

# 2020 UNIVERSITY EVALUATION: Oregon State University



*Oregon State Cascades*

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## INTRODUCTION

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This report is guided by Oregon Revised Statute 352.061, which requires that the Higher Education Coordinating Commission (HECC) submit to the Legislative Assembly an evaluation of public universities listed in ORS 352.002. Each public university must be evaluated in the manner required by this section once every two years. The purpose of this 2020 report is to evaluate the contributions of Oregon State University (OSU) to State objectives for higher education as articulated in statute and in the HECC's Strategic Plan ([https://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC-StrategicPlan\\_2016.pdf](https://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC-StrategicPlan_2016.pdf)).

The Report relies on a combination of accreditation reports, self-assessments conducted by the university on criteria jointly developed with the HECC, and state and federal data. This is OSU's fourth evaluation, and as such, it builds on the descriptive benchmarks identified in the 2018 Report. It is a formative document that signals areas of key interest to the HECC that support the objectives of the State of Oregon: student success as measured by degree completion; access and affordability as measured by equity across socioeconomic, racial/ethnic and regional (urban/rural) groups; academic quality and research; financial sustainability; and continued collaboration across universities in support of the State's mission for higher education. Additionally, the report describes how OSU's Board of Trustees has operated since its inception. The form and content of subsequent annual evaluations will be guided by feedback from legislators, the public, and the universities about how to improve the usefulness of this process and product.

### LEGISLATIVE MANDATE (SB 270)

Passed by the Oregon Legislature in 2013, Senate Bill 270 established individual governing boards at the University of Oregon (UO) and Portland State University. It also established a time frame for Oregon State University (OSU) to establish an individual governing board, which it subsequently did. House Bill 4018 (2014) and Senate Bill 80 (2015) authorized the establishment of independent governing boards at Western Oregon University (WOU), Southern Oregon University (SOU), Oregon Institute of Technology (OIT) and Eastern Oregon University (EOU) and abolished the Oregon University System. SB 270 and subsequent legislation required the Higher Education Coordinating Commission (HECC) to conduct an evaluation of the public universities. During the 2017 Legislative Session, the legislature amended ORS 352.061 requiring the HECC to evaluate each public university once every two years. The evaluation criteria are codified in Oregon Revised Statute (ORS) 352.061.

ORS 352.061(2) requires that the HECC's evaluations of universities include:

- a) A report on the university's achievement of outcomes, measures of progress, goals and targets;
- b) An assessment of the university's progress toward achieving the mission of all education beyond high school as described in ORS 350.014 (the "40-40-20" goal); and,

Finally, ORS 352.061(2)(c) also requires that the HECC assess university governing boards against the findings set forth in ORS 352.025, including the provision that governing boards:

- a) Provide transparency, public accountability and support for the university.
- b) Are close to, and closely focused on, the individual university.
- c) Do not negatively impact public universities that do not have governing boards.
- d) Lead to greater access and affordability for Oregon residents and do not disadvantage Oregon students, relative to out-of-state students.
- e) Act in the best interests of both the university and the State of Oregon, as a whole.

- f) Promote the academic success of students in support of the mission of all education beyond high school, as described in ORS 350.014 (the “40-40-20” goal).

For context, ORS 352.025 notes four additional Legislative findings:

- a) Even with universities with governing boards, there are economy-of-scale benefits to having a coordinated university system.
- b) Even with universities with governing boards, services may continue to be shared among universities.
- c) Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds, or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.
- d) The Legislative Assembly has a responsibility to monitor the success of governing boards at fulfilling their missions and compacts, and the principles stated in this section.

This year the HECC evaluated three universities: Oregon State University, Portland State University, and the University of Oregon.

## EVALUATION PROCESS

In an effort to approach the first evaluation cycle in a collaborative manner, the HECC formed a work group comprising university provosts, the Inter-Institutional Faculty Senate, Oregon Education Investment Board staff, HECC staff, and other university faculty and staff. The workgroup began meeting in February 2015, with a focus on understanding the purpose and scope of the evaluation as defined in statutes, the structure of the evaluation, and the process for the evaluation. As a result of these conversations, an evaluation framework was developed as a tool to assist in the process. After final review and consideration of stakeholder feedback, the HECC adopted the framework on September 10, 2015.

A balanced evaluation of whether Oregon’s public universities are meeting the goals described for them by State law does not lend itself to a formulaic or mechanical approach. The Commission draws from contextual elements such as the State’s fluctuating funding for higher education and changing student demographics to help explain data in the framework, and progress towards goals. The Commission also leverages other evaluations already undertaken by universities including self-studies, accreditation reports and the work of boards of trustees to provide a perspective that is uniquely focused on each institution’s contribution to serving the State’s higher education mission under the new governance model.

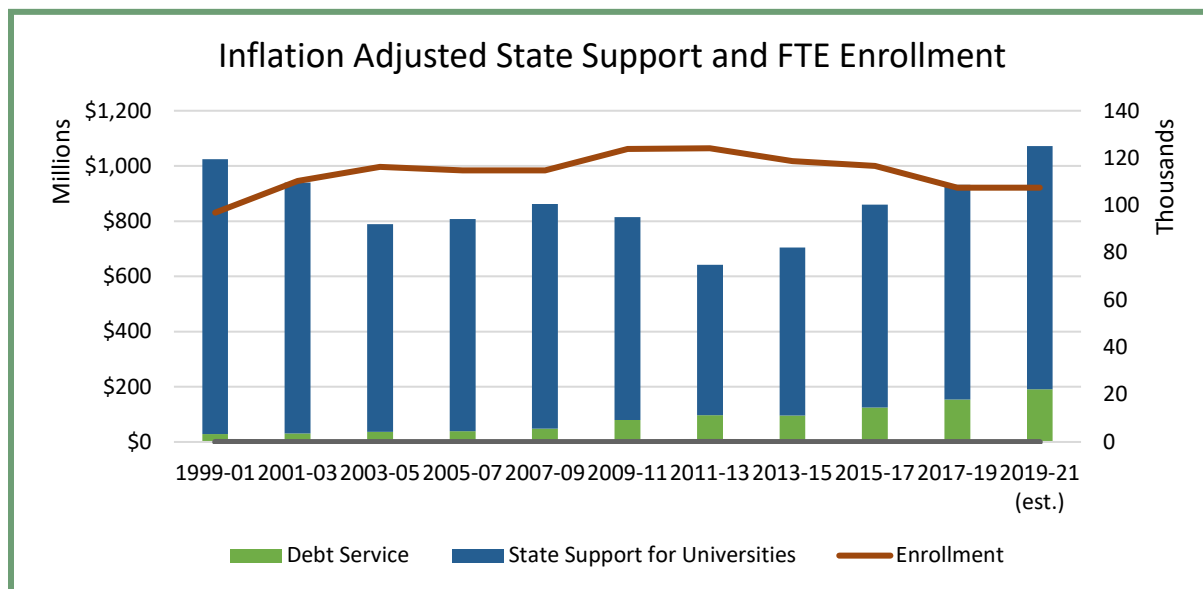
This report is focused on the legislative charge and the HECC’s primary areas of emphasis as indicated in its Strategic Plan. This report is not a comprehensive evaluation. It reflects the narrower scope of legislative issues of interest, incorporating findings from accreditation studies where there is overlap.

## STATEWIDE CONTEXT

### Funding History

Over the past several biennia, state funding for public universities has not kept pace with enrollment or inflation. While recent investments have moved the needle in the right direction, additional funding is necessary to support institutions as they work to increase the graduation and completion rates for a growing diverse population.

**Figure 1: Public University Funding**



Source: HECC (2020: \*figures adjusted for inflation)

**Governance Changes**

Senate Bill 270 (2013) outlines the benefits that are to be achieved from having public universities with governing boards that are transparent, closely aligned with the university’s mission, and that “act in the best interest of both the university and state of Oregon as a whole.” In addition, the Legislature found that there are benefits to having economies of scale and as such, universities were granted the ability to continue participation in shared service models. It is important to note that all public universities are required to participate in group health insurance, a select set of group retirement plans, and collective bargaining through July 1, 2019 per ORS 352.129. After July 1, 2019, the universities were no longer mandated to offer the same scope and value for each of the employee benefits referenced in the statute (ORS 352.129), but are still required to participate in a shared administrative arrangement for the provision of the benefits.

**Local Conditions and Mission:**

Oregon State University (OSU) is one of the three largest public universities in the State with a long history of excellence in preparing students in a comprehensive array of academic and professional fields. ORS 350.075 and 350.085 require the HECC to review and approve public university mission statements. At its June 11, 2015, meeting the HECC reviewed and approved the University’s mission statement. The mission, vision, goals, and core themes of OSU are reproduced here:

**MISSION:**

As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on

academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems, Improving Human Health and Wellness, and Promoting Economic Growth and Social Progress.

#### VISION:

Leadership among land grant universities in the integrated creation, sharing and application of knowledge for the betterment of humankind.

#### GOALS:

Oregon State University is in the third year of its latest five-year strategic plan: *Strategic Plan 4.0: Transformation Excellence and Impact, 2019-2023*. The plan articulates four goals:

1. *Preeminence in research, scholarship, and innovation*, with the aim of establishing OSU as a leader in conducting research, producing knowledge, and generating innovations that contribute to addressing global grand challenges, particularly in three signature areas; training the next generation of scholars; and contributing to the economic development and prosperity of Oregon and beyond;
2. *Transformative education that is accessible to all learners*, with the aim of using OSU's many locations and online learning platform to maximum advantage in delivering distinctive and affordable education via multiple pathways, integrating research and experiential learning, preparing students for successful careers, training scholars, and creating opportunities for lifelong learning at OSU;
3. *Significant and visible impact in Oregon and beyond*, with the aim of actively engaging with the communities the university serves, ranging from rural and urban Oregon to every part of the globe, and bringing their knowledge, experiences and cultures into the university; promoting the vitality of our communities and the quality of life for Oregonians; and being of service to government and industry;
4. *A culture of belonging, collaboration and innovation*, with the aim of building an organizational culture founded on the values of inclusion, mutual respect, good physical and mental health, collaboration, and humility, so that people from every background are welcomed and thrive, OSU's community is diverse, and the institution's leadership advances both excellence and innovation.

OSU's strategic plan is aligned with its accreditation-based core themes (articulated in the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards):

#### CORE THEMES:

1. Undergraduate Education
  - a. Provide broad and continuing access to undergraduate university degrees for the people of Oregon and beyond.
  - b. Provide rigorous and effective undergraduate degree programs.
  - c. Provide a supportive and healthy learning environment beyond the classroom for student success and leadership development at all levels.
  - d. Use faculty research and scholarship to enrich the undergraduate curriculum.
2. Research and Graduate Education

- a. Create and maintain a diverse research and scholarship environment that consistently achieves high impacts.
  - b. Attract, retain and support high quality and diverse students for graduate programs.
  - c. Provide high quality training to support graduate students' degree completion and prepare them for post-graduation opportunities.
3. Outreach and Engagement
- a. Extend transformative educational experiences to learners, communities and organizations using means beyond traditional classroom-based instruction.
  - b. Increase collaboration with communities and stakeholders to build and sustain mutually beneficial and reciprocal relationships to advance learning, research and engagement opportunities.
  - c. Increase the impact of OSU's outreach and engagement activities on economic development, student achievements and success, and quality of life throughout Oregon and beyond.

