

2022 UNIVERSITY EVALUATION: Oregon State University



Source: Oregon State University

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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 2022 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) and Roadmap for Oregon Postsecondary Education and Training (<https://www.oregon.gov/highered/policy-collaboration/Documents/Featured/Strategic-Roadmap-2021.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 fifth evaluation, and as such, it builds on the descriptive benchmarks identified in the previous evaluations, most recently, the 2020 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 (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. SB 270 and subsequent legislation required the Higher Education Coordinating Commission (HECC) to conduct regular evaluations 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 the University of Oregon (UO), Portland State University (PSU), and Oregon State University (OSU).

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.

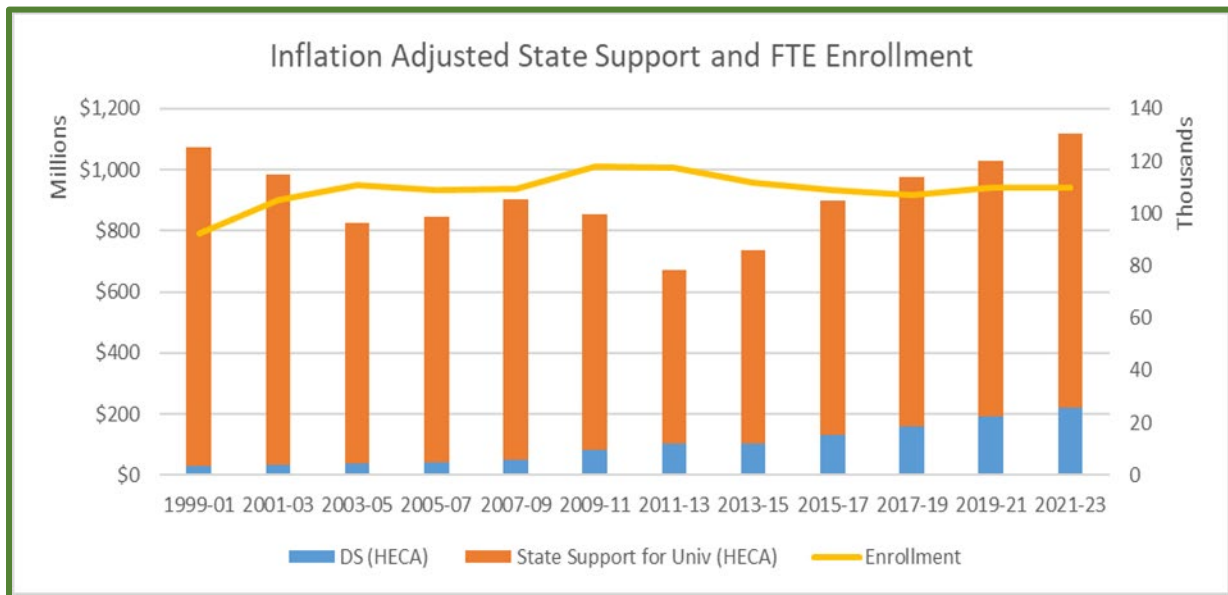
This report is focused on the legislative charge and the HECC’s primary areas of emphasis as indicated in its Strategic Plan. This report is not a comprehensive evaluation. It reflects the narrower scope of legislative issues of interest, incorporating findings from accreditation studies where there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

