

2020 UNIVERSITY EVALUATION: University of Oregon



University of Oregon Photo

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INTRODUCTION

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 the University of Oregon (UO) 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).

This 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 UO'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 UO'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 (PSU). 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. Senate Bill 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; and

- 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; and
- 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.

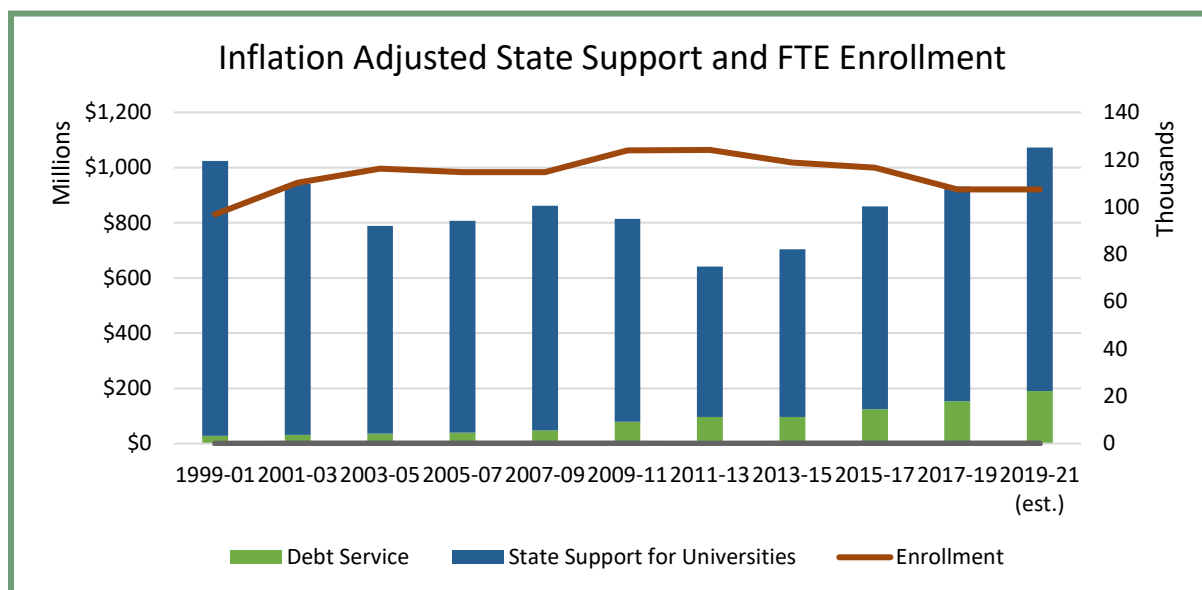
This report is focused on the legislative charge and the HECC’s primary areas of emphasis as indicated in its Strategic Plan. This report is not a comprehensive evaluation. It reflects the narrower scope of legislative issues of interest, incorporating findings from accreditation studies where there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

The University of Oregon (UO) is the flagship campus and one of the three largest public universities in Oregon. It is a world-class public teaching and research university that offers tremendous breadth and depth in liberal arts and sciences, and professional programs. Students, faculty members, and employees from a wide variety of backgrounds share a commitment to preserving the environment and pursuing innovation in nearly 300 comprehensive academic programs that range from Eugene to Portland and from the coast to the mountains. The UO is among 131 institutions out of 4,324 U.S. universities in the top-tier category of "Doctoral/Very High Research Activity" in the most recent Carnegie Classification of Institutions of Higher Education¹. The university was admitted in 1969 into the exclusive membership of the Association of American Universities (AAU), an organization of leading research universities devoted to maintaining a strong system of academic research and education. The UO is among 65 AAU

¹ <https://carnegieclassifications.iu.edu/lookup/lookup.php>

universities, both public and private, and along with University of Washington, is one of just two members in the Pacific Northwest.

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, purpose and values of UO are reproduced here:

MISSION:

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

PURPOSE:

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

VISION:

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

VALUES:

We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here. We value academic freedom, creative expression, and intellectual discourse. We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community. We value the unique geography, history and culture of Oregon that shapes our identity and spirit. We value our shared charge to steward resources sustainably and responsibly.

ACCREDITATION

A comprehensive assessment and review of academic and institutional quality of the University of Oregon is performed by the Northwest Commission on Colleges and Universities (NWCCU) which accredits UO 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 which has available 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. The University of Oregon was last reaffirmed for accreditation in July 2017 through 2024 following the completion of its Year Seven report and subsequent NWCCU evaluation. A copy of the reaffirmation letter with NWCCU recommendations is posted at https://accreditation.uoregon.edu/files/nwccu_reaffirmation_2017.pdf.

NWCCU applauded UO for its innovative human-centered design to build trust and social capital across campus to carry out the work of general education revision. In this same July 2017 letter, NWCCU urged UO to continue working on Recommendations 1 and 2 originally issued in its Spring 2013 review. These recommendations asked that:

1. UO clarify its objectives and related indicators of achievement, ensuring that they are measurable, assessable, and verifiable, so that UO can collect the necessary information to prepare the Year Seven Self-Evaluation Report, and that
2. UO intensify and focus its efforts to identify and publish expected course, general education, program, and degree learning outcomes.

NWCCU requested that these be addressed in an addendum to the Spring 2018 Year One (Mission and Core Themes) Report. The UO initiated a new seven-year accreditation cycle in Spring 2018 with the submission of their Year One Report which was accepted by the Commission with “no further action required,” acknowledgement that the recommendations from the previous review has been satisfied. A copy of this notification letter can be found at https://provost.uoregon.edu/files/university_of_oregon_-_year_one_notification_letter.pdf

In March 2020, UO submitted its Mid-Cycle Self Evaluation report. The purpose of the corresponding NWCCU Evaluation Report was to evaluate the University’s assessment of mission fulfillment, especially with regards to student learning, and its progress towards meeting the requirements and standards of the comprehensive Evaluation of Institutional Effectiveness (formerly Year Seven Self-Evaluation Report). (https://provost.uoregon.edu/sites/provost2.uoregon.edu/files/university_of_oregon_mid-cycle_peer-evaluation_report.pdf)

The evaluators focused on a number of topics including:

1. Programs and initiatives – both curricular and co-curricular – that have been especially impactful in fostering undergraduate and graduate student learning and student success;
2. Programs and initiatives supporting the University experience for underrepresented students;
4. Expectations for degree program assessment of student learning and program review; ongoing challenges to assessment of student learning; and
7. Dissemination and use of disaggregated student data and capacity to address potential equity gaps among student populations.

The Evaluation Report concludes by applauding UO’s deep commitment to student success that combines a focus on undergraduate teaching and learning with successful navigation of the demands and expectations as a research institution. The report also encourages UO to build on its momentum of assessment to consider how and where it might address “within the broader university curriculum, students are made critical thinkers, effective communicators, and ethically engaged members of our communities.” Notably the Report concludes, “This may be an especially timely question, given the size of the last two classes of first-year students and the increasing diversity of these first-year students.” The July 2020 NWCCU letter of acceptance of the Review Evaluation Report may be found here: https://provost.uoregon.edu/sites/provost2.uoregon.edu/files/commission_letter-university_of_oregon-6_24_2020.pdf

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

Future University of Oregon reporting requirements will be guided by the new 2020 Standards and evaluation cycle beginning with the new Year Six Policies, Regulations, and Financial Review (PRFR) and in the Year Seven Evaluation of Institutional Effectiveness (EIE).