## ACCREDITATION

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A comprehensive assessment and review of academic and institutional quality is available from the Northwest Commission on Colleges and Universities (NWCCU) that accredits OSU and other universities in Oregon. Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Reviews are structured as a cyclical process of continuous improvement. NWCCU accreditation occurs on a seven-year cycle that consists of four parts: Annual Reports each year; Mid-Cycle self-review and peer review in the third year; Policies, Regulations, and Financial Review (PRFR) in sixth year; and Evaluation of Institutional Effectiveness (EIE) self-review and peer review in the seventh year.

This section draws on relevant parts of NWCCU reports that are identified as of interest to the Legislature and in alignment with the HECC Strategic Plan. Oregon State University was last re-affirmed for accreditation in July 2019 through 2026.

The Self -Assessment Reports prepared by OSU and the subsequent reports issued by the NWCCU may be reviewed at: <https://accreditation.oregonstate.edu/reports-and-archives>

OSU submitted its Year Seven Self- Evaluation Report in February 2019. In the corresponding Year Seven Evaluation Report NWCCU commended/applauded for a number of its activities included here from page 58 in the report:

[https://accreditation.oregonstate.edu/sites/accreditation.oregonstate.edu/files/oregon\\_state\\_university\\_report\\_final.pdf](https://accreditation.oregonstate.edu/sites/accreditation.oregonstate.edu/files/oregon_state_university_report_final.pdf)

- on the design of its websites, which makes it particularly easy and intuitive for prospective students and others to find needed information
- for taking steps to allocate substantial resources to address needed repair and renovation of facilities on the Corvallis Campus

- for developing a robust culture of planning, including regular strategic planning and well-integrated planning for multiple levels and time periods
- on its comprehensive planning to improve student success and on its numerous initiatives to provide strong academic support and positive out-of-class living and learning experiences, which are increasing retention and graduation rates even as enrollment has grown and diversified
- on its commitment to the Land Grant mission of providing broad access to educational opportunities for individuals from all backgrounds, including development of quality online courses and programs; educational outreach to underserved communities; the use of Extension facilities and services to reach across the State of Oregon; and collaborations with communities and community colleges.

The Evaluation Report also included the following three recommendations for OSU:

- that the University identifies indicators of achievement that form a more meaningful basis for evaluating the accomplishment of its objectives.
- that as the University expands its Ecampus, Cascades Campus, and other extended sites, that it continues to exercise great care that credit and degrees, wherever offered and however delivered, are based on documented student achievement of the established Oregon State University learning outcomes.
- that results of core theme assessments, particularly student learning outcomes assessment, are more consistently used for improvement by informing planning, decision-making, and allocation of resources and capacity. The committee further recommended that student learning outcomes assessment results are made available to constituencies outside Oregon State University in a timely manner.

Effective January 1, 2020, the NWCCU adopted revisions to the Standards for Accreditation and evaluation cycle. As part of its 2020, [Standards for Accreditation](#) and [Eligibility Requirements](#) NWCCU declared its commitment to the use of disaggregated data- and evidence-informed continuous improvements to help promote student achievement and close equity gaps.

NWCCU Accreditation Standards (effective January 1, 2010 - December 31, 2019)

- Standard 1. Mission and Core Themes
- Standard 2. Resources and Capacity
- Standard 3. Planning and Implementation
- Standard 4. Effectiveness and Improvement
- Standard 5. Mission Fulfillment, Adaption, and Sustainability

NWCCU Accreditation Standards (effective January 1, 2020)

- Standard 1. Student Success and Institutional Mission and Effectiveness
- Standard 2. Governance, Resources, and Capacity

Oregon State University also has a number of specialized accredited programs each with its own accrediting body. These include:



**Table 1: Specialized Accredited Programs and Accrediting Body**

<b>Unit</b>	<b>Accrediting Body</b>
Agricultural Sciences: Food Science & Technology	Institute of Food Technologists
Agricultural Sciences: Rangeland Sciences	Society for Range Management
Athletic Training	Commission on the Accreditation of Athletic Training Education
Biochemistry and Biophysics Biochemistry and Molecular Biology	American Society for Biochemistry and Molecular Biology
Business	Association to Advance Collegiate Schools of Business
Chemistry	American Chemical Society
Counseling	Council for Accreditation for Counseling and Related Educational Programs Oregon Teacher Standards and Practices Commission
Engineering	Engineering Accreditation Commission (EAC) of ABET American Council for Construction Education
Forestry	Society of American Foresters Society of Wood Science and Technology
Forest Engineering	Engineering Accreditation Commission (EAC) of ABET Society of American Foresters
Renewable Materials	Society of Wood Science and Technology
Nutrition	The Accreditation Council for Education in Nutrition and Dietetics
Pharmacy	Accreditation Council for Pharmacy Education American Society of Health-System Pharmacists and the American Pharmacists Association (Residency Programs)
Public Health	Council on Education for Public Health
Public Policy	National Association of Schools of Public Affairs and Administration
Teacher Education	Council for the Accreditation of Educator Preparation; Oregon Teacher Standards and Practices Commission
Veterinary Medicine	American Veterinary Medicine Association, Council on Education

OSU Institutional Animal Care & Use Program	Association for Assessment and Accreditation of Laboratory Animal Care, International
OSU Child Development Center	National Association for the Education of Young Children
Oregon Veterinary Diagnostic Laboratory	American Association of Veterinary Laboratory Diagnosticians
Lois Bates Acheson Veterinary Teaching Hospital	American Animal Hospital Association
Counseling and Psychological Services	International Association of Counseling Services, American Psychological Association
Student Health Services	Accreditation Association for Ambulatory Health Care
Student Health Services Laboratory	Commission on Office Laboratory Accreditation
INTO Oregon State University Academic English Program	Commission on English Language Program Accreditation
Details: <a href="https://accreditation.oregonstate.edu/specializedprofessional-accreditations">https://accreditation.oregonstate.edu/specializedprofessional-accreditations</a>	

### **Economic and Community Impact**

The most recent analysis of Oregon State University’s economic impacts, conducted by the economic consulting firm ECONorthwest, is based on OSU’s expenditure data, visitor data, student enrollment and a 2013 Oregon Travel Impacts study (see <http://oregonstate.edu/ua/ncs/archives/2015/jan/new-analysis-puts-osu%E2%80%99s-economic-impact-more-237-billion>). Economic impacts are captured in three ways: direct impacts (\$973 million), indirect impacts (\$424.2 million) and induced impacts (\$834.8 million). Direct impacts include spending on operations, goods and services, and capital construction; indirect impacts result from companies purchasing additional supplies or hiring additional employees to support spending by OSU; and induced impacts result from the purchasing power of the university’s employees.

Oregon State University’s impact as a major internationally recognized public research university brings increasing and significant impact on Oregon’s economy. In 2017, economists from ECONorthwest estimated that OSU’s annual economic footprint was \$2.714 billion – and increase of 35 % from 2011. Half of OSU’s economic impact occurs outside of the Corvallis area and the university’s activities in 2014 were responsible for 31,660 jobs statewide. OSU’s statewide economic impact is unique, as OSU has a physical presence and operations in each of Oregon’s 36 counties.

The total does not include other significant community influences to the state, regional and national economies, including the contributions by university graduates or the benefits of OSU research, such as improved varieties of wheat and other crops used by Oregon farmers; spinoff companies that have major economic impacts; and scholarship that has improved public health and environmental stewardship. Nor does it reflect the impact of OSU’s statewide Extension Service locations (a presence in every county and the Confederated Tribes of Warm Springs), its Agricultural Experiment Stations (14 locations statewide) and the Forest Research Laboratory (a research coordinating center for numerous sites and collaboratives). Additionally, substantial contributions are made by students, faculty and staff to the civic vitality of their communities.

## STUDENT ACCESS AND SUCCESS

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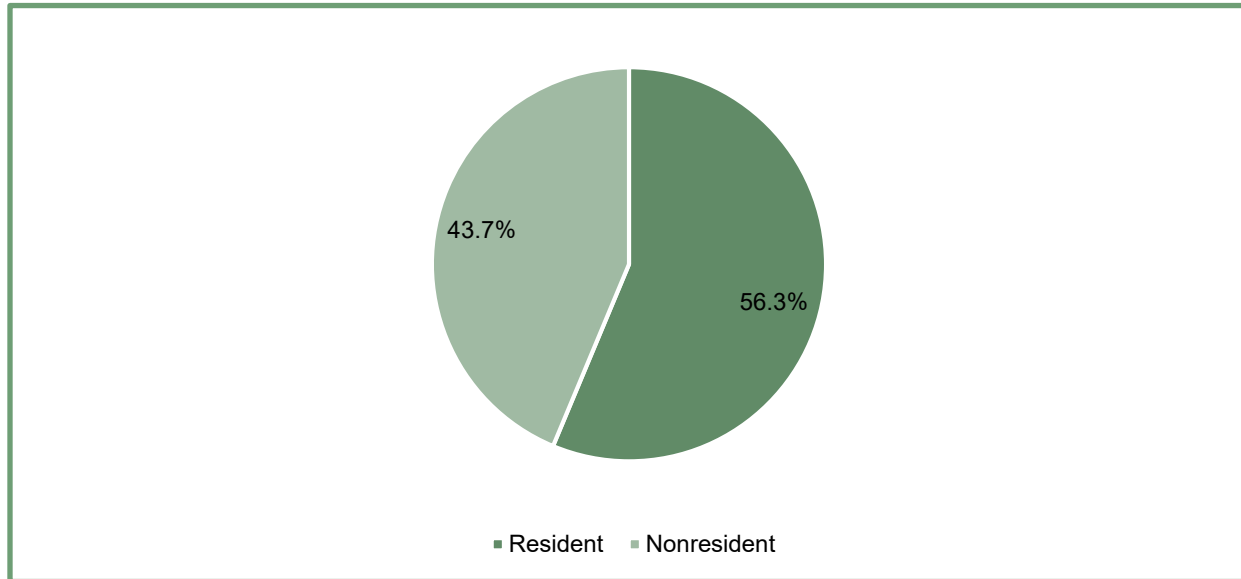
Across the country, postsecondary enrollments declined 2.5 % in Fall 2020, nearly twice the rate of enrollment decline reported in fall 2019.<sup>1</sup> Oregon experienced a similar pattern with some variation across universities, particularly in the enrollment of incoming freshman. This section is focused on tracking trends in enrollment and completion outcomes. Oregon State University has been an exception, since it has seen continuous, year-over-year enrollment growth since 1996.

Generally, this section describes overall enrollment figures and trends for Oregon State University as a whole. In some places, it distinguishes between Oregon State University (main campus) and Oregon State University-Cascades. The large majority of OSU “main campus” enrollment represents students attending the Corvallis campus, but it also includes on-line (or Ecampus), OSU programs at Eastern Oregon University, and other state, national and world-wide sites. Only OSU-Cascades enrollment is excluded.

As described by Figures 2 and 3, the majority of OSU students during the 2019-20 academic year (all enrollments including online) were residents (56.3%), and the majority (68.7%), also attended full-time. In fall 2020, 54.8% of main campus degree seeking undergraduates were Oregon residents.