STATEWIDE CONTEXT

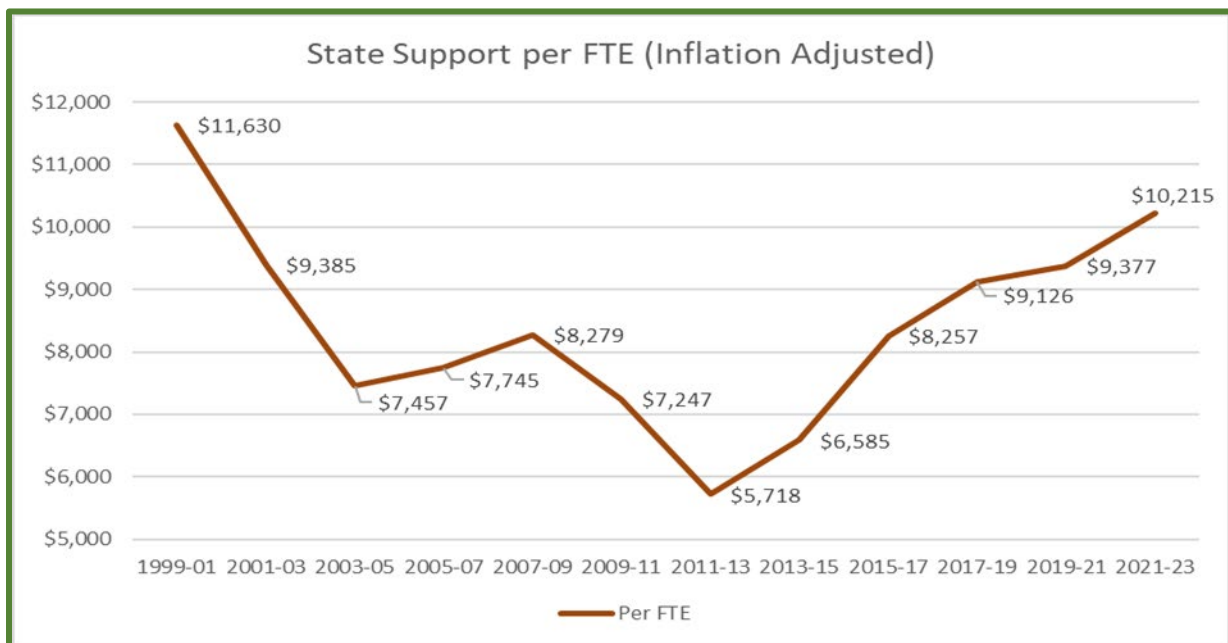
Funding History

Following the steep decline in state funding for public universities that took place during and immediately after the Great Recession (2008-2012), total state investment has recently returned to its pre-recession levels, taking into account the growing debt payments associated with state-funded capital projects (see chart below). Still, additional funding is necessary to support institutions as they work to increase the graduation and completion rates for an increasingly diverse population.

Figure 1: Public University Funding



Source: HECC (2023; *figures adjusted for inflation)



Source: HECC (2023; *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 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. Those benefits are outlined in a latter section of this report (Shared Administrative Services).

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 last 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

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; self-study reports in years Three (Mid-Cycle Report), Six (Policies, Regulations, and Financial Resources Report), and Seven (Evaluation of Institutional Effectiveness Report) of the accreditation cycle; additional ad hoc reports, as required by the Board of Commissioners, and Reports of any changes that fall under the Commission's Substantive Change Policy. 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 2019. The NWCCU Board of Commissioners commended OSU for:

- The design of its websites, which makes it particularly easy and intuitive for prospective students and others to find needed information.
- Taking steps to allocate substantial resources to address needed repair and renovation of facilities on the Corvallis Campus.
- Developing a robust culture of planning, including regular strategic planning and well-integrated planning for multiple levels and time periods.
- 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.
- 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 Board of Commissioners stated OSU was substantially in compliance but recommended improvement on the following:

- The Evaluator Committee recommends that Oregon State University identifies indicators of achievement that form a more meaningful basis for evaluating the accomplishment of its objectives. (1.B.2 – 2010 NWCCU Standard) Oregon State University submitted Ad Hoc Report in Fall 2020; NWCCU Commission notified OSU this recommendation was fulfilled in letter dated February 12, 2021.

The following two recommendations substantially in compliance but in need of improvement as of July 2022 are:

- Recommendation 1: Spring 2022 Mid-Cycle Review - Use the results of student learning outcomes assessment more consistently for improvement by informing planning, decision-making, and allocation of resources and capacity. (2020 Standards 1.D.3;1.D.4)
- Recommendation 2: Spring 2019 Mission Fulfillment and Sustainability - Continue 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. (2020 Standard 1.C.2)

OSU will submit an ad hoc report with visit in spring 2023, on these two recommendations. Next steps in the accreditation cycle follow with a spring 2025 Policies, Regulations, and Financial Review (Year 6).

Specialized Professional Accreditations Academic Year 2022-2023

College	School/Department/Program	Major/Option	Accrediting/Membership Group (Abbrev.)
Agricultural Sciences	Agricultural Sciences	Agricultural Education	Council for the Accreditation of Educator Preparation (CAEP)
			Oregon Teacher Standards and Practices Commission (TSPC)
	Food Science and Technology	Food Science and Sustainable Technologies	Higher Education Review Board of the Institute of Food Technologists (IFT)
	Animal and Rangeland Sciences	Rangeland Sciences	Society for Range Management (SRM)
Business	Business Administration	Accountancy	Association to Advance Collegiate Schools of Business (AACSB)
		Business Administration	
		Master of Accountancy	
		Business Analytics	
		Business Information Systems	
		Finance	
		Innovation Management Double Degree	
		Management	
		Marketing	
		Supply Chain & Logistics Management	
Education	Education/Teaching	Education UG & Graduate	Council for the Accreditation of Educator Preparation (CAEP)
			Oregon Teacher Standards and Practices Commission (TSPC)
	Counseling	School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
			Oregon Teacher Standards and Practices Commission (TSPC)
Engineering	Biological and Ecological Engineering	Ecological Engineering	Engineering Accreditation Commission of the Accreditation Board for
	Chemical, Biological, and	Bioengineering	