UO also has individual programs that are accredited by the following organizations:

- Accrediting Council on Education in Journalism and Mass Communications
- The Association to Advance Collegiate Schools of Business

- American Association of Museums
- American Bar Association
- American Chemical Society
- American Psychological Association

American Speech-Language-Hearing Association

- Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on English Language Program Accreditation

Council for Interior Design Accreditation

- Landscape Architecture Accreditation Board
- National Architectural Accrediting Board
- National Association of Schools of Art and Design
- National Association of School Psychologists
- National Association of Schools of Music
- Network of Schools of Public Policy, Affairs, and Administration
- National Athletic Trainers Association
- Planning Accreditation Board
- Teacher Standards and Practices Commission

Economic and Community Impact

The University of Oregon remains a significant force in the Oregon economy. Between 2018 and 2020, UO research expenditures from grants and contracts increased by 11.7% from \$119.4 in FY18 to \$133.4 million FY20. The following information relies on an economic impact assessment originally produced in June 2014 (updated in 2015, 2017, and 2019) by UO economics professor Timothy Duy ². The estimated economic impact of the University was \$1.5 billion in the 2017-18 fiscal year. The estimated economic footprint—a measure of the aggregate economic activity affected by the University of Oregon and comparable to the definition of economic impact commonly used in impact studies—was \$2.2 billion.

Spending by the University of Oregon and its students and visitors drove an additional \$562 million of household earnings and 15,387 jobs in the state (economic impact). Overall, the University of Oregon effects \$816 million of household earnings and 22,852 jobs in the state (economic footprint).

² https://gcr.uoregon.edu/sites/gcr2.uoregon.edu/files/impactstudy_002.pdf

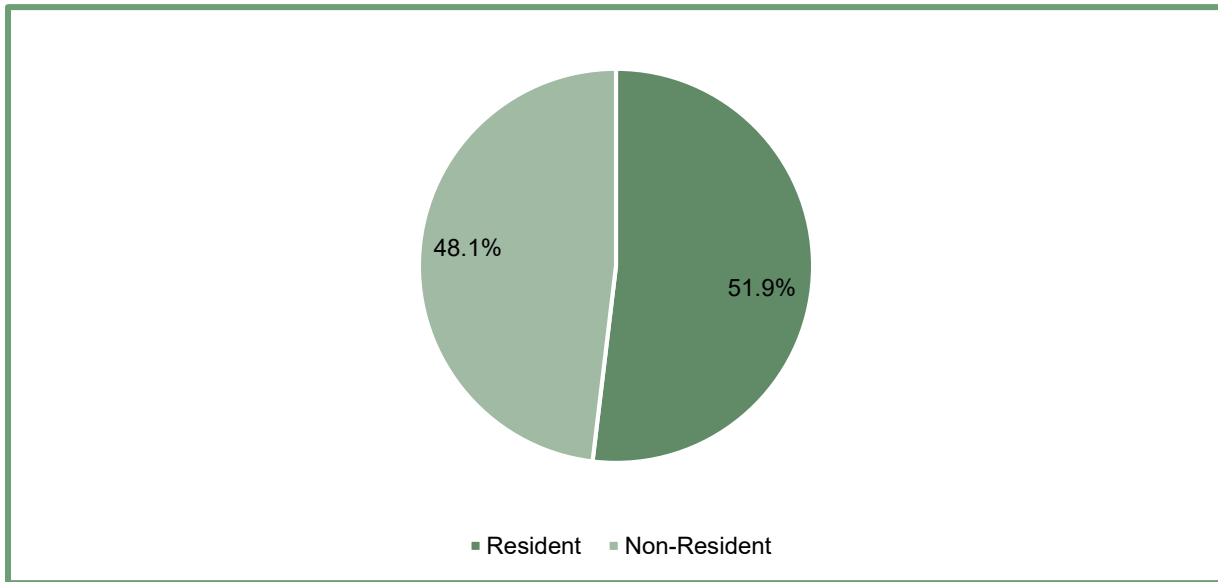
In October 2016, the University of Oregon announced a \$500 million gift from Phil and Penny Knight to create the Knight Campus for Accelerating Scientific Impact. The transformational lead gift is a part of a \$1 billion initiative designed to fast-track scientific discoveries that improve the quality of life for people in Oregon, the nation and beyond and train a highly capable scientific workforce for the jobs of tomorrow. When the billion-dollar initiative is fully operational, UO envisions the campus to have three new buildings outfitted with cutting edge laboratories, advanced life sciences technical and imaging facilities, human subject interaction spaces, flexible pedagogical environments for engineering and applied sciences and an innovation center with leasable labs and desk/meeting space. UO estimates that when fully underway the Knight Campus will drive the creation of some 750 jobs and produce nearly \$80 million in total economic activity statewide annually.

STUDENT ACCESS AND SUCCESS

Across the country, postsecondary enrollments declined 2.5% in fall 2020, nearly twice the rate of enrollment decline reported in fall 2019.³ 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.

As detailed by Figures 2 and 3, just over half of UO students (51.9%) are resident and the majority (91.3%) attend full-time.

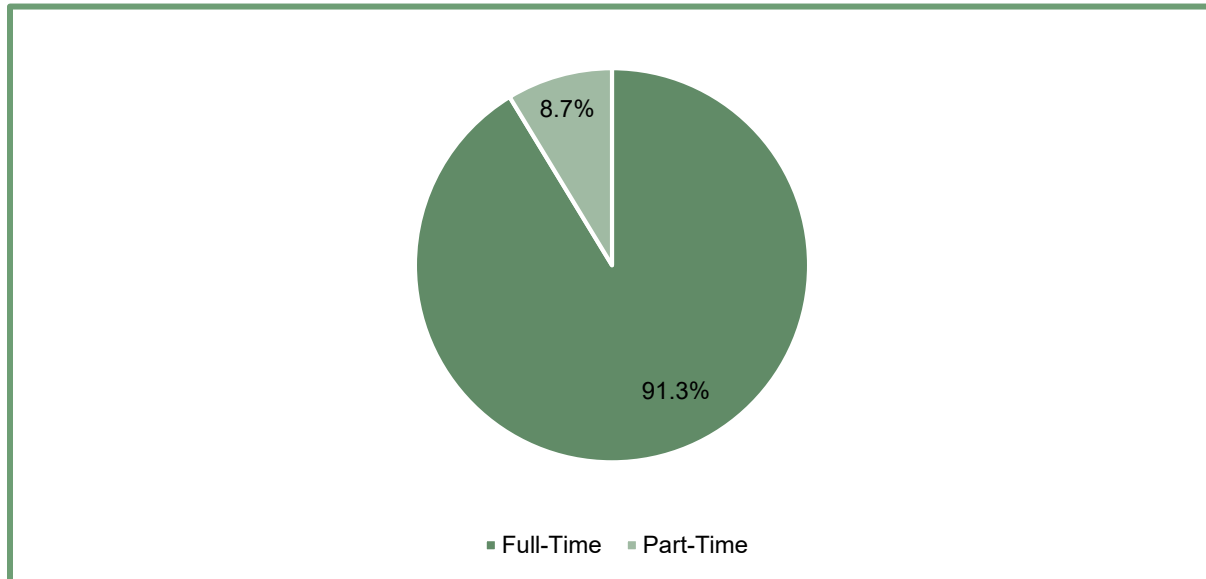
Figure 2: UO Student Enrollment by Residency, 2019-20



Source: HECC (2020)

³ <https://www.insidehighered.com/news/2020/12/17/final-fall-enrollment-numbers-show-pandemics-full-impact>

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



Source: HECC (2020)

In fall 2020, UO enrolled 21,800 students, a 3.7% decline from fall 2019 and a 4.2% decrease since its last evaluation two-years ago. Moreover, the number of newly admitted students substantially decreased year over year for the university, dropping from 5,616 during the fall of 2019 to 4,902 during the fall of 2020 (12.7% decline). Though there was an across the board decrease in enrollment, resident students saw a smaller decrease at 2.7% compared to their non-resident counterparts at 4.6 %.