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**Figure 2: OSU Student Enrollment by Residency, 2019-20**

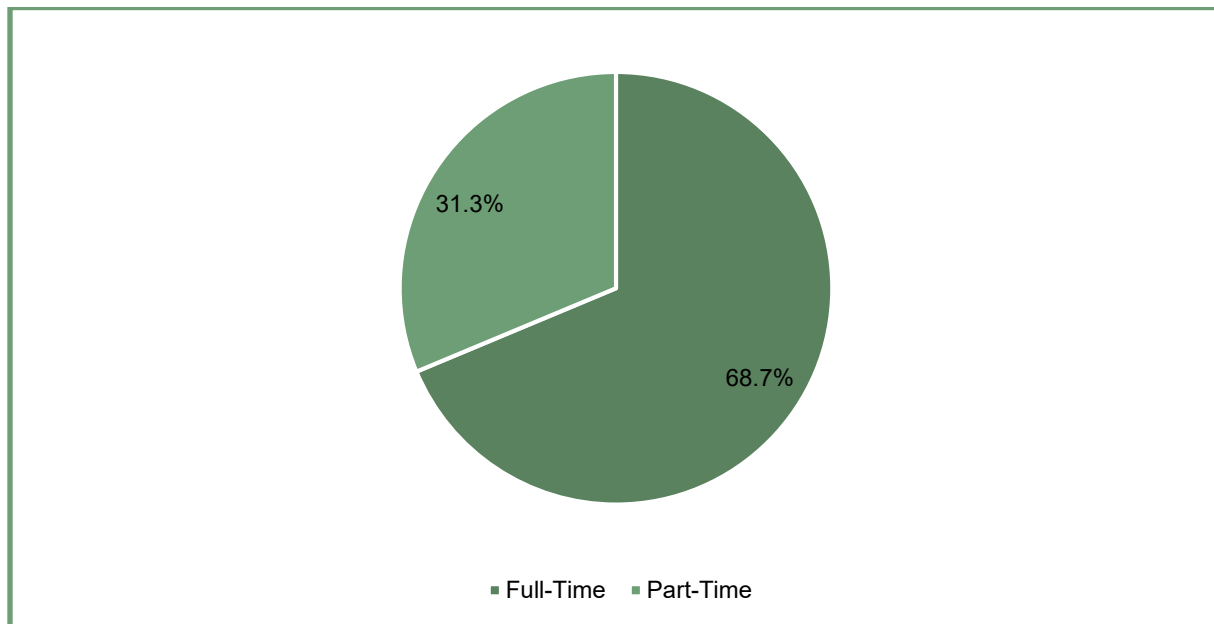


Source: HECC (2020)

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<sup>1</sup> <https://www.insidehighered.com/news/2020/12/17/final-fall-enrollment-numbers-show-pandemics-full-impact>

**Figure 3: OSU Student Enrollment by Full-Time/Part-Time Status, 2019-20**



Source: HECC (2020)

OSU students come from diverse backgrounds. Of the 33,030 students attending OSU in fall 2019, 5,234 students were from underrepresented minority populations, representing 15.8% of the total headcount. In addition, 23.6% of OSU's undergraduates were Pell Grant recipients during the 2019-20 academic year.

In fall 2020, OSU enrolled 33,686 students, an increase of 2.0% from the previous fall. In comparison, the number of students enrolled in a public university in Oregon decreased by 3.7% statewide. OSU non-resident enrollment grew by 2.4%, while resident enrollment increased by 1.6%. Of the fall 2020 new degree seeking undergraduates, 6,604 were newly admitted undergraduates, an increase of 500 over the 6,104 from fall 2019 (8.2% increase).

While single year enrollment changes do not constitute a trend on their own, they are consistent with longer-term adjustments in the blend of resident and non-resident enrollment at OSU. Between 2010 and 2020, OSU's non-resident student population grew 120.9%, resident student population grew by 6.5%, and the overall student body population grew by 37.8%. Much of the growth in non-residents is due to significant expansion of online enrollments and increases in international students. Nevertheless, Oregon State University continues on its path to being Oregon's most populous university.

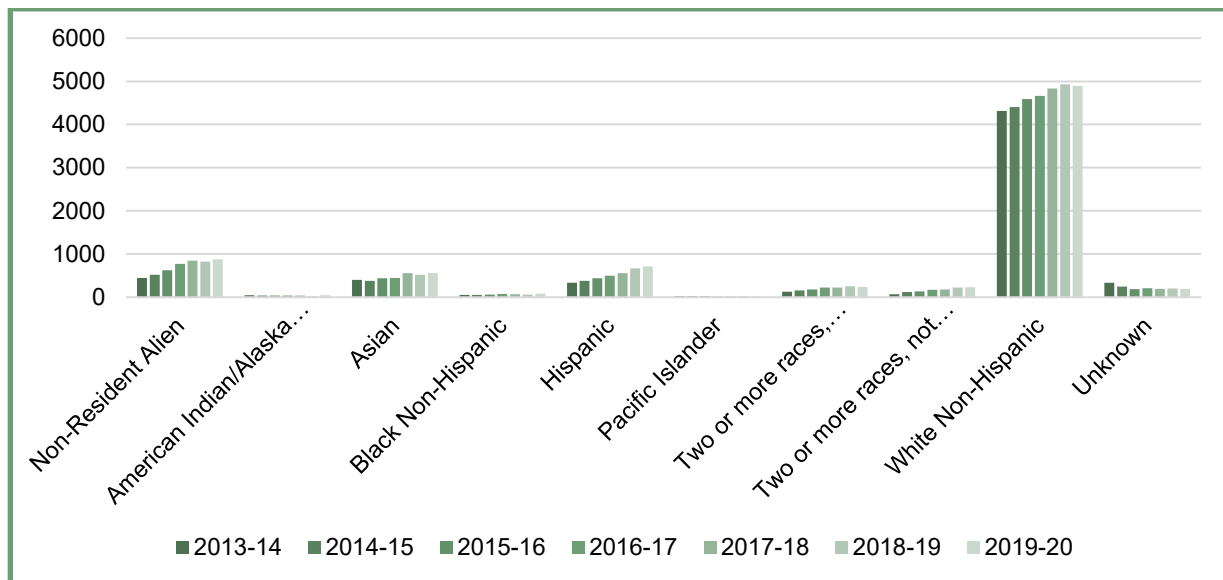
The number of underrepresented minority students enrolled at OSU continues to increase and is up 141.2% since 2010. OSU enrolled 5,703 underrepresented minority students in fall 2020, representing 16.9% of the total population. Growth occurred in every category by race/ethnicity in fall 2020 compared to fall 2019 except among American Indian/Alaska Native and non-resident alien students. There appears to be a positive, upward trend in the four (academic) year aggregate in Asian, Black (non-Hispanic), Hispanic, White, students who self-identify as 'unknown', and students who are two or more races (both underrepresented and not underrepresented).

**Table 2: OSU Headcount Enrollment by Race/Ethnicity, 2017, 2018, 2019, 2020**

Race/Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Change Fall 2019-Fall 2020
Non-Resident Alien	3,616	3,505	3,599	3,009	(590)
American Indian/Alaska Native	172	165	190	180	(10)
Asian	2,276	2,272	2,354	2,439	85
Black Non-Hispanic	426	442	469	524	55
Hispanic	2,870	3,000	3,308	3,695	387
Pacific Islander	83	76	74	87	13
Two or more races, Underrepresented	1,110	1,150	1,193	1,217	24
Two or more races, not underrepresented	913	965	964	1,022	58
White Non-Hispanic	19,818	19,841	19,983	20,590	607
Unknown	817	829	896	923	27

Source: HECC (2020)

**Figure 4: OSU Completion by Race/Ethnicity**



Source: HECC (2020)

Underrepresented minority students and Pell Grant recipients graduate at rates that are 6-11 percentage points less than the rate for the overall student population. The four and six-year graduation rate for OSU's First Time Freshmen who entered in fall 2013 are as follows:

**\*Table 3: Four-Year and Six-Year Graduation Rate, First Time, Full Time Freshmen Entering OSU in Fall 2013**

	<b>Four-Year Graduation Rate</b>	<b>Six-Year Graduation Rate</b>
All Students	36.0%	70.1%
Underrepresented Minorities	26.2%	59.7%
Pell Grant Recipients	29.9%	63.1%

Source: HECC (2020)

\*OSU-Main campus only, OSU-Cascades had its first full-time freshman cohort in 2015

\*\*Fall 2013 cohort is the latest year of available data.

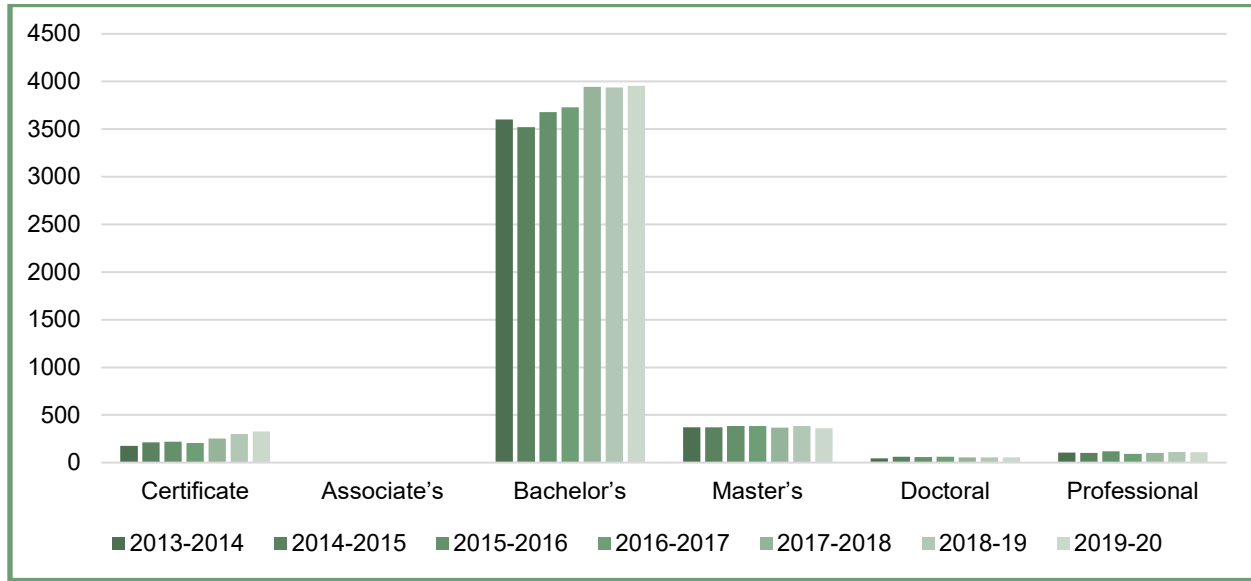
OSU's number of total resident completions increased by 1.8% from 2017-18 to 2019-20 academic year. That increase was in every award type except at the master degree level. The increase in certificates (29.4%) was particularly notable. The greatest number of completions were awarded at the bachelor's degree level (3,954). OSU does not offer associate's degrees.

