating a culture of learning and research that will impact future generations of students. This year more than 40% of degree programs (Business, Biology, Energy Systems Engineering, Human Development and Family Sciences, Kinesiology, Teaching, Natural Resources, Psychology and Social Science) provided research opportunities for undergraduate students.

   - In accordance with the wishes of a donor, a new fund allowed us to create two undergraduate research funds in natural resources and chemistry – each funded at $25,000.
   - A spring research poster event showcased 16 completed research projects conducted by 33 students. It attracted an audience including the campus community and partners from COCC, the STEM HUB, Family Resource Center and the Deschutes Public Library.
   - As a result of a research collaboration between the two OSU campuses, biology students at OSU-Cascades are engaged in research in Bend that supports Michael Freitag’s lab within OSU’s Department of Biochemistry and Biophysics.

C. **Academic and Experiential Planning Completed for First-Year Students**

   The 18-month integrated effort to develop academic and retention programming for the inaugural first-year students held “student success” as its end goal. The resulting program leverages face-to-face and online interactions and lays the groundwork for a successful first cohort of incoming students this fall. It will be built upon annually to ensure a continued focus on success for incoming students. The program includes:

   - First-Year Experience – the nearly 75 new freshmen students will be on-boarded and supported through a first-year experience program developed and led by a team of faculty and student success leaders, with support from undergraduate student mentors. The year-long program includes a Summer Engage program that leverages social media to build community within the freshman cohort, a Fall Convocation that will welcome the freshmen
to the campus community, U-Engage courses, Faculty Cafes that build relationships between students and faculty, and a spring event that celebrates the conclusion of the first year.

- **Student Success** efforts focused on first-year (and in some cases, current) students included:
  - A First Year Advising Syllabus, modeled after the OSU-Corvallis version, was created to use throughout the year with each first-year student.
  - A new Tutoring Center was developed that will increase capacity for current and new first-year students arriving in the fall.
  - Boding well for incoming freshmen, participation increased 15% in U-Engage course (ALS 199) for 2+2 freshmen. We provided $300 scholarships for successful completion of key first-year learning outcomes.
  - Increased leadership opportunities for students by 25% with 20 active student-led organizations.

- **Senior researcher Dr. Susan Keys** is using a $305,000 grant from the U.S. Department of Health and Human Services to develop student wellness programs that will also support student mental health and identify and respond to students at risk for suicide. While all students will be included in her programming, special programming is developed for first-year students. The campus was one of 15 universities nationwide to receive the grant.

- **Faculty planned the lower division courses required for our incoming freshman cohort.**

- **Ten new faculty members were hired to support the curriculum expansion.**

**D. Enrollment Services & Student Success High Impact Practices**

Student use of Disability Access Services increased 31% from fall to spring term due to addition of part-time DAS position. A DAS Testing Center opened in winter term to accommodate the increased use of DAS services.

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

*Following are examples of the most impactful programs at OSU-Cascades that have increased research, engaged faculty and staff across the campus, and that will attract and retain faculty.*

**A. Research and Scholarship Funding Doubled, Scholarship Productivity Continues**

OSU-Cascades faculty researchers and scholars were awarded $4,023,900 in grant funding this year, a 60% increase over 2013-2014, which itself was a historical record for the campus. The largest of this year’s 13 successful proposals were written by Chris Hagen, Susan Keys, and Shannon Lipscomb, representing the fields of energy systems engineering, public health, and human development and family sciences. The U.S. Department of Energy, U.S. Department of Health and Human Services, U.S. Department of Education and the Oregon Department of Education funded the larger grants.

Most noteworthy about the successful funding:

- **Susan Keys’ grant** engages a cross-discipline team of researchers from social science, psychology and public health and involves medical establishments in rural LaPine.

- **Chris Hagen’s work** to create technology for natural gas-powered vehicles, and the spin-off company Onboard Dynamics, received national attention. Hagen was named one of Popular Science magazine’s New Faces of Energy.
Robin Feuerbacher is a co-principal investigator on a three-year grant awarded to the main campus by the U.S. Department of Energy Nuclear Energy University Programs.