UO's growth in enrollment of underrepresented minority students is noteworthy even as overall enrollments declined. Underrepresented minority students' enrollment remained flat. In Fall 2020, the University enrolled 4,554 underrepresented minority students compared to 4,574 during fall 2019, which only represents a decrease of 0.4 %. Underrepresented minority students constitute 20.9% of the entire student population—the highest in the university's history. Pell Grant recipients represent 24.8% of total enrollment undergraduate enrollment, and 35.8% of resident undergraduate students. The only student populations that did not experience enrollment decreases between fall 2019 and fall 2020 were Hispanic or Latino, Native Hawaiian or Other Pacific Islander, students who identify as two or more races (not underrepresented), and students who report their race and ethnicity as "unknown."

Table 1: UO Headcount Enrollment by Race/Ethnicity, Fall 2017, 2018, 2019, 2020

Race/ Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Change Fall 2019 to Fall 2020
Non-Resident Alien	2,797	2,411	1,882	1,319	(563)
American Indian/ Alaska Native	143	156	155	136	(19)
Asian	1,284	1,348	1,442	1,436	(6)
Black Non- Hispanic	514	517	548	544	(4)
Hispanic	2,570	2,705	2,851	2,895	44
Pacific Islander	79	99	97	102	5
Two or more races, Underrepre- sented Minorities	892	967	923	877	(46)
Two or more races, not Underrepre- sented Minorities	657	703	713	766	53
White Non- Hispanic	13,650	13,438	13,564	13,243	(321)
Unknown	394	416	440	482	42

Source: HECC (2020)

When viewing graduation rates for subsets of the student population, it is important to remember that many cohorts contain small numbers, and small changes in those numbers can look like large changes in rates. The six-year graduation rate for underrepresented minorities in the 2013 cohort is about six percentage points lower than the overall first-time freshmen graduation rate from the same cohort. Pell grant recipients' graduation rates were slightly lower (roughly five percentage points) than the overall cohort rate.

The four and six-year graduation rates for UO first-time freshmen who entered in the fall term of 2013 are as follows:

Table 2: Four-Year and Six-Year Graduation Rate, First Time, Full Time Freshmen Entering UO in Fall 2013

	Four-Year Graduation Rate	Six-Year Graduation Rate
All Students	56.8%	76.4%
Underrepresented Minorities	50.3%	70.0%
Pell Grant Recipients	51.3%	71.2%

Source: HECC (2020)

*Fall 2013 cohort is the latest year of available data for the six-year graduation rate

UO’s number of resident completions by award type varied in every category in the 2019-20 academic year compared to the 2018-19 academic year. UO awarded more certificates, doctoral and professional degrees and fewer bachelor’s and master’s degrees during 2019-20 academic year when compared to the year before. The greatest number of completions continues to be at the bachelor’s degree level. UO does not award associate’s degrees.

It is important to note that the decrease in number of degrees awarded is related to enrollment trends at UO, which have been decreasing for nearly a decade. When looking at the rates of completion, UO is demonstrating a very positive trend, increasing the four-year completion rate by more than 10 percentage points in the past six years, from 49.9% (2010 cohort) to 61.3% (2016 cohort). One can see similar trends in subgroups of students. For example, underrepresented minority students had the following four-year graduation rates:

Table 3: Underrepresented Minority Students

Cohort Year	Graduated within 4 Years
2010	41.1%
2011	43.8%
2012	46.4%
2013	51.2%
2014	51.0%
2015	53.9%
2016	52.5%

In addition, the graduation rates for resident students have also shown similar increases:

Table 4: Resident Students

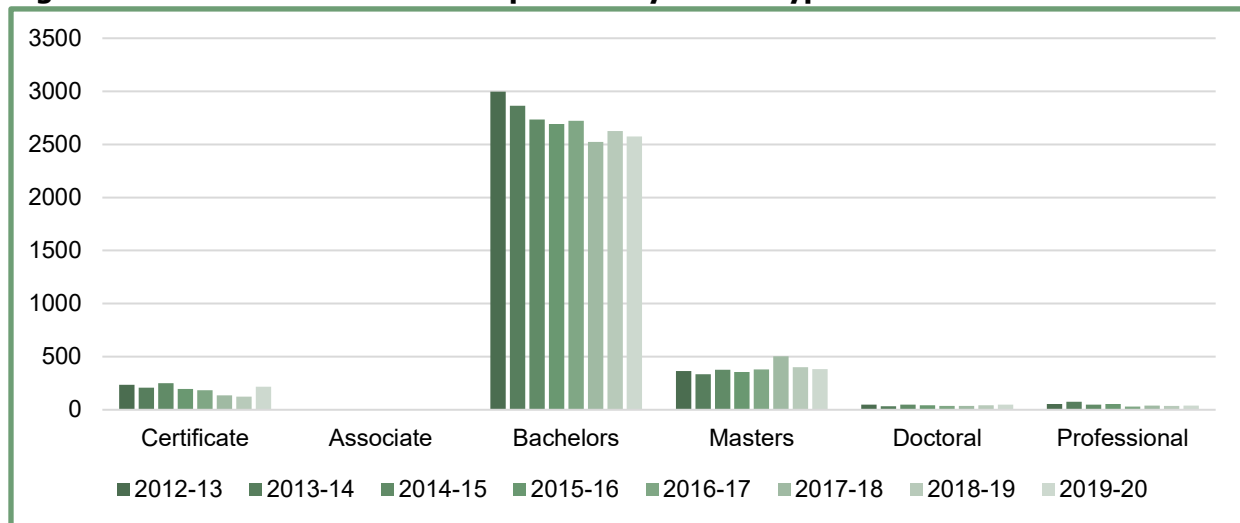
Cohort Year	Graduated within 4 Years
2010	49.1%
2011	49.5%
2012	52.7%
2013	57.0%
2014	56.1%
2015	60.1%
2016	61.7%

Table 5: UO Resident Student Completions by Award Type

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Certificate	234	207	249	197	184	137	124	217
Associate	-	-	-	-	-	-	-	-
Bachelors	2,998	2,864	2,735	2,691	2,721	2,524	2,625	2,575
Masters	365	336	376	355	381	504	402	384
Doctoral	48	32	47	43	35	35	43	48
Professional	53	77	47	55	31	38	35	39

Source: HECC (2020)

Figure 4: UO Resident Student Completions by Award Type



Source: HECC (2020)