**Table 4: OSU Resident Student Completions by Award Type**

	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2019-20</b>
Certificate	176	213	218	206	252	301	326
Associate's	-	-	-	-	-	-	-
Bachelor's	3,603	3,520	3,679	3,730	3,943	3,937	3,954
Master's	371	371	383	383	368	383	359
Doctoral	43	61	57	61	53	56	56
Professional	104	103	119	93	102	113	107

Source: HECC (2020)

**Figure 5: OSU Resident Completions by Award Type**



Source: HECC (2020)

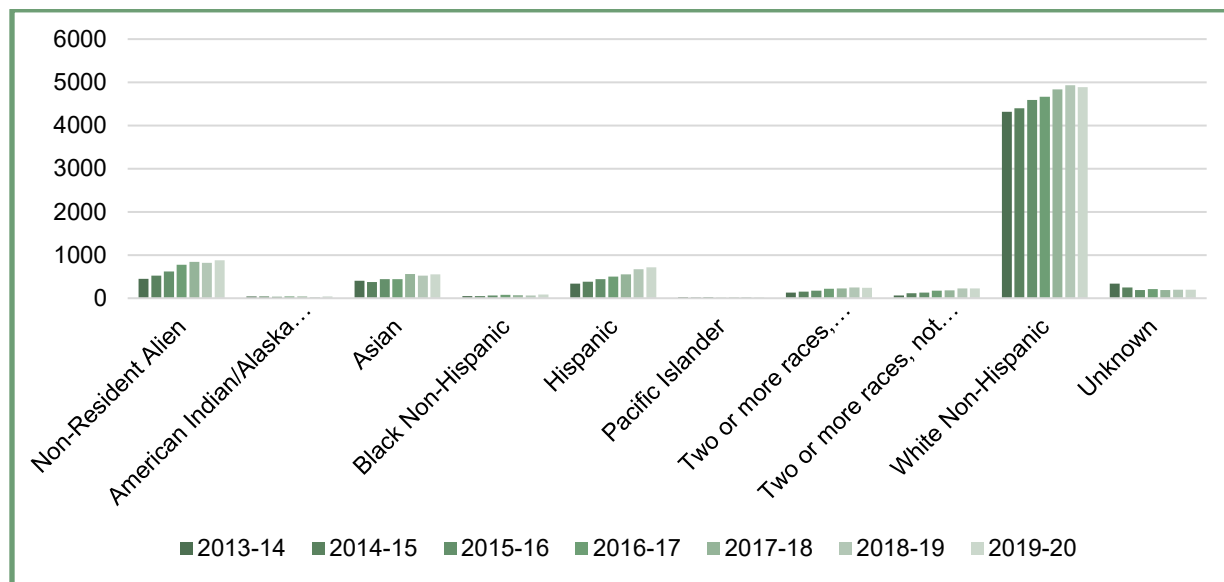
Although underrepresented students are consistently at the most adverse end of the spectrum, OSU is achieving year over year increases in the total number of underrepresented students who earn degrees. In the 2019-20 academic year, the improvement in the number of underrepresented minority graduates was particularly noticeable for American Indian/Alaska Native (80.0%) and Black (non-Hispanic) (35.5%) students. All students saw completion rate increases except for Pacific Islanders, two or more races (URM), White, and Unknown.

**Table 5: OSU Degrees and Certificates Awarded by Race/Ethnicity**

Race/Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Non-Resident Alien	446	523	623	774	845	822	875
American Indian/Alaska Native	45	38	37	39	40	25	45
Asian	405	377	439	445	560	523	556
Black Non-Hispanic	51	51	64	75	69	62	84
Hispanic	339	379	438	501	554	670	715
Pacific Islander	27	22	23	14	18	23	17
Two or more races, Underrepresented	129	156	178	222	226	251	238
Two or more races, not underrepresented	66	117	133	172	181	224	228
White Non-Hispanic	4,314	4,402	4,591	4,664	4,836	4,929	4,890
Unknown	335	248	187	212	191	200	195

Source: HECC (2020)

**Figure 6: OSU Degrees and Certificates Awarded by Race/Ethnicity**



Source: HECC (2020)



## AFFORDABILITY

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Among the factors that the HECC is required (under ORS 352.065 and 352.025(1d)) to evaluate is whether universities remain affordable for Oregon residents. The following constitutes our evaluation of Oregon State University's affordability.

Many students and prospective students at Oregon State University (OSU), like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. Public defunding of higher education is a national trend that is shifting a majority of the burden of paying for a college education to students and their families. According to a 2020 SHEEO report, as of the end of FY19, only nine states, including Oregon, have met pre-recession per student funding levels for higher education.<sup>2</sup>

That shift has been particularly acute in Oregon in recent years. Net tuition and fee revenue represents two-thirds of total educational and general (E&G) revenue for the state's universities. This means students are paying the majority of the cost of their education while the state and institution funds the remaining one third. This is almost the reverse of the student experience a generation ago. Partly as a result of state funding cuts, resident undergraduate tuition and fees at Oregon State University increased 71.0% in the last 10 years, including increases of 4.4% and 3.9% in 2019-20 and 2020-21 respectively.<sup>3</sup> Specifically in 2020-21 tuition for continuing students did not increase at either of OSU's campuses while tuition increased for new students by 3.2% at Corvallis and 4.7% at the Cascades campus, while fees increased by 7.7% at Corvallis and 8.9% at Cascades for all students.<sup>4</sup> Resident graduate students have faced similar increases.

Students, however, do have access to financial aid at Oregon State University. In addition to need-based federal and state financial aid programs (Pell and the Oregon Opportunity Grant), Oregon State University students benefit from OSU's significant commitment of institutional resources to scholarships, remissions, and tuition discounts. In the 2019-20 academic year, OSU recorded \$19,866,488 in resident tuition remissions (13.1% of resident gross tuition charges), which is a 3.8% increase over the prior year. The year prior, the 2018-19 academic year, OSU recorded \$19,131,919 in resident tuition remissions (12.3% of resident gross tuition charges).

Oregon State University also engages in a number of targeted programs designed to increase access and completion among targeted populations.<sup>5</sup> For example, OSU's "Finley Academic Excellence Scholarship" provides up to \$5,000 in annual scholarships to eligible new resident undergraduate students with a high school GPA of 3.40 or above.

Tuition, however, tells only a small part of the affordability story. The total cost of attendance for students includes significant expenses associated with housing, food, transportation, and textbooks. Oregon State University estimates the average student budget for living expenses annually – \$17,140 for the 2020-21

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<sup>2</sup> [https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO\\_SHEF\\_FY19\\_Report.pdf](https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Report.pdf)

<sup>3</sup> Source: <https://fa.oregonstate.edu/budget/tuition-fees> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees). Based on Corvallis Campus rates for new students in 2020-21.

<sup>4</sup> A new full-time resident undergraduate student (taking 45 credits per year or 15 credits for each of three terms) at Oregon State's Corvallis campus will pay \$10,155 in tuition while a continuing student will pay \$9,840 in tuition and both will pay \$2,012 in fees for a new student total of \$12,167 and a continuing student total of \$11,852. At the Cascades campus, a new student will pay \$9,975 in tuition while a continuing student will pay \$9,525 in tuition and both will pay \$1,212 in fees for a new student total of \$11,187 and a continuing student total of \$10,737.

<sup>5</sup> <https://scholarships.oregonstate.edu/>

academic year<sup>6</sup> – exceeds resident tuition and fees of \$12,167. The total cost of attendance at OSU’s Corvallis campus is \$29,307 including tuition and fees plus living expenses.

While it is natural to view affordability primarily in terms of the student’s direct cost associated with their enrollment, a larger perspective takes into account whether the student completes his or her degree, does so in a reasonable period of time, and has earning potential commensurate with the debts that might have been incurred. According to the HECC’s OSU scorecard for the 2018-19 academic year,<sup>7</sup> 58% of OSU’s students who asked for financial aid were unable to meet expenses with expected resources, family contributions, student earnings and grant aid, compared to a statewide average of 60%.<sup>8</sup> Average earnings among bachelor’s degree recipients five years after graduation were \$52,466, compared to a statewide average of \$47,994. The average debt among graduates was \$23,393, compared to a statewide average of \$22,273 and 48% of OSU students had federally supported loans, just above the statewide average of 47%. The average debt among graduates was \$23,393, compared to a statewide average of \$22,273 and 48% of OSU students had federally supported loans, just above the statewide average of 47%. According to the College Scorecard, during the 2018-19 academic year, 25% of students received Pell Grants.<sup>9</sup>

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<sup>6</sup> Source: <https://financialaid.oregonstate.edu/cost-attendance>

<sup>7</sup> Source: <https://www.oregon.gov/highered/research/Documents/Snapshots/OSU-Snapshot.pdf>

<sup>8</sup> Statewide averages from: <https://www.oregon.gov/highered/research/Documents/Snapshots/Univ-Snapshot.pdf>

<sup>9</sup> <https://collegescorecard.ed.gov/school/?209542-Oregon-State-University>

## ACADEMIC QUALITY AND RESEARCH

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The HECC relies on four key areas to track academic quality and research at each institution: regular external accreditation reviews to assess each institution's progress in meeting its stated mission, vision and goals; evidence of regular academic program review to improve quality; regular faculty evaluation and opportunities for professional development; and institutional reports of research activity evidenced by research expenditures. Research contributions are also reflected in economic impact and collaborations both discussed elsewhere in this report.

In 2014, the HECC adopted a new formula for distributing state resources to public universities that incentivizes growth in enrollment and graduation outcomes. In 2020, HECC initiated a required review of the formula after five years with revisions due for adoption in the next legislative cycle. In partnership with all public universities, the HECC leverages collaboration with organizations such as the State Higher Education Executive Officers Association (SHEEO) and the Association of American Colleges and Universities (AAC&U) to pursue promising initiatives to develop nationally normed outcomes to assess and track student learning and post-graduation success.

The comprehensive Year Seven Evaluation Report by the NWCCU following OSU's Self Study Report applauded OSU for a number of activities (see page 7 Accreditation section of this report). The prior Mid-Cycle report noted that faculty at OSU exercise a primary role in the design, approval, and implementation of curriculum; are involved in the assessment of student learning; and in the recruitment and selection of new faculty. This engagement in the design of programs, assessment of learning, and recruitment of faculty for teaching and research is directly correlated with the academic quality and research at OSU. Since November 2009, tenure line, fixed term and instructional faculty have increased by 392 (+26%), professional faculty by 760 (+63%), and classified staff by 244 (+19%).

Oregon State University has long had a rigorous process to approve new programs and courses. It also has guidelines and a master calendar for annual program assessment and external review of academic units every ten years. (See <http://oregonstate.edu/admin/aa/apaa/academic-programs/home>).

OSU evaluates faculty using an identified faculty evaluation process (<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines>). The University has established opportunities for professional development for faculty through various mechanisms such as the Academic Leadership Academy; The Difference, Power and Discrimination Program; and the Center for Teaching and Learning Program. The University also participates in the National Academies' Action Collaborative for Preventing Sexual Harassment, the ADVANCE Program and the Public Voices Fellowship Program through the OpEd Project.

### RESEARCH ACTIVITY

OSU is the State's land grant university and is only one of two universities in the U.S. to also have Sea Grant, Space Grant and Sun Grant designations. OSU is the only university in Oregon to hold both the Carnegie Foundation's top designation for research institutions and its prestigious Community Engagement classification. It has 11 colleges, 13 Agricultural Experiment Stations and the Forest Research Laboratory (several sites and collaboratives), 35 county offices of OSU Extension Services, the Hatfield Marine Sciences Center in Newport, OSU-Cascades in Bend and the newly opened Portland Center.