	Environmental Engineering	Chemical Engineering	Engineering and Technology (ABET)
		Environmental Engineering	
	Civil and Construction Engineering	Architectural Engineering	
		Civil Engineering	
		Construction Engineering Management	American Council for Construction Education (ACCE)
		Electrical Engineering and Computer Science	Computer Science (Computer Systems Option)
	Electrical and Computer Engineering		Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
	Mechanical, Industrial, and Manufacturing Engineering	Energy Systems Engineering	
		Industrial Engineering	
		Manufacturing Engineering	
		Mechanical Engineering	
	Nuclear Science and Engineering	Nuclear Engineering	Applied and Natural Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ANSAC)
		Radiation Health Physics	
	Forestry	Forest Engineering & Management	Forest Engineering
Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)			
Forest Engineering – Civil Engineering			Society of American Foresters (SAF)
			Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)
		Forestry	Society of American Foresters (SAF)
Wood Science & Engineering		Renewable Materials	Society of Wood Science and Technology (SAF/SWST)

Public Health and Human Sciences	Biological and Population Health Sciences Social and Behavioral Health Science	Public Health Majors	Council for Education on Public Health (CEPH)
	Biological and Population Health Sciences	Master of Athletic Training	Commission on Accreditation of Athletic Training Education (CATE)
		Master of Adapted Physical Education	Council for the Accreditation of Educator Preparation (CAEP)
			Oregon Teacher Standards and Practices Commission (TSPC)
	Nutrition	The Accreditation Council for Education in Nutrition and Dietetics (ACEND)	
Cascades	Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	
Liberal Arts	Music	Music Education	Council for the Accreditation of Educator Preparation (CAEP)
			Oregon Teacher Standards and Practices Commission (TSPC)
	Public Policy	Master of Public Policy	National Association of Schools of Public Affairs, and Administration (NASPAA)
Pharmacy	Pharmacy	Pharmacy	Accreditation Council for Pharmacy Education (ACPE)
			American Society of Health System Pharmacists and the American Pharmacists Association (ASHP) – residency program
Science	Chemistry	Chemistry (Track 1)	American Chemical Society (ACS)
	Biochemistry & Biophysics	Biochemistry & Biophysics	American Society for Biochemistry and Molecular Biology (ASBMB)
		Biochemistry & Molecular Biology	
Carlson College of Veterinary Medicine	-	Veterinary Medicine	American Veterinary Medicine Association, Council on Education (COE)

Academic/Administrative Unit	Department	Accrediting/Membership Group (Abbrev.)
College of Public Health and Human Sciences	OSU Child Development Center	National Association for the Education of Young Children (NAEYC)

Carlson College of Veterinary Medicine	Oregon Veterinary Diagnostic Laboratory	American Association of Veterinary Laboratory Diagnosticians (AAVLD)
	Lois Bates Acheson Veterinary Teaching Hospital	American Animal Hospital Association (AAHA)
Division of Student Affairs	Counseling and Psychological Services	International Association of Counseling Services, Inc. (IACS)
		American Psychological Association (APA)
	Student Health Services	Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)
	Student Health Services Laboratory	Commission on Office Laboratory Accreditation (COLA)
Research Office	Institutional Animal Care and Use Program	Association for Assessment and Accreditation of Laboratory Animal Care, International (AAALAC)
INTO Oregon State University	Academic English Program	Commission on English Language Program Accreditation (CEA)

STUDENT ACCESS AND SUCCESS

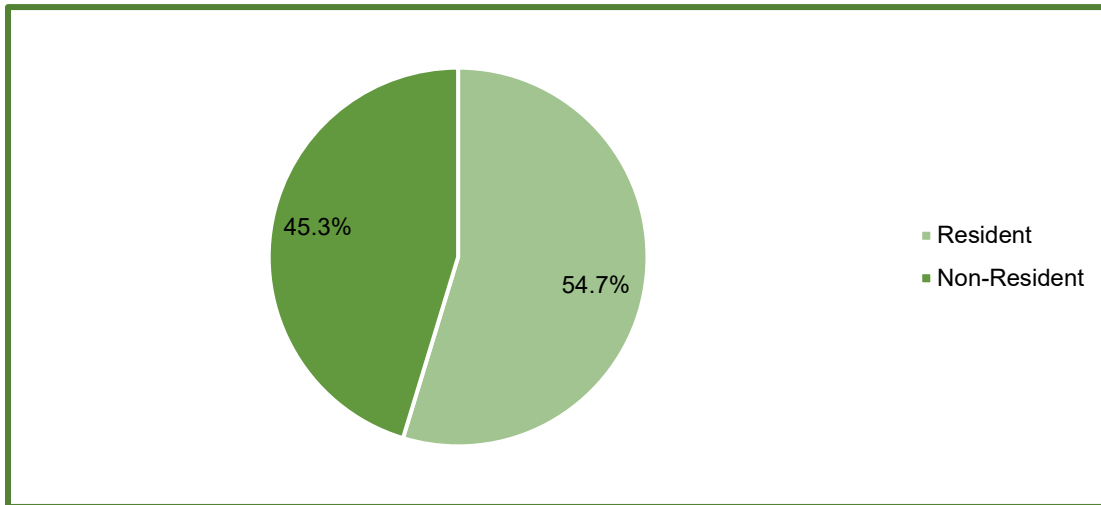
Nationally, college and university enrollment fell by 1.1 percent between Fall 2021 and Fall 2022, according to research by the National Student Clearinghouse Research Center.¹ Oregon public universities bucked that trend, rising 0.5 percent statewide.