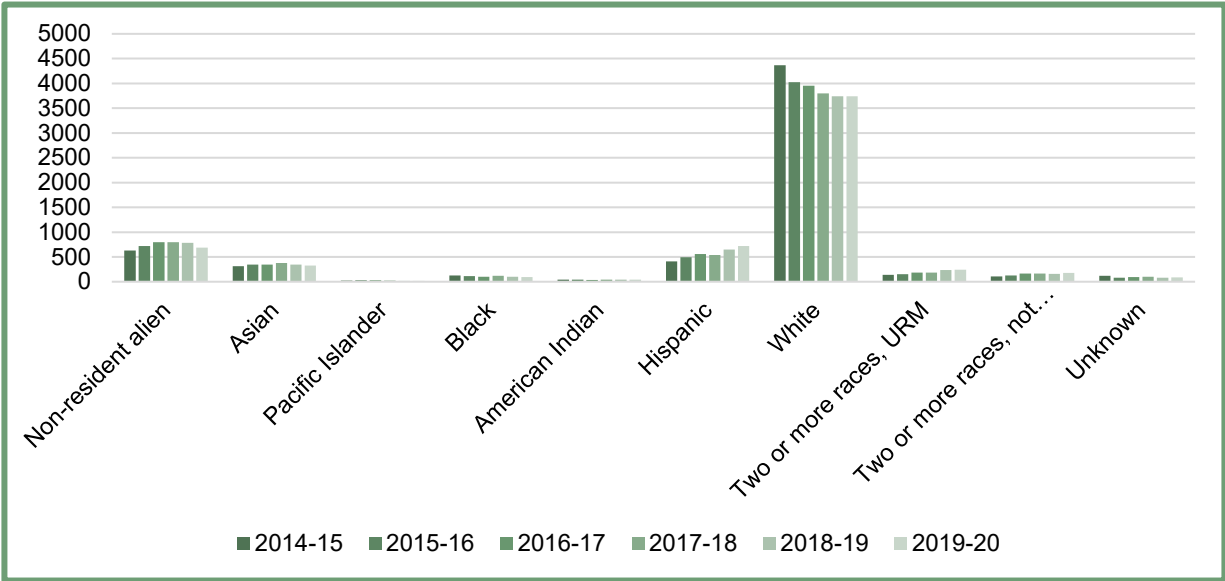
Fall 2020 included the largest number of students in the university’s history who identify as Hispanic or Latino. The 2019-20 academic year also saw the highest number of underrepresented minority students earning degrees. To better understand the data, please review the table and graph below:

Table 6: UO Completions by Race/Ethnicity

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Non-resident alien	632	720	799	795	787	686
Asian	314	347	348	380	346	326
Pacific Islander	23	28	29	20	18	17
Black	124	110	99	121	97	94
American Indian	39	39	38	44	42	42
Hispanic	412	497	559	538	652	719
White	4,369	4,028	3,957	3,797	3,744	3,741
Two or more races, URM	141	153	185	182	233	243
Two or more races, not URM	108	128	162	164	161	177
Unknown	120	79	96	102	82	88
URM	739	827	910	905	1042	1115

Source: HECC (2020)

Figure 5: UO Completions by Race/Ethnicity



Source: HECC (2020)

AFFORDABILITY

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 the University of Oregon's affordability.

Many students and prospective students at the University of Oregon (UO), 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.⁴

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 shift is even more acute at the University of Oregon where net tuition and fee revenue represents approximately 78% of total E&G fund revenue. 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 the University of Oregon increased 60.2% (based on the continuing student rate) in the last 10 years, including increases of 6.9% and 3.1% (for continuing students) and 8.9% (for new students in UO's new tuition guarantee program) in 2019-20 and 2020-21 respectively.⁵ Beginning with the 2020-21 academic year, UO implemented a new tuition guarantee program (known as the Oregon Guarantee⁶) which will freeze tuition and mandatory fees (except for incidental fees) for up to five years for new undergraduate students. Specifically, in 2020-21 tuition for continuing students increased by 3.0% and fees by 3.6% while for new students their tuition increased by 9.8% and fees by 5.2%. This resulted in a weighted total increase (by the HECC's calculation, which excludes incidental fees) of 4.9%.⁷ Resident graduate students have faced similar increases.

Students, however, do have access to financial aid at University of Oregon. In addition to need-based federal and state financial aid programs (Pell and the Oregon Opportunity Grant), University of Oregon students benefit from UO's significant commitment of institutional resources to scholarships, remissions, and tuition discounts. In the 2019-20 academic year, UO recorded \$29,676,380 in resident tuition remissions (21.7% of resident gross tuition charges), which is a 21.4% increase over the prior year. The year prior, the 2018-19 academic year, UO recorded \$24,453,351 in resident tuition remissions (19.2% of resident gross tuition charges).

University of Oregon also engages in a number of targeted programs designed to increase access and completion among targeted populations.⁸ For example, UO's "Pathway Oregon" program pays all remaining tuition and mandatory fees after all scholarships are applied for Oregon resident

⁴ https://shef.sheeo.org/wp-content/uploads/2020/04/SHEEO_SHEF_FY19_Report.pdf

⁵ Source: <https://registrar.uoregon.edu/costs> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees).

⁶ <https://financialaid.uoregon.edu/oregon-guarantee>

⁷ A continuing full-time resident undergraduate student (taking 45 credits per year or 15 credits for each of three terms) at the University of Oregon will pay \$10,753 in tuition and \$2,363 in fees for a total of \$13,116 while a new student in will pay \$11,458 in tuition and \$2,398 in fees for a total of \$13,856.

⁸ <https://financialaid.uoregon.edu/scholarships>

undergraduate Pell eligible students with a HS GPA of 3.4 and above. In addition, these students receive counseling and assistance on seeking funding sources for housing and other costs.

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. The University of Oregon estimates the average student budget for living expenses annually – \$16,455 for the 2020-21 academic year⁹ – exceeds resident tuition and fees of \$13,857 for new students.

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 UO scorecard for the 2018-19 academic year,¹⁰ 58% of UO's students who asked for financial aid were unable to meet expenses with expected resources, family contributions, student earnings and grant aid, below the statewide average of 67%.¹¹ Average earnings among bachelor's degree recipients five years after graduation were \$45,512, compared to a statewide average of \$47,994. The average debt among graduates was \$20,500, compared to a statewide average of \$22,273 and 38% of UO students had federally supported loans, as compared to the statewide average of 47%. According to the College Scorecard, during the 2018-19 academic year, 35% of students received Pell Grants.¹²

⁹ Source: https://financialaid.uoregon.edu/cost_of_attendance

¹⁰ Source: <https://www.oregon.gov/highered/research/Documents/Snapshots/UO-Snapshot.pdf>

¹¹ Statewide averages from: <https://www.oregon.gov/highered/research/Documents/Snapshots/Univ-Snapshot.pdf>

¹² <https://collegescorecard.ed.gov/school/?209551-University-of-Oregon>

ACADEMIC QUALITY AND RESEARCH

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 in its fifth year 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 University of Oregon has a long-established record of academic excellence. In 1969 it was admitted to the Association of American Universities (AAU), an organization of leading research universities devoted to maintaining a strong system of academic research and education. The University of Oregon is among 65 AAU universities, both public and private, and one of just two in the Pacific Northwest. The University of Oregon is among the 131 U.S. universities categorized in the top-tier designation of "Doctoral/Very High Research Activity" in the most recent Carnegie Classification of Institutions of Higher Education. For FY19 and FY20, UO reported total research expenditures of \$126 million and \$133 million respectively.