As a result of the activities of the University's faculty, staff and students, Oregon State University ranked as Oregon's largest public research university with a record \$449.9 million external funding (including multi-

year contracts) for fiscal year 2019-20. Federal funding of \$301.3M accounts for 67% of OSU's FY2020 research grants and contracts. OSU's engagement with business and industry in FY2020 totaled \$36.8M — the fifth consecutive year that exceeded \$30M. Sources include technology licensing, contracts for testing, support through the Agricultural Research Foundation and research gifts through the OSU Foundation. OSU received \$4.1 million in licensing and royalty income.

Total research expenditures for FY2020 were \$275.5 million. Research expenditures slowed in the second half of FY2020, given the challenges of conducting research during the pandemic, but they still increased by 9% overall compared to FY2019. This follows a trend of 3% and 9% increases in the previous two years.

The research activities carried out at OSU bring significant benefits to the state, the Nation, and the world. For example, research results play a key role in Oregon's agriculture and forestry industries, support K-12 teacher success, benefit the "blue" economies of Oregon and neighboring states, offer innovations in the realm of alternative clean energy production, aid in disaster mitigation planning. OSU's research programs also inform national and international policies related to managing resources on a changing and evolving Earth. Further, OSU's researchers have made various discoveries, from new pigments to transparent transistors, and their work plays a key role in emerging industries related to, for example, the outdoor recreation industry.

Many of OSU's research activities cross disciplines and involve participation by many units across OSU's campus as well as other campuses in Oregon and elsewhere. A recent example involves the TRACE-COVID project, a public health project at OSU which, through voluntary testing, monitoring of wastewater, and genetic sequencing of the SARS-CoV-2 virus, is helping to keep communities across Oregon and Oregon State University safe. The project began as a collaboration of five OSU colleges – Science, Agricultural Sciences, the Carlson College of Veterinary Medicine, Engineering, and Public Health and Human Sciences – plus the OSU Center for Genome Research and Biocomputing. The project has worked in partnership with the county health departments around the state. So far, TRACE has assessed the prevalence of infection in six communities in Oregon – Corvallis (5X), Newport (2X), Eugene, Bend, Hermiston, and Redmond, and has informed public health measures that were put in place to keep infections at bay. The project team is now working on expanding the methodology of the program to other states. Projects such as TRACE-COVID exemplify the direct impact that research and scholarship can have on our communities, especially in times of crisis, but also in times of recovery or growth.

## COLLABORATION

There are a number of joint administrative, academic and governance efforts to maintain collaboration across institutions. Faculty at all public universities are represented at the Inter-Institutional Faculty Senate (IFS) that is made up of elected senate representatives from each institution. The IFS serves as a voice for all faculties of these institutions in matters of system wide university concern. Oregon State University engages in a number of collaborative initiatives with other universities and partners, as indicated below (P indicates Participation, N/P indicates Non-Participation):

**Table 6: OSU Collaborative Initiatives Participation**

Other University Collaborations	University Response
Public University Councils:	P
Presidents Council	P
Provosts Council	P
Vice Presidents for Finance and Administration (VPFAs)	P
General Counsels (GCs)	P
Public Information Officers (PIOs)	P
Legislative Advisory Council (LAC)	P
Board of Trustees Secretaries	P
Cooperative Contracting	No formal structure, but we include cooperative language in master contracts that would allow other public universities to participate
Capital Construction Services	N/P- Performed in house by OSU staff (even while under OUS)
OWAN	P
NERO Network	P
RAIN	P
Orbis Cascade Alliance	P
ONAMI	P
Other	P

**Table 7: Oregon State University Collaborations: Other Oregon Education Entities**

<b>Program</b>	<b>Partner(s)</b>	<b>Details</b>
<b>Degree Partnership Program</b>	All Oregon community colleges and three community colleges in Hawaii	Allows students to enroll jointly in the community college partner institution and OSU, providing a clear and affordable pathway to an OSU credential. <a href="https://partnerships.oregonstate.edu/">https://partnerships.oregonstate.edu/</a>
<b>Transfer Student Support Program (</b>	Portland Community College	To assist community college students with completing an associate’s degree and transferring to a four-year institution without a loss of credits, OSU is piloting a program that includes a physical “Student Success Coach” presence at the community college. The pilot has started with Portland Community College, and has potential to expand to additional interested community college partners. <a href="https://gateway.oregonstate.edu/">https://gateway.oregonstate.edu/</a>
<b>OSU Agriculture &amp; Natural Resource Program @ Eastern Oregon University</b>	Eastern Oregon University	Students in eastern Oregon and beyond may take classes at EOU and earn an OSU undergraduate degree majoring in agricultural sciences, crop and soil science or rangeland sciences, as well as six possible minors. Students are admitted to both OSU and EOU. <a href="https://agsci.oregonstate.edu/osu-agriculture-and-natural-resource-program-eou">https://agsci.oregonstate.edu/osu-agriculture-and-natural-resource-program-eou</a>
<b>College of Pharmacy, Doctor of Pharmacy (PharmD)</b>	Oregon Health and Science University	Students spend two years at OSU in Corvallis building a foundation in pharmaceutical sciences, one year at OHSU in Portland building skills in pharmacy practice and clinical pharmacy, and one year around the state in various practice settings, including OHSU—on campus and at three locations within the OHSU Campus for Rural Health (Coos Bay, La Grande, Klamath Falls). College of Pharmacy faculty participate in the teaching mission of OHSU by providing lectures in the OHSU schools of Medicine, Dentistry, and Nursing, and in the OHSU/PSU School of Public Health. Both faculty and students in the College of Pharmacy participate in the patient-care mission of OHSU by serving as drug experts during rounds with medical teams on several services within the OHSU Hospital and outpatient clinics. College faculty are also involved in leadership positions in the OHSU Interprofessional Education program, and many College faculty have joint appointments at OSU and OHSU. The Dean of Pharmacy serves on the councils of deans at both OSU and OHSU.
<b>Ecosystem Workforce Program</b>	University of Oregon	This joint program of UO’s Institute for a Sustainable Environment and OSU’s College of Forestry provides applied research and outreach in the natural resources sector related to workforce development, policy and governance, natural resources management and

		collaborative conservation. <a href="http://ewp.uoregon.edu/">http://ewp.uoregon.edu/</a>
<b>Tallwood Design Institute (TDI)</b>	University of Oregon	OSU's colleges of Forestry and Engineering and UO's College of Design collaborate in research, educational programming, and public engagement focused on the advancement of structural wood products and mass timber design. <a href="http://tallwoodinstitute.org/">http://tallwoodinstitute.org/</a>
<b>Robertson Collaborative Life Sciences Building</b>	Oregon Health and Science University, Portland State University	OHSU, OSU and PSU jointly operate the Robertson CLSB. The building was purpose built for collaboration through an original ownership agreement between OHSU & the Oregon University System and an investment of \$110M in state-paid bonds, \$175M in OHSU funds and \$10M in funding from TriMet. OSU directly occupies 16k square feet of the 650k square foot facility. OSU's space includes offices, classrooms and laboratories used to deliver the Portland component of the Pharmacy degree program. Other degree programs, including a hybrid-delivery MBA, have utilized classroom space and the building serves as a place for some research collaborations.
<b>Oregon Manufacturing Innovation Center (OMIC)</b>	Oregon Institute of Technology, Portland State University	OMIC is led by a consortium of members from industry, higher education and government working in partnership to develop new tools, techniques, and technologies to address metals manufacturing challenges through applied research, advanced technical training, and general workforce development. <a href="https://www.omic.us/">https://www.omic.us/</a>
<b>OSU Extension: 4-H Youth Development</b>	Public and private school systems and Educational Service Districts (serving ages 5 to 19).	The 4-H program provides direct youth education across a broad array of life and work skills in every county, cultivating individual interests through experiential learning and offering leadership, civic engagement, volunteer, and internship experiences. 4-H professionals and volunteers extend direct youth education through 4-H clubs, camps, schools, and other short-term experiences. College scholarships are available to youth in every county.
<b>OSU Extension: Open Campus</b>	Oregon community colleges: Portland, Tillamook Bay, Chemeketa, Central Oregon, Clatsop, Klamath, Blue Mountain, Columbia Gorge; K-12 partners, and community-based organizations	Credit and non-credit classes and programs developed and offered in collaboration with Oregon community college and K-12 partners, with the aim of meeting specific community needs in college access, degree completion, and community development and engagement. <a href="http://opencampus.oregonstate.edu/">http://opencampus.oregonstate.edu/</a>
<b>OSU Extension: Juntos</b>	Oregon community colleges, K-12 partners, and Southern Oregon	In partnership with Oregon community college and K-12 partners, the Juntos program provides families with culturally-responsive knowledge, skills, and resources

	University	to prevent youth from dropping out of high school and encourages families to work together to gain access to college. <a href="http://opencampus.oregonstate.edu/programs/juntos/">http://opencampus.oregonstate.edu/programs/juntos/</a>
<b>OSU Extension: Outdoor School</b>	K-12 school systems, education service districts, outdoor school sites and providers, The Gray Family Foundation, and Friends of Outdoor School	Oregon State University serves as the institutional home for outdoor school in Oregon, and works to support school districts, educational service districts, educators, outdoor school providers, and communities to deliver equitable and culturally-responsive outdoor education for all of Oregon’s 5 <sup>th</sup> and 6 <sup>th</sup> graders. <a href="https://outdoorschool.oregonstate.edu/">https://outdoorschool.oregonstate.edu/</a>
<b>OSU Extension: SNAP-Ed</b>	Oregon Dept. of Education, Head Start, School districts/local school administrators/teachers	SNAP-Ed (Supplemental Nutrition Assistance Program Education) is a federal program funded by the USDA. The goal is to improve the likelihood that persons eligible for SNAP will make healthy food choices within a limited budget and choose physically active lifestyles. OSU Extension contracts with Oregon Department of Human Services (DHS) to bring evidence-based nutrition education to limited-income adults and youth in all Oregon counties, including through in-school programming.

## PATHWAYS

Transfer student success is a key area of focus both in Oregon and nationally. The statutes outlining goals for transfer student success and cooperation between Oregon’s higher education sectors (ORS 350.395, 350.400, 350.404, 350.412, and 348.470) are the framework for HECC’s continued partnership with the 7 public universities and 17 community colleges. Recent policy discussions between the institutions and HECC give this sustained work a renewed focus: more and better statewide data on transfer student outcomes and potential statewide solutions where persistent barriers exist.

Although Oregon has state-level policies and processes to ensure that students may apply credits earned upon transfer from community college to university (the Associate of Arts Oregon Transfer (AAOT) degree, for example), research that resulted from House Bill 2525 (2015) and the subsequent HB 2998 (2017) report revealed that community college transfer students on the whole often face challenges in completing an intended major, which result in excess accumulated credits, increased tuition costs, and debt. Statewide, community college transfer students graduate with more “excess” credits than their direct entry counterparts. Public universities are working with community colleges to improve advising and information on career pathways to reduce the excess number of community college credits taken. In addition, despite the best efforts of advisors, faculty, and administrators, some students who complete statewide degrees such as the AAOT are ill-served with excess credit if they transfer into certain majors. Major requirements at the university level change, which can hinder community college students and advisors in effective degree planning.