Scholarship productivity also continues to increase. The significant increases in grants, both last year and this year, mean that faculty are actively engaged in research activity that will lead to professional presentations and publications in the near future. With the small number of tenured and tenure-track faculty with scholarship expectations (less than 20), there were 17 publications, nine of which were first or second authored in respected journals. Faculty presented at nine national or international conferences.

Faculty members are providing leadership in research by chairing or serving on dissertation committees in Corvallis, and by serving on professional society and editorial boards.

OSU-Cascades was one of five site locations to host the international Integrated Network for Social Sustainability Conference, funded by the National Science Foundation. The conference brought sustainability scholars together from throughout the US west, and exposed OSU-Cascades to an international collective of social scientists. The effort was led by social science faculty member Elizabeth Marino. OSU-Cascades has been invited to host the conference again in 2016.

B. MAT Program Redesigned to Meet School System Needs

In order to align with the outcomes of K-12 school systems, MAT faculty including Carolyn Platt, Mike Giamarello, Rachael Schuetz and Melinda Knapp re-invented the graduate program’s teacher preparation curriculum. Changes included the rearrangement of course sequencing and more streamlined delivery of courses, also resulting in increased teaching efficiencies. The program changes were approved in record time by the College of Education, the Graduate School, and by the Oregon Teacher Standards and Practices Commission, and were recognized by the Chalkboard Project. The new program started in June and will better prepare tomorrow’s teachers for the state’s school systems.

3. Strengthen impact and reach throughout Oregon and beyond.

OSU-Cascades is purposeful in addressing Central Oregon’s economic development and community needs, and is increasingly having impact beyond the region’s borders:

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

- Bend and La Pine community members were provided access to free or low cost mental health counseling through the OSU-Cascades Counseling Clinic, a student training facility for the MS Counseling degree and a needed community service. The program served more than 100 clients in 2015, with anticipation of 75 new client openings in 2016.
- The MAT program served Oregon’s school systems, organizing and leading a one-week STEM Summer Institute for K-12 teachers to enable better science project definition.
- OSU-Cascades participates in Better Together, a regional collaborative focused on early learning, supporting families, bridges, and education to career initiatives.
- Through the Central Oregon Cascades Commitment, OSU-Cascades collaborated with OSU-Corvallis to delivery graduate courses to Central Oregon high school teachers so they might earn COCC credentials and teach dual credit courses in Writing and Math.
Education researcher Mike Giamellaro supported Culver Schools’ goal to become one of Oregon’s few STEM Lab school districts. Two full-time grant funded employees have been embedded in the schools all year, nearly 700 K-12 students have been exposed to STEM learning, and teachers are developing increasingly interdisciplinary programs.

- Students who studied abroad increased 60% over last year due to increased visibility of the program at orientations and the development of programs tied to campus majors.
- Two international students enrolled in the Energy Systems Engineering program. Five German students joined the Business Administration program for spring term. This exposed students to international perspectives in classrooms.

B. Enrollment Marketing Efforts Draw Attention to OSU campus in Bend
A collaboration between OSU-Cascades marketing and enrollment teams, OSU Admissions and URM resulted in marketing efforts that increased interest in the branch campus, as evidenced by web stats. Overall traffic to OSUCascades.edu has increased 20% in two years.
- Increased 20% to undergraduate program list page, 29% to Apply Now page, and 289% to Get Info page.
- Increased 48% to graduate program list page.

Marketing and recruiting efforts helped increase undergraduate applications by 25% and undergraduate admissions by 20%

C. Marketing and community relations efforts engage supporters in expansion
During the extended legal process to determine land use certainty, OSU-Cascades’ planning and marketing teams, in collaboration with URM, executed communications strategies to continue to engage supporters.
- The OSUCascades.edu/4 page, the page devoted to information about the expansion, is the seventh most visited site on our website.
- We Believe campaign showcased supportive community members. The campaign resulted in more than 8,300 video views and 5,300 clicks to a landing page.
- Social media statistics showed increased engagement in the campus and its expansion:
  - Facebook likes increased 26%, with 3,700 individuals “liking” our page
  - Twitter followers increased 41%, up to 1850
- Recipients of the 4 Central Oregon e-mail newsletter increased 77%, from 2,649 to 4,698 individuals, mostly in Central Oregon.
- Bulletin editorials were consistently supportive of the campus, with 13 written directly or indirectly in favor of the campus and against opposition efforts. The local alternative paper, The Source, also published supportive editorials.
  - Overall news media coverage increased nearly 100% over the previous year, averaging more than a story a day, seven-fold outside of Central Oregon, and three-fold out of state.