UO's Clark Honors College was the first four-year public honors college west of the Mississippi. The university's academic programs are organized into eight degree-granting schools and colleges: The College of Design, College of Arts and Sciences, College of Education, School of Law, Lundquist College of Business, School of Journalism and Communication, School of Music and Dance, and Graduate School. The University of Oregon is particularly strong in the sciences (biology, chemistry, math, physics and geoscience), along with the neurosciences, cognitive sciences, anthropology, geography, materials, education and education research, sustainable architecture, journalism, entrepreneurship and sports business, environmental law, and East Asian languages and literatures. The university is well known for interdisciplinary programs such as environmental studies and comparative literature.

Program review is essential to maintain and improve program quality. The University of Oregon's processes for academic program review and approval are clearly established. Any significant change in the University's academic programs as defined by the HECC is approved by the Board committee responsible for academic affairs prior to the submission to the Commission. Internal program approval processes are managed by the Office of the Provost and posted at: <https://provost.uoregon.edu/new-revised-programs>. The Office of the Provost manages program review processes. Information on program review is available online at: <https://provost.uoregon.edu/program-review>

Faculty evaluation and professional development are fundamental to sustaining academic quality. The University of Oregon has distinct processes for evaluation and promotion for "tenure-track faculty" (TTF) and "non-tenure track faculty" (NTTF) and has a Professional Development and Training Policy (<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-8-admissions-oregon-residency-professional-development-and>) that recognizes the "importance of encouraging and supporting

employees in professional development activities that are related to their employment.” The University of Oregon, Office of Human Resources (<http://hr.uoregon.edu/professional-development/professional-development-services>) offers a central resource for coordinating training, assisting instructors, and providing an easy access portal for learners and the Teaching Engagement Program (TEP) provides faculty support for their teaching through workshops, seminars, and individual consultations on best practices.

COLLABORATION

The University of Oregon benefits from, and contributes to, a host of collaborative activities with other postsecondary institutions. Additionally, the UO participates in cooperative contracting with the other Oregon public universities and with national cooperative contracts.

Various leadership councils provide a great opportunity for continued collaboration and information-sharing regarding current and anticipated issues and shared goals. 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 forum for all faculties of Oregon public universities in matters of shared concern.

The University of Oregon engages in a number of collaborative initiatives with other universities and partners, as indicated below (P indicates participation):

Table 7: UO Collaborative Initiatives Participation

Other University Collaborations	University Response
Public University Councils:	
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
Senior Research Officer Council	P
Cooperative Contracting	P
Capital Construction Services	N/P
OWAN (disbanded)	N/A
NERO Network (disbanded)	N/A
RAIN	N/A
Orbis Cascade Alliance	P
ONAMI	P
Other	Oregon Inc.

The UO has played a role in higher education emergency management since 2005 when it started the National Disaster Resilient Universities (DRU) Network. The DRU Network's goal is to facilitate open communication, discussion, and resource sharing among university and college practitioners responsible for making campuses more disaster resilient. As of January 2021, the DRU Network has more than 2,200 members. In 2009 the university assisted several other Oregon campuses in developing their natural hazard mitigation plans. UO Emergency Management (UOEM) recognized the benefit of bringing together postsecondary institutions in Oregon and the Pacific Northwest to discuss successes and

challenges. Since 2010, UOEM has hosted annual Disaster Resilient Universities (DRU) Higher Education Summits. The DRU Summits ranged from topics specific (e.g., pandemic illness, earthquakes, enterprise risk management) to more general sessions aimed at sharing best practices and networking among those charged with making their campuses safe resilient. In 2015, a number of staff from UO's Incident Management Team assisted Umpqua Community College (UCC) with coordination of its short-term recovery efforts following the October 1 shooting on its campus.

Following the UCC incident, the Governor appointed Andre Le Duc, UO's Chief Resilience Officer, and Associate Vice President, as Chair of the Campus Safety Working Group tasked with:

1. Analyzing promising practices that can be shared across all higher education institutions to maintain public safety, prevent, prepare for and effectively manage future response and recovery efforts for campus-wide emergencies; and
2. Identifying resource needs and potential state policy to enable a coordinated strategy across the higher education system, both public and private institutions.

The Working Group presented their recommendations and final report to the Governor in 2016, including an all-hazard, multi-faceted approach to making Oregon campuses safer and more resilient.

(Link to the report-

https://safety.uoregon.edu/sites/safety1.uoregon.edu/files/ocswg_full_report_fnl_11-04-16.pdf)

Since that time, UO has taken the lead in coordinating the postsecondary institutions, including Oregon's public universities, community colleges, through the Oregon Community College Association, and private universities and colleges through the Oregon Alliance of Independent Colleges & Universities to advance the recommendation of the 2016 report. Including working with Oregon legislators to provide testimony and support bills to seek state funding for the 2016 recommendations.

In late 2019, UO worked with the partners to form the Oregon Campus Resilience Consortium to advance the 2016 Campus Safety Working Group recommendations. Due to the COVID-19 pandemic in early 2020, the UO has been working with the Oregon Campus Resilience Consortium partners to share information and resources to assist postsecondary institutions in Oregon to navigate the COVID-19 response.

UO collaborates and participates in shared services related to information technology. The former Network for Education and Research in Oregon (NERO) service center administered by the UO, has joined [Link Oregon](#), a consortium of the State of Oregon and the state's four research universities—UO, OSU, OHSU, and PSU. Link Oregon seeks to enhance research, education, healthcare, and access to public services and information across the state. They support K-12 and higher education, university research, libraries, public healthcare organizations, and Native Tribal facilities statewide.

UO is also strengthening ties with OHSU through partnerships in developmental biology and exploring opportunities associated with the Phil and Penny Knight Campus for Accelerating Scientific Impact. Additionally, the UO Knight Campus is partnering with OSU's College of Engineering to offer a joint bioengineering doctoral program that provides students access to courses, facilities, and faculty at both institutions.

The UO Libraries participates in several regional and national library consortiums to share library collections, resources, and expertise, and to realize cost discounts for a variety of services and resources. Among these is the Orbis Cascade Alliance, a consortium of 39 academic libraries located in Oregon,

Washington, and Idaho, including Oregon's seven public universities and 17 other higher education institutions, community colleges and private, across the state. Orbis members share an integrated library management platform that offers access to over 9.5 million items to its collective user community. Orbis also provides consortial electronic resource purchasing for its members for over \$9 million dollars in products.

The University of Oregon is no longer actively working with the statewide RAIN organization as its mission has evolved to no longer include university-led innovations. UO continues to support innovation and economic development in the Eugene and the region through a new organization, Onward Eugene, that formed from a merger of RAIN Eugene and other local organizations. The university provides space to Onward Eugene and is actively collaborating on funding proposals to support a thriving local economy that leads to inclusive prosperity.

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 seven 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. Yet, 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, UO 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 the public universities. 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. 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. Resident transfer students make up about 25% of students transferring from Oregon Community Colleges. Students transferring from Lane Community College and Portland Community College represent the largest group of transfers to the University of Oregon.