The passage of HB 2998 in 2017 required the HECC to work closely with both public universities and community colleges to create a new framework for statewide transfer, a Core Transfer Map (CTM) of at least 30 credit hours of general education (formerly known as the Foundational Curricula), and a process



for the creation of Major Transfer Maps (MTMs) in major fields of study to aid transfer students in moving smoothly into university study, with fewer lost or excess credits.

Public university and college faculty, registrars, institutional researchers, advisors, and administrators have been advisors and participants to the HB 2998 implementation process, adding insight and value to the newly created Major Transfer Maps and continuing to work closely with HECC staff and other institutions to move this work forward. Additionally, Oregon State University has been an active participant in statewide projects such as the statewide Oregon Transfer and Articulation Committee (OTAC), which oversees and maintains the statewide transfer degrees.

Related to transfer student success, college credit in high school, or accelerated learning, has also benefited from enhanced statewide collaboration amongst Oregon's public universities and 17 community colleges in 2018-19 and 2019-20. The HECC convened Oversight Committee for High School Based College Credit Partnerships and the Advanced Placement and International Baccalaureate Policy Workgroup both have support and representation from OSU. Implementing 340.310, OAR 715-017-0005, and SB 207(2017)/SB 160(2019) the groups ensure that college credit earned in high school is transferrable and supports student pathways to postsecondary degrees and certificates.

State approval of high school based college credit partnership programs promotes transparency, educational equity, and comprehensive advising so that students may access, earn, and transfer these credits smoothly. State approval, through peer review, confirms that a college course taught on campus and the course taught in a high school are essentially the same, and treated the same when transferred. When another institution does not adhere to the State's expectations for credit transfer HECC staff facilitates dialogue between institutions and/or departments to resolve concerns. HECC staff have support at all levels at institutions as we work on resolving concerns. As a result of these conversations, Universities have achieved transfer alignment as expected by the state statutes and standards. Western Oregon University and Oregon State University achieved this alignment in 2019 and credits are transferring as they were intended to. HECC staff will continue to work with all institutions whenever concerns come to light.

In 2019-2020, the mapping of higher education credit articulated for Advanced Placement (AP) and International Baccalaureate (IB) exams was coordinated and published by HECC and advised by the AP/IB Policy Workgroup. This process led to a more transparent and better-aligned articulations list, with the expectation that over time articulations will become increasingly similar among community colleges, comprehensive regional universities and larger research universities. Several important factors contributed to Oregon's statewide policy re-design, including action by the Oregon Legislature, advancement of Oregon's Transfer Agreements, and increased focus on transparency for students around course articulations in the K-12 – postsecondary transition.

The AP/IB Statewide Course Credit Policy now provides full transparency with course articulations available at community colleges and public universities. In the online table, a student can find out how a particular AP exam subject and score articulates to all 24 public postsecondary institutions in Oregon as well as to which core transfer map content area that articulation applies. The AP/IB Statewide Course Credit Policy serves as a reference point to compare and align course articulations for specific subjects and exams, as well as inclusion in the Core and Major Transfer Maps.

OSU's signature pathway program is its Degree Partnership Program (DPP) – a dual enrollment initiative for area community college students to transfer efficiently to Oregon State. OSU's Academic Success Center (ASC) within the Office of Academic Achievement, has engaged in several new initiatives aimed at supporting transfer students. ASC collaborates with Enrollment Management's transfer and Degree Partnership Program student services staff as well as others (i.e. Veteran's Services, New Student Programs) to identify and address transfer student needs. Two new initiatives are the Welcome Week

Transfer Center and development of a new Transfer Transition and Success course. OSU maintains a transparent transfer online application process that includes both official and unofficial evaluations of student credits for admission and application toward a degree.

OSU continues to look for innovative transfer solutions that will be a fit in Oregon, and implemented in partnership with community colleges. One pilot program, “OSU Gateway Transfer” is looking at options for student success and support. The pilot places a success coach from OSU on the community college campus, to work directly with students interested in transferring. This coach is able to help ensure students are completing their associate’s degree and not taking unnecessary additional credits before transferring to OSU.

OSU has been implementing the Juntos program in rural communities for the past 10 years. With over 4,800 Latinx students and family members completing the curriculum, the Juntos program has a nearly 100% high school graduation rate and 92% of participants pursue post-secondary education. The program includes culturally responsive curricula for first-generation Latinx students and families, and a robust evaluation plan to ensure continued success.

OSU is making intentional investments in new programs to support students of color, specifically our Native and Indigenous students. In 2020, OSU was awarded a grant from USDA’s New Beginnings for Tribal Students program, in partnership with the Confederated Tribes of Coos Lower Umpqua and Siuslaw and Southwestern Oregon Community College for the development of student mentorship support, scholarships, college access, and transfer support. In addition, OSU Extension’s Open Campus program was awarded funding by The Ford Family Foundation and the Meyer Memorial Trust to continue Latinx Family programming in rural and urban areas.

## SHARED ADMINISTRATIVE SERVICES

Pursuant to ORS 352.129 and following the convening of the Workgroup on University Shared Services established by the 2013 Legislature, the seven public universities created the University Shared Services Enterprise (USSE), a service center hosted by Oregon State University. USSE offers a fee for service model for many back office functions previously offered by the OUS Chancellor’s Office. ORS 352.129 mandates participation by the independent universities in certain services offered by USSE until July 1, 2019. These mandated services include group health insurance, a select set of group retirement plans and collective bargaining. All universities, including OSU continue to participate in these mandated services. As host, OSU provides office space (3,801 sq. ft.) and related utilities, as well as business services in support of USSE operations free of charge.

OSU continues to participate in nearly every service provided by the USSE except those designed specifically for the Technical and Regional Universities (TRUs). OSU engages with and benefits from the services provided by USSE. During the transition from an integrated university system to a decentralized set of independent institutions, OSU hired former OUS Chancellor’s Office Finance and Administration employees. Many of these newly hired OSU employees have been loaned to USSE to allow continued service to the Oregon public universities and support for the HECC. A few have been assigned to build out OSU internal financial capacity that was formerly handled by the university system office.

**Table 8: Shared Administrative Services**

<b>Provider</b>	<b>University Response (Participating/Not Participating)</b>
<b>University Shared Services Enterprise (USSE, hosted by OSU)</b>	
Financial Reporting	P
Capital Asset Accounting (currently only OIT)	N/P – Performed in-house by OSU staff (even under OUS)
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement)	P
Collective Bargaining	P (includes SEIU and Academic Relations)
Information Technology	N/P (This service dedicated to TRUs)
<b>Treasury Management Services:</b>	
Legacy Debt Services-Post Issuance Tax Compliance	P
Legacy Debt Services-Debt Accounting	P
Non-Legacy Debt Services	P
Bank Reconciliations (and other ancillary banking services)	P
Endowment Services	N/P – Effective FY16, services provided by OSU Foundation**
<b>Other Miscellaneous Statements of Work:</b>	

Provosts Council Administrative Support	N/P (service no longer provided by USSE)
Legislative Fiscal Impact Statement Support	N/P (service no longer provided by USSE; service now provided through Oregon Council of Presidents staff)
Public University Fund Administration	P
<b>University of Oregon</b>	
Retirement Plans *	P
Legacy 401(a) Plan	N/P (This Plan was terminated in August 2017 with final distribution payment of interest earnings in July 2018.)
Legacy 403(b) Plan	P
Optional Retirement Plan (ORP)	P
Tax-Deferred Investment (TDI) Plan	P
SRP Plan	N/P
<b>Public University Risk Management and Insurance Trust (Risk Management)</b>	P

Notes:

\*All public universities are required to participate in group health insurance, a select set of group retirement plans, and collective bargaining through July 1, 2019 per ORS 352.129

\*\* Analysis of moving endowment management from USSE Treasury Services to the OSU Foundation was provided to the OSU Board of Trustees Finance and Administration Committee. The Committee approved the transfer at its March 18, 2015 meeting after considering multiple components needed for a comprehensive analysis, including amounts to be provided by the Foundation to the University for strategic investments and the Foundation's 30-year investment return history.

The two large institutions which continue broad participation in non-mandatory services provided by USSE, Oregon State University and Portland State University, contribute to maintaining the economies of scale which drive down the per unit cost to all participating universities. The Vice President for Finance and Administration at OSU served as the first chair of the Vice President for Finance and Administration (VPFA) Council and the University Shared Services Enterprise (USSE) Oversight Committee, both of which include all seven VPFA's. The Public Universities Risk Management and Insurance Trust (PURMIT) chairmanship has been assumed by the OSU Chief Risk Officer after being led by WOU's VPFA during its startup phase. By anchoring these groups, OSU signaled its commitment to these efforts and helped to ensure continuity of services through the first phase of the governance transition process.

## FINANCIAL METRICS

This section of Oregon State University’s evaluation includes an overview of key financial ratios commonly used to understand the strength of a public institution’s financial position and its operating performance. This includes the composite financial index (CFI) which is a single number representing an overall assessment of the institution’s financial health. These ratios should not be viewed in isolation and are best presented along with appropriate context.

The overall financial health of an institution can be assessed via two dimensions of inquiry. First, is the institution financially capable of successfully carrying out its current programs? Second, is the institution able to carry out its intended programs well into the future? Along those two dimensions, four key financial questions need to be asked. A financial ratio is designed to measure the answer for each question.

1. Are debt resources managed strategically to advance the mission? – Viability Ratio
2. Are resources sufficient and flexible enough to support the mission? – Primary Reserve Ratio
3. Does asset performance and management support the strategic direction? – Return on Net Assets Ratio
4. Do operating results indicate the institution is living within available resources? – Net Operating Revenues Ratio

### FINANCIAL RATIOS SUMMARY

<b>Ratio</b>	<b>FY20</b>	<b>FY19</b>	<b>FY18</b>	<b>FY17</b>	<b>Benchmark</b>
<b>Primary Reserve Ratio</b>	0.09	0.15	0.25	0.27	>0.4
Viability Ratio	<b>0.20</b>	<b>0.32</b>	<b>0.59</b>	<b>0.71</b>	>1.0
Return on Net Assets	<b>3.1%</b>	<b>4.0%</b>	<b>3.4%</b>	<b>4.2%</b>	>6%
Net Operating Revenues	<b>(3.4%)</b>	<b>(2.6%)</b>	<b>(4.6%)</b>	<b>(1.8%)</b>	>4%
Composite Financial Index	<b>0.46</b>	<b>0.86</b>	<b>1.13</b>	<b>1.58</b>	N/A
<b>Adjusted CFI*</b>	<b>2.02</b>	<b>2.08</b>	<b>2.35</b>	<b>4.53</b>	<b>&gt;3.0</b>
<b>*adjusted to remove pension and OPEB related liabilities</b>					

## PRIMARY RESERVE RATIO

Are resources sufficient and flexible enough to support the mission?