4. In addition to these goals the Strategic Plan also establishes a commitment to three essential features of OSU.
   The campus community continues to focus on diversity efforts, creating a sustainable economic model and leveraging technology to ensure student success and administrative efficiencies.
A. Efforts to Enhance Diversity Continue
Relevant training was provided for faculty and staff.
- Twenty faculty and staff completed Search Advocacy training with Anne Gilles. All search committees launched after the training included a qualified search advocate.
- Title IX training with Roni Sue was conducted for faculty and staff.
- The Enrollment Services Office hosted and participated in a statewide workshop focused on: Life Hacks: Shortcuts and Tips on Managing Stress and Achieving Wellness in the Workplace.
- Disability Access Service, Student Conduct and Counseling training was offered.

Fundraising supported women and diverse students entering STEM fields.
- Raised $75,000 in scholarship funds that were directed to women and diverse students studying computer science, engineering and health sciences.
- Awarded $70,000 in University Graduate Laurels Grants to first generation and diverse graduate students in teaching.

The campus Diversity Committee:
- Created diversity blog to share articles, videos and stories.
- Sponsored a lunch forum with Susana Rivera-Mills, CLA Executive Associate Dean.
- Co-sponsored with COCC “Becoming American: An Inaugural Poet’s Journey/Finding My Place at the American Table” potent reading with Richard Blanco.

B. Campus Culture Prioritized
As the campus grows, we are striving to intentionally create a culture that encourages success and engagement across the campus community, and that attracts and retains satisfied and meaningfully productive employees. Both an internally and externally managed survey found employees are excited and proud of the campus and its momentum, but also found areas for improvement including more transparent decision-making, better communication, and the need to increase trust between faculty and administration. Through a facilitated workshop, a 14-member Culture Initiative Committee identified factors necessary for a successful culture. Volunteer faculty/staff teams are now finalizing plans around each factor, to launch in the coming year.

C. Fundraising and Financial Sustainability
- Philanthropy remained focused on OSU-Cascades’ academic building, including an effort to ensure net zero readiness upon full campus build-out. Funds raised: $704,000.
- A Sustainability degree project to evaluate and create a plan to alleviate rampant Styrofoam pollution in American Samoa resulted in a $12,500 philanthropic gift.
- Fundraising for student scholarships reached $110,000
- An additional $27,500 was raised for unrestricted/miscellaneous purposes.
- The Student Fee Committee and the Associated Students of Cascades Campus approved $30,000 for campus transportation to provide free bus passes to all students.
- The Student Fee Committee and Associated Students of Cascades Campus approved $500,000 contribution to the academic building for dedicated ASCC office space, student conference rooms and student social spaces.
Financial processes and reports were designed to improve transparency in decision-making and performance, allow for departmental input and accountability, and provide timely feedback to stakeholders:

- **Budgeting**
  - Provided historical data
  - Created easy-to-use template and obtained input from stakeholders
  - Reviewed consolidated input with leadership team and made allocation recommendations as a group
  - Finalized campus budget and communicated details to unit leaders
- **Forecasting**
  - Created easily understandable report format that incorporated input from departmental leaders
  - Update and distribute reports monthly
  - Meet quarterly with leaders to gather information and review reports
- **Long range planning**
  - Created bottoms up and tops down long range planning reports
  - Update monthly with current forecast
  - Linked to enrollment projections and capital project plans for accuracy and consistency

### D. Technology as a Strategic Asset

Learning and innovation grants resulted in an investment in technology to support teaching, learning, and student success.

- **iPads and wireless microphones for Teacher Education** - $10,000 Teacher candidates will be able to plan, teach and analyze lessons using technology that partner districts are using. This will enable student teachers to co-teach with mentor teachers in the classroom as well as assist in teaching hybrid and on-line courses being offered in Central Oregon public schools.