The University of Oregon enjoys the highest transfer completion rate of all Oregon public universities. According to the HECC report, "HOUSE BILL 2998 (2017): POSTSECONDARY STUDENT TRANSFER, DECEMBER 2020" (<https://www.oregon.gov/highered/research/Documents/Reports/2020-HECC-Postsecondary-Transfer-Report-Final.pdf>), 72% of students who transfer to the University of Oregon with 90+ credits graduate within 4 years of admission to the university. That compares to an average of 62% for all Oregon public universities. A report by the Ford Family Foundation (https://www.tfff.org/sites/default/files/TFFF_OregonTransferReport02212020.pdf) using data provided by the HECC, recognized the University of Oregon as "A public university with better-than-expected bachelor's degree completion rates among transfer students." In this study, "better-than-expected" was defined by the difference between the graduation rates of UO's transfer students and the graduation rates as predicted by statistical analysis of Oregon high school students and new community college students statewide. The report highlighted the University of Oregon's transfer articulation agreements and web resources for transfer students as key elements of success.

In addition, University of Oregon graduates have the lowest average debt among all the other public universities in Oregon and at the statewide average for "excess credit" for transfer students according to the HECC report referenced above. For first-time freshmen, the average number of credits accumulated

upon completion of a bachelor's degree is 202. The average for transfer students is 208. At the University of Oregon, the average for first-time freshmen is 199. For transfers the average is 205. As such, the UO continues to participate in statewide efforts to improve transfer overall and remains committed to the important goal of degree completion for all students.

The positive results among transfer students are the result of conscientious efforts to develop articulation agreements with partner institutions and tools for students to help them understand how to successfully transfer to the University of Oregon with an eye toward timely degree completion. The UO has ongoing relationships with community college partners, especially Lane Community College, Portland Community College and Southwestern Oregon Community College. They are actively updating a consortium agreement with Lane Community College and discussing a new transfer program with them. The "transfer credits" website (<https://registrar.uoregon.edu/transfer-students>) provides a wealth of information on transferring to the University of Oregon and a number of tools to ease that process, such as Transferology and the Transfer Evaluation System. Both of these tools provide an easy way for students to determine how courses from institutions in the state and outside the state will transfer.

In addition, the University of Oregon has participated in: the Oregon Strong Start steering committee, an effort to improve student success in early math courses through co-requisite education; the PDX Career Pathways Collaborative, an effort coordinated by Education Northwest to improve pathways from high school to postsecondary education to careers; and Guided Pathways work of community colleges, an effort coordinated by the Oregon Community College Association to create clearer educational pathways for community college students.

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 mandated participation by the independent universities in certain services offered by USSE until July 1, 2019. These mandated services include group health insurance, group retirement plans, and collective bargaining. The UO serves as fiduciary for all of the former Oregon University System retirement plans, and hosts and manages the Oregon Public Universities Retirement Plans ("OPURP") shared-services organization. All seven public universities participate in OPURP via shared-services agreement.

The two largest plans managed by OPURP, the Optional Retirement 401(a) Plan ("ORP") and the Tax-Deferred Investment 403(b) Plan ("TDI"), hold \$2.36 billion in retirement assets of former and current public university employees (as of 12/31/2020) at three separate investment firms. OPURP coordinates with the investment firms, individual universities' benefits and payroll offices, the investment committee, and the University Shared Services Enterprise, to provide timely, accurate, and compliant retirement plan services to all eligible employees.

The UO has chosen not to participate in many of the services provided by the USSE, as the institution was able to provide the functions more cost effectively itself. Beginning several years prior to the dissolution of OUS, the UO undertook the process of hiring and building the financial management team necessary to support internal and external financial reporting and strong internal financial management for the institution without support of a centralized service center model. This intentional separation has allowed the UO to undertake nearly all services rendered by the USSE without attributing a direct cost increase from pre- to post-independence. Table 6 below summarizes shared services. (P indicates Participation)

Table 8: Shared Administrative Services

Provider	University Response (Participant/Non-Participant)
University Shared Services Enterprise (USSE, hosted by OSU)	
Financial Reporting	N/P
Capital Asset Accounting (currently only OIT)	N/P
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement*)	N/P
Collective Bargaining *	P
Information Technology/5th Site ¹	N/P
Treasury Management Services:	
Legacy Debt Services-Post Issuance Tax Compliance	P
Legacy Debt Services-Debt Accounting	P

Non-Legacy Debt Services	N/P
Bank Reconciliations (and other ancillary banking services) ²	N/P
Endowment Services	N/P
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	P
Legislative Fiscal Impact Statement Support	P
Risk Management Analyst (TRUs only)	N/P
Public University Fund Administration ³	N/P
Retirement Plans Management (hosted by UO)	
Retirement Plans *	
Legacy 401(a) Plan	P
Legacy 403(b) Plan	P
Optional Retirement Plan (ORP)	P
Tax-Deferred Investment (TDI) Plan	P
Public University Risk Management and Insurance Trust (Risk Management)	N/P

There does not appear to have been a deleterious impact on other institutions due to non-participation of the UO in USSE services. This is true in terms of both cost and service quality, as all other institutions continue to purchase many if not most non-mandated services. By continuing to participate in shared services, other institutions are implicitly stating that either:

- USSE is rendering value added services given its current price point and service quality, or
- Institutions lack the capacity to manage other outsourced providers, or to insource services.

Questions remain as to whether the USSE could continue to operate at the level of service and cost competitiveness for other USSE participants if other institutions were to withdraw. Because of the insourcing of work formerly offered by the Chancellor's Office and currently offered by the USSE, the UO believes it has either increased the effectiveness or decreased the cost of services rendered or both. Specifically, the UO cites savings and increased risk coverage related to its now individual insurance purchase agreements. The UO has also chosen to provide its own payroll, treasury and cash management services. The latter two services provide greater levels of flexibility in asset and liability management and operational efficiencies for the UO. The effort was cited by Moody's as credit positive and is an important level of control for the UO's administration and Board of Trustees.

FINANCIAL METRICS

This section of University of Oregon’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

Ratio	FY20	FY19	FY18	FY17	Benchmark
Primary Reserve Ratio	0.33	0.72	0.69	0.70	>0.4
Viability Ratio	0.55	1.12	0.96	1.01	>1.0
Return on Net Assets	2.8%	9.1%	3.0%	29.2%	>6%
Net Operating Revenues	(4.4%)	(2.0%)	(4.7%)	(4.0%)	>4%
Composite Financial Index	1.26	3.58	2.58	5.31	N/A
Adjusted CFI*	3.20	4.63	3.74	7.25	>3.0
*adjusted to remove pension and OPEB related liabilities					

PRIMARY RESERVE RATIO

Are resources sufficient and flexible enough to support the mission?

Amounts in \$ Thousands	2017	2018	2019	2020
Expendable Net Assets	\$757,194	\$764,401	\$831,506	\$518,515
University/Foundation	\$41,151/\$716,043	\$2,593/\$761,808	(\$36,425)/\$867,931	(\$68,995)/\$587,510
Expenses	\$1,080,401	\$1,103,329	\$1,160,391	\$1,593,043
Calculated Ratio	0.70	0.69	0.72	0.33

UO's primary reserve ratio was relatively steady from FY17 to FY19, at a level well above the established benchmark. In FY20 the primary reserve ratio dropped below the benchmark, primarily due to increased investment in capital assets, primarily a one-time capital project, Hayward Field. A significant portion of the expendable net assets were restricted foundation gifts, that were then transferred to the university in order to complete the project.

Overall, UO's primary reserve ratio equates to three months' worth of expenses. However, this is due to almost entirely to foundation assets which are restricted but expendable. Indeed, without foundation assets, UO's expendable net position in FY20 would have been negative, indicating that they likely do not have the level of flexibility it may first appear.

VIABILITY RATIO

Are debt resources managed strategically to advance the mission?