Amounts in \$ Thousands	2017	2018	2019	2020
<b>Expendable Net Assets</b>	\$330,750	\$322,690	\$203,810	\$132,561
<b>University/Foundation</b>	\$37,551/\$293,199	\$2,087/\$327,310	(\$37,515)/\$241,325	(\$108,275)/\$240,836
<b>Expenses</b>	\$1,235,207	\$1,306,489	\$1,357,631	\$1,420,271
<b>Calculated Ratio</b>	0.27	0.25	0.15	0.09

OSU's primary reserve ratio was relatively steady before dropping significantly at a level well short of the established benchmark. Expendable net assets have dropped 35.4% the past two years largely due to an increase in Net Investment in Capital Assets and much smaller growth in Total Net Position.

The reasons for this drop are largely twofold. First, accounting rule changes on foundation assets, which principally impacted the much larger of OSU's two foundations, OSU's main foundation, saw a \$70M drop in expendable assets even as foundation assets overall increased. It did not have as much of an impact on OSU's second foundation, its agricultural research foundation, whose assets are much smaller. Second, OSU's capital assets increased \$70M from FY 18 to FY 19 as projects were completed, an increase which is subtracted out of their expendable net assets. OSU's Net Position has been growing at a steady rate, as has their net investment in Capital Assets. Both are these signs of financial stability.

Overall, OSU's primary reserve ratio equates to two months' worth of expenses, which puts them at some risk if revenues were to decline. However, OSU's position may be somewhat stronger than this as their foundation assets actually increased, indicating they may have more flexibility than it might appear at first.

## VIABILITY RATIO

Are debt resources managed strategically to advance the mission?

Amounts in \$ Thousands	2017	2018	2019	2020
<b>Expendable Net Assets</b>	\$330,750	\$305,452	\$203,810	\$132,562
<b>Total Long-Term Debt</b>	\$467,324	\$521,425	\$642,982	\$651,332
<b>Calculated Ratio</b>	0.71	0.59	0.32	0.20

OSU's viability ratio has declined since FY18 due to three factors. First, as with the primary reserve ratio there was a \$70M increase in capital assets. Second, again as with the primary reserve ratio, there was a \$70M drop in foundation expendable assets due to accounting rule changes even as foundation assets as a whole grew. Third, OSU increased its long-term debt by \$60M from FY17 to FY18 and by \$10.5M from FY19 to FY20. At this point, OSU could cover just twenty cents of every dollar owed with currently available assets. Consideration of new debt should include this analysis. However, as with the primary reserve ratio, the re-classification of OSU's foundation assets may make their performance on this ratio appear worse than it actually is.

## RETURN ON NET ASSETS RATIO

Does asset performance and management support the strategic direction?

Amounts in \$ Thousands	2017	2018	2019	2020
<b>Total Change in Net Position</b>	\$58,610	\$49,281	\$59,743	\$46,814
<b>Total Beginning Net Position</b>	\$1,389,112	\$1,434,877	\$1,485,196	\$1,528,237
<b>Calculated Ratio</b>	4.2%	3.4%	4.0%	3.1%

The return on net assets ratio demonstrates whether an institution is financially better off than in previous years displaying an institution's total economic return. A positive return on net assets ratio indicates an institution is increasing its net assets and is likely to have increased financial flexibility and ability to invest in strategic priorities. A negative return on net assets ratio may indicate the opposite, unless the negative ratio is the result of strategic investment in strategies that will enhance net assets in the future. OSU's performance on this ratio was stable at a level just below the benchmark the past four years, indicating financial stability.

## NET OPERATING REVENUES RATIO

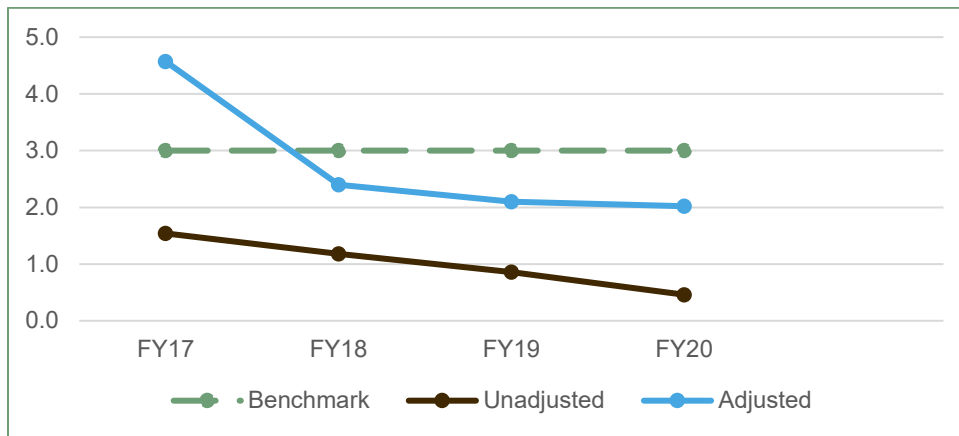
Do operating results indicate the institution is living within available resources?

Amounts in \$ Thousands	2017	2018	2019	2020
<b>Net Operating Income</b>	(\$21,657)	(\$58,448)	(\$34,168)	(\$46,984)
<b>Total Operating Revenues</b>	\$1,213,550	\$1,269,717	\$1,323,463	\$1,367,428
<b>Calculated Ratio</b>	(1.8%)	(4.6%)	(2.6%)	(3.4%)

The net operating revenues ratio indicates whether total operating activities for the fiscal year generated a surplus or created a deficit. OSU's net operating revenues ratio has been negative the past four years and at

relatively stable levels since FY17. Although the losses are relatively small, continuing negative operating revenues ratios may indicate that an institution does not currently have capacity to develop a stronger fund balance or make strategic operating investments without the use of existing fund balance, expense reductions, or revenue enhancements.

### COMPOSITE FINANCIAL INDEX



### RATIO ANALYSIS SUMMARY

Overall, OSU's finances are in a relatively stable position. Although there was a sharp drop between FY17 and FY18, it stabilized between FY18 and FY19. OSU remains well positioned financially to fulfill its mission and carry out its fiduciary responsibilities.



**FIGURE 7: OSU – GENERAL FUND FINANCIAL DATA**

	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>
<b>Revenues</b>				
Gross tuition and fees	387,963,322	407,197,656	421,774,551	441,286,120
Less fee remissions	(37,680,269)	(39,918,755)	(42,746,331)	(46,160,336)
Net tuition	350,283,053	367,278,901	379,028,220	395,125,784
State operating appropriations	117,656,107	125,467,980	135,686,951	146,511,849
State debt service appropriations	1,084,152	1,072,584	1,072,584	1,072,584
Indirect cost recovery	38,942,493	42,057,377	41,471,387	42,502,851
All other	25,487,930	27,052,954	30,442,249	34,304,852
<b>Total revenues</b>	<b>533,453,736</b>	<b>562,929,795</b>	<b>587,701,391</b>	<b>619,517,920</b>
<b>Expenses</b>				
Salary & Wages	267,341,287	279,480,083	295,551,671	304,993,459
Benefits: Health	51,420,069	54,819,115	58,363,725	61,240,623
Benefits: Retirement	43,942,573	53,680,508	55,501,500	63,165,647
Benefits: Other	37,356,848	37,931,930	40,769,100	42,415,275
Supplies & Services	98,560,991	104,839,742	114,123,087	116,646,816
Capital Expenditures	6,926,741	4,754,414	9,994,979	7,529,763
Institutional Student Aid	893,243	1,274,923	1,706,882	1,948,792
Net Fund Transfers	12,243,897	25,085,848	22,512,848	15,957,179
<b>Total expenses</b>	<b>518,685,650</b>	<b>561,866,563</b>	<b>598,523,791</b>	<b>613,897,554</b>
<b>Net Income (Loss)</b>	<b>14,768,086</b>	<b>1,063,233</b>	<b>(10,822,401)</b>	<b>5,620,366</b>
As a % of Revenue	3%	0%	-2%	1%
<b>Fund Balance Information</b>				
Beginning Fund Balance	68,563,430	83,331,516	84,394,749	73,572,348
<b>Ending Fund Balance</b>	<b>83,331,516</b>	<b>84,394,749</b>	<b>73,572,348</b>	<b>79,192,714</b>
Balance as a % of Revenue	16%	15%	13%	13%
Months of Operating Balance	1.9	1.8	1.5	1.5
<b>Additional Information</b>				
% of Revenue that is Tuition	66%	65%	64%	64%
Remission Rate	10%	10%	10%	10%
Wages and Benefits as % of Total:	77%	76%	75%	77%

## BOARD OF TRUSTEES

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The OSU Board of Trustees follows its responsibilities for transparency, accountability, engagement with the university's mission, coordination across the State, and meeting its obligation for real property holdings as set out by the Legislature.

The OSU Board of Trustees uses an extensive process for setting its annual meeting schedule to ensure access and transparency of its meetings. In setting the calendar each year, the Board Secretary works closely with the President's Office to identify potential committee and Board meeting dates that do not conflict with key times during the academic calendar such as final exams, "dead week" before exams, spring break and summer break, and major holidays. Proposed dates are vetted with the leadership of the Associated Students of OSU and the Associated Students of Cascades Campus to ensure they are comfortable with the proposed dates.

The Board of Trustees held meetings on the following dates during academic years 2019 and 2020. This list does not include committee meetings.

- October 26, 2018
- January 18, 2019
- April 5, 2019
- May 31, 2019
- October 18, 2019
- November 13, 2019
- December 13, 2019
- January 24, 2020
- April 3, 2020
- May 29, 2020
- August 14, 2020

In accordance with transparency and public accountability goals (ORS 352.025(1)(a)), the OSU Board of Trustees publishes its agendas and meeting locations in advance of each meeting. Agendas and meeting materials are posted on the Board's website in advance of each meeting at <http://leadership.oregonstate.edu/trustees/meetings>.

Notices of meetings are sent to members of the media and members of the public who have requested meeting notices. In addition to these required notices, the Board Office also sends notice to the university's email newfeed and student newspaper as well as placing ads on announcement monitors located on both the Corvallis and Bend campuses. The Board provides a general public comment period at each meeting and a public comment opportunity prior to Board action on any item.

In support of shared governance, the president of the OSU Faculty Senate, president of the Associated Students of OSU (ASOSU), and president of the Associated Students of Cascades Campus (ASCC) each provide a standing report at each regularly-scheduled Board meeting.

The Board provides an option for members of the public to view a live stream video of meetings held at the Corvallis campus in the Memorial Union. Members of the public can also listen to meetings via a toll-free number. In April 2020, the Board shifted its meeting format to remote only with the arrival of

the Coronavirus pandemic and in compliance with the Governor’s Stay at Home executive order and guidance from state and county health officials. During this time, the OSU Board put specific emphasis on maintaining public access to and transparency of the work of the Board. Of note, the OSU Board was the only public university board to accommodate verbal public comments at all remote meetings of the Board during this time, providing for continued engagement of trustees with staff, students, faculty and other stakeholders during this challenging time. Other boards shifted largely to written comments only during this time.