- **Camtasia Software for Student Success** - $179 This software allows users to create online webinars and videos, educating students 24/7 on career development topics and pathways to careers for majors available at OSU-Cascades.

- **CSO Software for Career Development** - $1350 Software licensed with OSU Corvallis used to increase student contacts, monitor internships and job tracking. Nearly 30% of students have accessed the new system in the first year.

- **iPad Mini tablets, accessories, and data logging sensors for Natural Resources** - $2,766 This technology will allow faculty to better incorporate portable data collection into field-based and some lab-based coursework.

- **InReach Explorer Extreme Communication Kit for Tourism and Outdoor Leadership** - $1,180 This technology will allow students to utilize and learn about a safety communication device that is the gold standard in university outdoor education and among outdoor adventure education professions.

- **Pyris software, hardware, and nitrogen for Chemistry** - $2,000 These items will allow OSU-Cascades to accept and install donated equipment used for student instruction involving material characterization in a variety of applications in food, environmental, pharmaceutical, and petrochemical analyses.
5. Performance on college-level metrics.

Fig. 1 OSU-Cascades headcount increased from 936 to 980, a 4.7% increase for fall 2014. OSU-Cascades served 192 students taking all of their classes at Central Oregon Community College. Overall enrollment was up 5.5%.

Fig. 2 OSU-Cascades fall term FTE was up 8.8% for fall 2014.

Fig. 3: 14.1% of OSU-Cascades students identified as US minorities including 6.5% Hispanic and 4.5% of students identifying with multiple ethnicities. 1.2% of OSU-Cascades students identified as Native American.

Fig. 4 OSU-Cascades was able to support diverse graduate teaching students through a University Laurels Block Grant of $70,000.

Fig. 5 OSU-Cascades students eligible for the Pell Grant have dropped slightly, but still represents a significant percentage of undergraduate students.
Retention and Graduation

Table 1. Graduates/Degrees Awarded

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<tbody>
<tr>
<td>OSU Bachelors</td>
<td>101</td>
<td>122</td>
<td>156</td>
<td>199</td>
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<tr>
<td>OSU Masters</td>
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<td>UO Bachelors</td>
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<td>Total</td>
<td>243</td>
<td>283</td>
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OSU-Cascades graduated over 300 students in 2014-2015 bringing total degrees awarded since founding to more than 2700.

OSU-Cascades retained 81% of juniors who attended full-time to the next year. Of half-time juniors who started in fall 2013, 77% were retained to fall 2014. Master’s level students graduated or were retained from fall 2013 to fall 2014 at a rate of 96%.

Half-time juniors had lower retention and graduation rates on average, but most retention and graduation rates are improved over the three-year average. Some cohorts are too small to provide meaningful data.

Table 2. Retention and Graduation

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<tbody>
<tr>
<td>First Year Retention Rate: 1, 2, 3</td>
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<tr>
<td>Junior Transfer Full-Time</td>
<td>*</td>
<td>85%</td>
<td>72%</td>
<td>89%</td>
<td>81%</td>
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<tr>
<td>Junior Transfer Half-Time</td>
<td>65%</td>
<td>69%</td>
<td>78%</td>
<td>74%</td>
<td>77%</td>
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<tr>
<td>Masters</td>
<td>87%</td>
<td>82%</td>
<td>99%</td>
<td>95%</td>
<td>96%</td>
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<tr>
<td>Graduation Rate: 1, 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Transfer Full-Time 3Year Rate</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>70%</td>
<td>59%</td>
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<tr>
<td>Junior Transfer Half-Time 3Year Rate</td>
<td>53%</td>
<td>32%</td>
<td>43%</td>
<td>59%</td>
<td>62%</td>
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<td>Junior Transfer Half-Time 6Year Rate</td>
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<td>58%</td>
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<tr>
<td>Masters 3-Year Rate</td>
<td>88%</td>
<td>78%</td>
<td>80%</td>
<td>76%</td>
<td>94%</td>
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*N < 10

1. The Cascades Undergraduate Cohort counts students who are 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 Cascades 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 includes both students who are retained from fall to fall and students who graduate during the first year at all levels.