Amounts in \$ Thousands	2017	2018	2019	2020
Expendable Net Assets	\$757,194	\$764,401	\$831,506	\$518,515
Total Long-Term Debt	\$751,454	\$793,529	\$744,041	\$944,297
Calculated Ratio	1.01	0.96	1.12	0.55

UO's viability ratio was stable from FY17 to FY19 at a level just below the benchmark due to strong overall expendable net assets. In FY20 the ratio dropped below the benchmark. As with the primary reserve ratio, this is primarily due to an increase in capital investments, due to the transfer of foundation funds for the Hayward Field project. At this point, UO could cover just over half of every dollar in debt owed with currently available assets. Again, this is due to the UO's foundation assets.

RETURN ON NET ASSETS RATIO

Does asset performance and management support the strategic direction?

Amounts in \$ Thousands	2017	2018	2019	2020
Total Change in Net Position	\$543,785	\$72,183	\$224,878	\$75,840
Total Beginning Net Position	\$1,860,764	\$2,390,144	\$2,462,327	\$2,687,205
Calculated Ratio	29.2%	3.0%	9.1%	2.8%

The return on net assets ratio demonstrates whether an institution is financially better off than in previous years. It shows an institution's total economic return. UO's performance on this ratio was well above the benchmark in FY19 and dropped to just under half the benchmark for FY20. These swings were due primarily to increases in foundation assets during FY19. A return on net assets ratio at this level indicates that UO has less financial flexibility going forward.

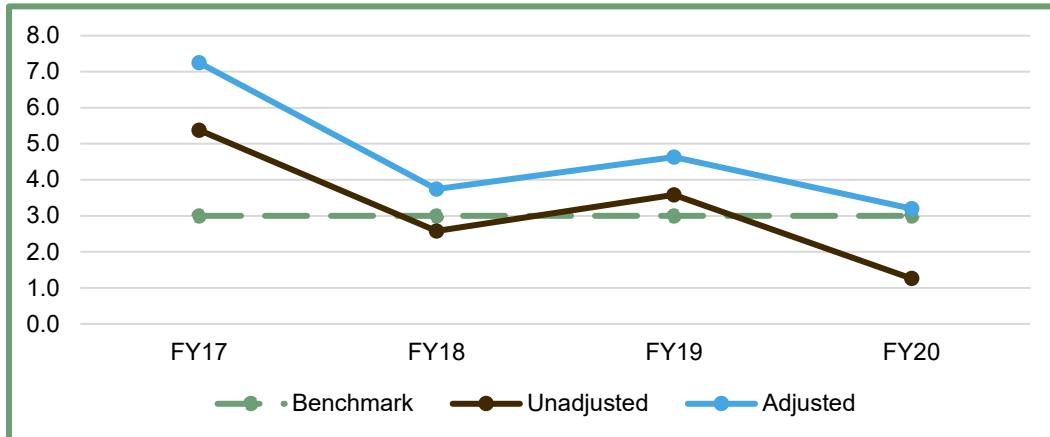
NET OPERATING REVENUES RATIO

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

Amounts in \$ Thousands	2017	2018	2019	2020
Net Operating Income	(\$42,114)	(\$49,050)	(\$23,296)	(\$67,796)
Total Operating Revenues	\$1,060,861	\$1,053,085	\$1,137,095	\$1,525,247
Calculated Ratio	(4.0%)	(4.7%)	(2.0%)	(4.4%)

The net operating revenues ratio indicates whether total operating activities for the fiscal year generated a surplus or created a deficit. It attempts to demonstrate whether an institution is living within its available resources. UO's net operating revenues ratio has been slightly negative during the past four years. Although these losses were 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, UO's financial position is diminished compared to the previous year. The CFI dropped below the benchmark in FY20, and it is generally trending down. While the UO has faced considerable financial pressures the last few years, the negative CFI trends are magnified due to the flow of restricted capital gifts into and out of the Foundation during the last few years.

FIGURE 6: UO – GENERAL FUND FINANCIAL DATA

	FY2017	FY2018	FY2019	FY2020
Revenues				
Gross tuition and fees	444,251,249	460,850,634	462,631,526	478,616,619
Less fee remissions	(42,666,154)	(45,617,725)	(44,177,455)	(53,611,282)
Net tuition	401,585,095	415,232,909	418,454,072	425,005,337
State operating appropriations	65,999,988	70,210,908	71,910,651	78,719,195
State debt service appropriations	801,356	801,356	801,359	801,356
Indirect cost recovery	21,895,847	22,610,802	24,619,477	25,087,226
All other	21,757,674	17,503,613	16,763,428	15,857,545
Total revenues	512,039,960	526,359,588	532,548,986	545,470,659
Expenses				
Salary & Wages	256,363,605	250,646,818	257,825,362	264,475,179
Benefits: Health	53,067,352	-	-	-
Benefits: Retirement	43,685,075	-	-	-
Benefits: Other	42,836,196	162,360,252	167,111,389	182,613,758
Supplies & Services	79,327,868	83,444,653	96,141,367	89,236,178
Capital Expenditures	7,437,754	5,011,157	5,215,820	3,721,532
Institutional Student Aid	4,444,108	5,430,091	5,882,527	5,515,265
Net Fund Transfers	20,542,861	13,045,334	11,829,666	7,007,520
Total expenses	507,704,819	519,938,305	544,006,131	552,569,432
Net Income (Loss)	4,335,142	6,421,283	(11,457,144)	(7,098,773)
As a % of Revenue	1%	1%	-2%	-1%
Fund Balance Information				
Beginning Fund Balance	67,430,541	73,534,267	77,206,732	63,821,675
Net Operating	4,335,142	6,421,283	(11,457,144)	(7,098,773)
Accounting Adjustments	1,818,584	(1,879,287)	(1,927,913)	(2,250,903)
Ending Fund Balance	73,584,267	78,076,263	63,821,675	54,471,999
Balance as a % of Revenue	14%	15%	12%	10%
Months of Operating Balance	1.7	1.8	1.4	1.2
Additional Information				
% of Revenue that is Tuition	78%	79%	79%	78%
Remission Rate	10%	10%	10%	11%
Wages and Benefits as % of Total:	78%	79%	78%	81%

BOARD OF TRUSTEES

The Boards of Trustees at each public university and their respective university constituents are continuing the process of developing effective working relationships. The Commission continues to recommend that the areas that all Boards should be attentive to include timing and access, for example, not scheduling meetings during exams, or when classes are not in session; and encouraging feedback by making an effort to allow non-board members to weigh in early on in the meetings rather than having to sit through the whole meeting. The Board of Trustees invites the ASUO and University Senate presidents to present standing reports at each quarterly meeting in addition to an open invitation to community members to offer public comment.