Since the Board’s inception, it has established foundational governance documents to support the university’s mission, ensure fiscal responsibility and stability, safeguard institutional resources, and assess its own operations and effectiveness. To meet its fiduciary duties and consistent with best practices, the Board has adopted the following, which are reviewed on a regular basis to maintain their currency:

- Bylaws
- University Mission Statement
- Statement of Board Principles and Core Values
- Trustees Conflict of Interest and Recusal Policy
- Trustee Code of Ethics
- Responsibilities of Individual Trustees Policy
- Policies on Standing Committees, Conduct of Meetings, Board Officers, Board Calendar
- Charters for each of the three standing committees of the Board
- University Fraud, Waste, and Abuse Reporting Policy
- University Code of Ethics
- Delegation of Authority to the University
- Public University Fund Investment Policy
- Framework for Evaluating Investment Policy Change Requests
- Internal Bank Policy
- Investment Policy
- Debt Policy
- Liquidity Management Policy
- Presidential Assessment Policy
- President Emeritus Policy
- President’s Residence Policy
- Trustee Recommendation Policy for At-large Positions
- Presidential Compensation Philosophy
- Ten-Year Business Forecast for OSU (2018-2028)
- Strategic Plan 4.0 (2019-2023)
- Approval of Capital Projects Policy
- Presidential Search and Selection Guidelines
- Tuition and Fee Process

The Board adopted the university's mission statement on March 13, 2014, which was then forwarded to the HECC that granted approval on June 11, 2015. The approved mission statement is available at: [http://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/trustees/agendaminutes/140313\\_adapted\\_osu\\_mission\\_statement.pdf](http://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/trustees/agendaminutes/140313_adapted_osu_mission_statement.pdf)

The Board conducts an annual board self-assessment and adopts annual work plans for the Board and its committees. These work plans are linked to the Board's responsibilities in its bylaws and to committee charters. There is orientation for new trustees that covers all aspects of fiduciary responsibilities of the Board. There is also an annual overview of governance best practices for all members, which covers Board and trustee responsibilities, public meeting and records laws, ethics, and other selected topics.

The Board or its designated committees receive annual internal and external auditor reports and quarterly operating management, investment, endowment investment, and internal audit reports. The Board also approves the university's annual operating budget, biennial budget proposal, annual tuition rates and fees, issuance of general revenue bonds, and adjustments in presidential compensation.

In 2019, the OSU Board completed the search and selection process for a new university president, following then President Ed Ray's announcement that he was stepping down. The Board's presidential search process began with the development of a presidential leadership profile. Development of the profile involved a multi-pronged community engagement effort to gather input on the university's strengths and the challenges OSU will face over the next 10 years and recommended skills, qualities and attributes that OSU's next president should possess. The Board hosted 11 listening sessions across the state for students, staff, faculty, alumni, donors and community members to share their perspectives and also gathered input through an online survey. Feedback was used to establish a leadership profile which was formally adopted by the Board to guide the recruitment of candidates and selection of the final candidate. The search was supported by a Presidential Search Committee consisting of OSU trustees, faculty, students, administrators, staff, and alumni, as well as representatives from higher education and the broader community. The Chair of the Board also convened a Stakeholder Group, composed of OSU faculty, students, staff, and administrators as well as members of the broader community to engage in the interview process and to provide feedback to the Board. In December 2019, the Board unanimously approved the appointment of F. King Alexander as the university president beginning July 1, 2020.

In anticipation of the presidential selection, the Chair of the Board also appointed a presidential transition committee comprised of trustees, staff, and administrators to support the onboarding and successful transition of President Alexander during the first year of his presidency. In October 2020, the Board approved the president's goals for fiscal year 2021. The Board conducts annual performance assessments of the university president, and the assessment in the coming year will consider progress toward the goals adopted.

In January 2020, the OSU Board approved an updated Ten-Year Business Forecast for the university covering the period from 2020 to 2030 and including a ten-year capital forecast. In August 2020, the Board approved the university's written plan required under Executive Order No. 20-28 which described the operational plans for meeting standards adopted by the Oregon Health Authority and Higher Education Coordinating Commission (HECC) for in-person instruction, research, and residential activities during the Coronavirus pandemic. A copy of the approved plan was provided to HECC. At subsequent Board meetings, university leadership has provided updates to the Board on its ongoing coronavirus response and planning efforts.

Oregon State University uses rigorous and transparent processes to review existing programs as well as approve new programs and courses using a shared governance model; conducts an assessment of all academic programs annually; and it conducts an external review of academic units every 10 years. OSU's guidelines for review and approval processes and a master calendar for annual assessments and unit external review are readily available.

As required by statute, the Board forwarded significant changes in the university's academic programs to HECC following Board approval. Programs forwarded to the HECC in academic years 2019 and 2020 include:

- MS/PhD Bioengineering Graduate Program (Joint program with UO)
- MS, MEng, and PhD in Artificial Intelligence
- BS in Supply Chain and Logistics Management
- BA/BS in Arts, Media, and Technology
- Doctor of Physical Therapy
- BS in Environmental Sciences
- BS in Business Analytics
- MA/MS in Communication
- Executive Masters in Public Policy
- BS in Biological Data Sciences
- BMus in Music Studies
- BS in Engineering Science
- BS in Outdoor Products
- BA in Creative Writing
- MA/MS in History
- BA/BS in Marine Studies

## CONCLUSION

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This report is guided by Oregon Revised Statute (ORS) 352.061 which requires that the HECC report on the university's achievement of outcomes, measures of progress, goals and targets; assess the university's progress toward achieving the mission of all education beyond high school, described in the 40-40-20 goal; and assess how well the establishment of its governing board comports with the findings of ORS 352.025. This report relies heavily on regularly conducted academic accreditation reports and the self-assessments prepared for these accreditation reviews, as well as on state and federal data. The contents of this report signal areas of alignment with the HECC Strategic Plan, which in turn supports the objectives of higher education for the State of Oregon.

The Northwest Commission on Colleges and Universities (NWCCU) last re-affirmed external accreditation for Oregon State University in July 2019. NWCCU commended the University on its comprehensive planning to improve student success and on its numerous initiatives to provide strong academic support and positive out-of-class living and learning experiences, which are increasing retention and graduation rates even as enrollment has grown and diversified. OSU is on track with its seven-year cycle of accreditation process and approvals by the NWCCU. OSU will begin the next cycle of accreditation reporting to NWCCU in 2021.

At least three strong trends emerged for OSU during its last evaluation, and continue through this one: growing enrollment, increasing diversity, and closing achievement gaps for underrepresented minority and low-income students. In fall 2020, OSU enrolled 33,686 students, an increase of 2.0% from the previous fall. In comparison, the number of students enrolled in a public university in Oregon decreased by 3.7% statewide. Non-resident enrollment grew by 2.4%, while resident enrollment increased by 1.6%. Of the fall 2020 new degree seeking undergraduates, 6,604 were newly admitted undergraduates, an increase of 500 over the 6,104 from fall 2019 (8.2% increase). Much of the growth in non-residents is due to significant expansion of online enrollments and increases in international students. Nevertheless, Oregon State University continues to be Oregon's largest university.

The number of underrepresented minority students enrolled at OSU continues to increase and is up 141.2% since 2010. OSU enrolled 5,703 underrepresented minority students in fall 2020, representing 16.9% of the total population. OSU is making year over year increases in the total number of underrepresented students who earn degrees. In the 2019-20 academic year, the improvement in the number of underrepresented minority graduates was particularly noticeable for American Indian/Alaska Native (80.0%) and Black (non-Hispanic) (35.5%) students.

Many students and prospective students at Oregon State University, like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. Public defunding of higher education is a national trend that is shifting a majority of the burden of paying for a college education to students and their families. That shift has been particularly acute in Oregon in recent years. Partly as a result of state funding cuts, resident undergraduate tuition and fees at Oregon State University's main campus increased 81.2% in the last 10 years, including increases of 4.2% and 3.8% at their main campus and 7.1% and 3.9% at the Cascades campus in 2017-18 and 2018-19 respectively.<sup>10</sup> In 2018-19, tuition at their main campus increased 4.0% and fees increased 3.1% while at

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<sup>10</sup> Source: <https://fa.oregonstate.edu/business-affairs/tuition-and-fee-information> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees).

their Cascades campus tuition increased 4.1% and fees increased 2.4%.<sup>11</sup> Resident graduate students have faced similar increases. Among Oregon State University undergraduate degree recipients who leave the university with federal loan debt, their average federally backed debt load is \$23,393. According to the College Scorecard, in the 2016-17 academic year, 47% of all students had federally supported loans and 28% received Pell Grants.

Many students and prospective students at Oregon State University, like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. That shift has been particularly acute in Oregon in recent years. Net tuition and fee revenue represents two-thirds of total educational and general (E&G) revenue for the state's universities. This means students are paying the majority of the cost of their education while the state and institution funds the remaining one third. This is almost the reverse of the student experience a generation ago. Partly as a result of state funding cuts, resident undergraduate tuition and fees at Oregon State University increased 71.0% in the last 10 years, including increases of 4.4% and 3.9% in 2019-20 and 2020-21 respectively.<sup>12</sup> Specifically in 2020-21 tuition for continuing students did not increase at either of OSU's campuses while tuition increased for new students by 3.2% at Corvallis and 4.7% at the Cascades campus, while fees increased by 7.7% at Corvallis and 8.9% at Cascades for all students.<sup>13</sup> Resident graduate students have faced similar increases.

Oregon State University students benefit from OSU's significant commitment of institutional resources to scholarships, remissions, and tuition discounts. In the 2019-20 academic year, OSU recorded \$19,866,488 in resident tuition remissions (13.1% of resident gross tuition charges), which is a 3.8% increase over the prior year. The year prior, the 2018-19 academic year, OSU recorded \$19,131,919 in resident tuition remissions (12.3% of resident gross tuition charges). The total cost of attendance for students also includes significant expenses associated with housing, food, transportation, and textbooks. Oregon State University estimates the average student budget for living expenses annually – \$17,140 for the 2020-21 academic year<sup>14</sup> – exceeds resident tuition and fees of \$12,167. The total cost of attendance at OSU's Corvallis campus is \$29,307 including tuition and fees plus living expenses.

As noted at the outset, this report is formative in evaluating OSU's progress in the coming years. It does not strive to be a comprehensive evaluation of this complex and multi-faceted university; rather, it emphasizes several areas that are of particular importance to the HECC and to the State of Oregon today. In partnership with institutional leadership, legislators, and other stakeholders, the HECC will continue to consider modifications to this annual process and product in order to improve its usefulness to our universities and to the people of Oregon.

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<sup>11</sup> A full-time resident undergraduate student (taking 45 credits per year or 15 credits for each of three terms) will pay \$9,435 in tuition and \$1,776 in fees for a total of \$11,211 at the main Corvallis campus and a similar student at the Cascades campus will pay \$9,120 in tuition and \$1,038 in fees for a total of \$10,158

<sup>12</sup> Source: <https://fa.oregonstate.edu/budget/tuition-fees> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees). Based on Corvallis Campus rates for new students in 2020-21.

<sup>13</sup> A new full-time resident undergraduate student (taking 45 credits per year or 15 credits for each of three terms) at Oregon State's Corvallis campus will pay \$10,155 in tuition while a continuing student will pay \$9,840 in tuition and both will pay \$2,012 in fees for a new student total of \$12,167 and a continuing student total of \$11,852. At the Cascades campus, a new student will pay \$9,975 in tuition while a continuing student will pay \$9,525 in tuition and both will pay \$1,212 in fees for a new student total of \$11,187 and a continuing student total of \$10,737.

<sup>14</sup> Source: <https://financialaid.oregonstate.edu/cost-attendance>