Governing Board Focus Area	Evaluation Question	Supporting Narrative	Data Source
Transparency (ORS 352.025(1)(a))	Board meets at least four times per year. ORS 352.076.(7).	During the 2019-2020 AY/FY, the Board of Trustees held regular meetings on September 5-6, 2019; December 9-10, 2019; March 16-17, 2020; and June 4, 2020. March 17 and June 4 were held under newly-adopted COVID-19 protocols as required by state mandate and in compliance with state orders. All meeting dates, materials, recordings and adopted minutes can be found at https://trustees.uoregon.edu/past-meetings	Board of Trustees
	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).	Proper public notice of meetings was issued for each meeting. All notices and agendas—as well as materials which are complete by the time of notice—are posted online at https://trustees.uoregon.edu/upcoming-meetings . In addition, media notification is sent pursuant to ORS and UO bylaws for each meeting. Emails available upon request.	Board of Trustees

	<p>The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).</p>	<p>All board meetings are in compliance with public meetings laws. Meetings are duly noticed and materials are posted online—to the extent practical—in advance of the meeting (any supplemental materials are added to the online packet). Meetings are held in a location available to the public as possible. Currently, meetings are remote given ongoing health guidance and safety practices. Meetings are livestreamed via the web and meeting recordings (video if possible, audio at a minimum) are posted online. Information about any specific meeting is available upon request.</p>	<p>Board of Trustees</p>
	<p>The Board has adopted bylaws. ORS 352.076</p>	<p>Bylaws have been adopted and were last updated in September 2015. The bylaws as well as all actions taken by the board are available at https://trustees.uoregon.edu/governance</p>	<p>Board of Trustees</p>
<p>Accountability (ORS 352.025(1)(a))</p>	<p>The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.</p>	<p>The board and/or a relevant committee of the board routinely receives reports and engages in discussion with the president, CFO, and other key administrators regarding quarterly and annual financial reports; internal and external audit reports (financial and operational); treasury activity and investments; long-term financial planning and scenario planning; key cost drivers that impact annual budgeting, tuition-setting, or other financial stability issues; endowment assets; fundraising and philanthropic support; state appropriations and financial support; cost saving initiatives and efforts; and other information</p>	<p>Board of Trustees</p>

		<p>relating to the financial viability and sustainability of the institution. All meeting materials and recordings of meetings are available at https://trustees.uoregon.edu/past-meetings. In addition to committee or full board meetings, individual trustees with leadership roles relating to finance, audit or the like have numerous conversations with the president, CFO, or other administrators regarding financial matters.</p>	
	<p>The Board has established a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2)</p>	<p>Detailed information on the UO's tuition setting process is available at: https://tuition.uoregon.edu/. The advisory board used by UO includes students (graduate students and undergraduate students, including some appointed by the student government, staff, faculty and administrators. Advisory board meetings are open to the public. Information is all posted on the aforementioned website. If members of the advisory board do not agree with the recommendation, they can submit a "minority report." The university holds public forums and requests public comment regarding tuition. When considering tuition, the board takes public comment orally and in writing; in addition, the ASUO president is invited to report at each regular board meeting.</p>	<p>Board of Trustees</p>

	Board selects and regularly assess the university president. ORS 352.096.	The board last selected a university president in April 2015. The board adopted a presidential evaluation protocol. The board—managed by the chair and vice chair—conduct an annual evaluation of the university president. The annual evaluation is akin to a “360” review common in executive leadership. At the end of the 2019-2020 academic year, the president was supposed to receive a comprehensive five-year review; the board voted to delay this review given the disruption to campus operations caused by COVID-19. In lieu of the comprehensive review, a robust annual evaluation took place.	Board of Trustees
Engagement in the University’s Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).	The board adopted the UO’s mission statement in November 2014. It has not changed since then.	Board of Trustees
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards the university’s mission statement to the HECC. ORS 352.089(1).	This was completed in 2014 following adoption of the current mission statement.	Board of Trustees
	The Board forwards any significant change in the university’s academic programs to HECC. ORS 352.089(1).	This occurs on a regular basis and is facilitated by the Office of the Provost. Information regarding specific programs are provided upon request.	Board of Trustees
Real Property Holdings (ORS 352.025 (2)(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,	The University of Oregon complies with ORS 352.025(2)(c). Individual items are not listed here given the volume of property associated with the university.	Board of Trustees or Finance VPs

	acting by and through the governing board.		
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The UO forwards significant changes in the university's academic programs (as defined by rule) to the HECC following Board approval. The following programs have been approved by the HECC since UO's last evaluation:

- Ph.D. in Planning and Public Affairs
- M.A. and Ph.D. in Ethnic Studies
- B.A./B.S. in Data Science
- B.A./B.S. in Neuroscience
- B.S. in Bioengineering
- Joint M.S. and Ph.D. in Bioengineering with OSU

The University of Oregon complies with ORS 352.025(2)(c), holding legal title to all property, whether acquired before or after the creation of the governing board. Individual items are not listed here given the volume of property associated with the university.

CONCLUSION

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 state and federal data. The contents of this report signal areas of alignment with the HECC Strategic Plan that in turn supports the objectives of higher education for the State of Oregon.

The University of Oregon was last reaffirmed for accreditation in July 2017 following the completion of its Year Seven report and subsequent NWCCU evaluation. The UO initiated a new seven-year accreditation cycle in Spring 2018 with the submission of their Year One Report which was accepted by the Commission with "no further action required," acknowledgement that the recommendations from the previous review has been satisfied. In March 2020, UO submitted its Mid-Cycle Self Evaluation report.

In fall 2020, UO enrolled 21,800 students, a 3.7% decline from fall 2019 and a 4.2% decline since its last evaluation two years ago. Moreover, the number of newly admitted students substantially decreased year over year for the university, falling by 12.7%. This decrease was particularly driven by a drop in international students and impacts of COVID. Though there was an across the board decrease in enrollment, resident students saw a smaller decrease at 2.7% compared to their non-resident counterparts at 4.6%. During the 2019-20 academic year, just over half of UO students (51.9%) were resident and the majority (91.3%) attended full-time.

UO's growth in enrollment of underrepresented minority students is noteworthy. Even as overall enrollments declined underrepresented minority students' enrollment was flat. In fall 2020, the University enrolled 4,554 underrepresented minority students compared to 4,574 during fall 2019, which only represents a decrease of 0.4%. Underrepresented minority students constitute 20.9% of the entire student population—the highest in the university's history.

Many students and prospective students at the University of Oregon, like their counterparts at other universities around the state and nationwide, continue to face significant challenges related to access and affordability. Net tuition and fee revenue represent two-thirds of total educational and general (E&G) revenue for the state's universities and approximately 78% of total E&G fund revenue at the University of Oregon. This means students are paying the majority of the cost of their education. This shift in funding 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 the University of Oregon increased 60.2% (based on the continuing student rate) in the last 10 years, including increases of 6.9% and 3.1% (for continuing students) and 8.9% (for new students in UO's new tuition guarantee program) in 2019-20 and 2020-21 respectively.¹³ In the 2019-20 academic year, UO recorded \$29,676,380 in resident tuition remissions (21.7% of resident gross tuition charges), which is a 21.4% increase over the prior year. The year prior, the 2018-19 academic year, UO recorded \$24,453,351 in resident tuition remissions (19.2% of resident gross tuition charges).

¹³ Source: <https://registrar.uoregon.edu/costs> as well as historical OUS tuition data. Defined to include full-time resident base tuition and all mandatory fees (including incidental fees).

University of Oregon also engages in a number of targeted programs designed to increase access and completion among targeted populations.¹⁴ For example, UO’s “Pathway Oregon” program pays all remaining tuition and mandatory fees after all scholarships are applied for Oregon resident undergraduate Pell eligible students with a HS GPA of 3.4 and above. In addition, these students receive counseling and assistance on seeking funding sources for housing and other costs.

As noted at the outset, this report is formative in evaluating University of Oregon’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. 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.

¹⁴ <https://financialaid.uoregon.edu/scholarships>