This section of the report is focused on tracking trends in enrollment, completion outcomes, and demographic changes.

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 detailed by Figures 3 and 4, during the 2021-22 academic year the majority of OSU students (54.7 percent) were Oregon residents. The majority of OSU’s students (62.9 percent) also attended full-time.

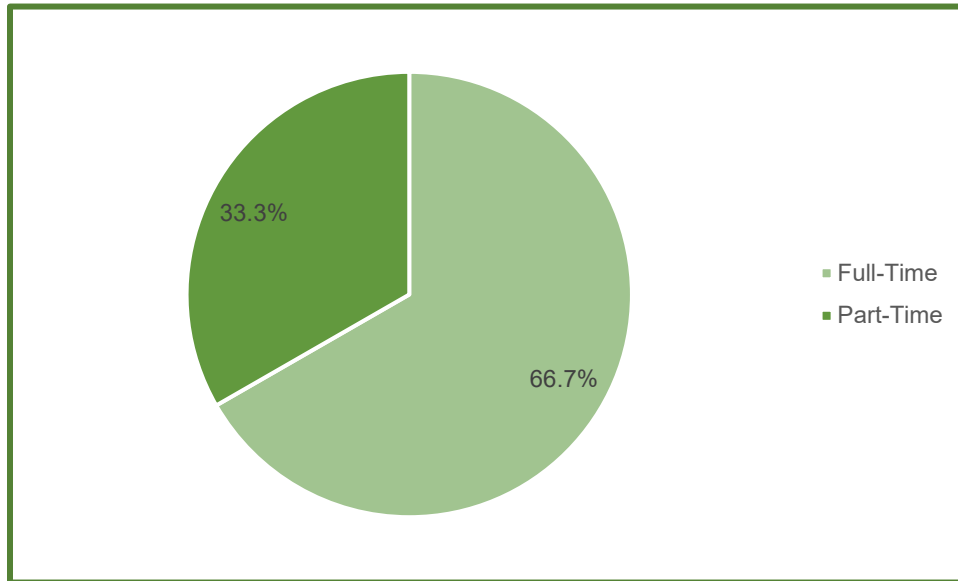
Figure 3: OSU Student Enrollment by Residency, 2021-22



Source: HECC (2023)

¹ <https://www.studentclearinghouse.org/nsclublog/fall-undergraduate-enrollment-declines-at-a-slower-pace-but-nearing-pre-pandemic-rates/>

Figure 4: OSU Student Enrollment by Full-Time/Part-Time Status, 2021-22



Source: HECC (2023)

OSU students come from diverse backgrounds. Of the 35,563 students attending OSU in fall 2022, 6,277 students were from underrepresented minority populations, representing 17.7 percent of the total headcount. In addition, 25.2 percent of OSU's undergraduates were Pell Grant recipients during the 2021-22 academic year.

In fall 2021, OSU enrolled 34,440 students, an increase of 2.2 percent from the previous fall (2020). In comparison, the number of students enrolled in a public university in Oregon decreased by 0.5 percent statewide. OSU non-resident enrollment grew by 13.1 percent, while resident enrollment decreased by 0.3 percent between fall 2020 and fall 2022. Of the fall 2022 new degree seeking undergraduates, 7,538 were newly admitted undergraduates, an increase of 934 over the 6,604 from fall 2020 (a 14.1 percent increase over two years).

While two-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 over the last decade. Between 2012 and 2022, OSU's non-resident student population grew 84.1 percent, resident student population grew by 4.0 percent, and the overall student body population grew by 30.8 percent. Much of the growth in non-residents is due to significant expansion of online enrollments and increases in international students before 2020. Nevertheless, Oregon State University continues on its path to being Oregon's most populous university.

Table 1: OSU Headcount Enrollment by Race/Ethnicity

Race/Ethnicity	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change Fall 2021 to Fall 2022
	3,599	3,009	2,723	2,584	(139)
Non-Resident Alien					
American Indian/ Alaska Native	190	180	185	201	16
Asian	2,354	2,439	2,602	2,845	243
Black Non-Hispanic	469	524	598	629	31
Hispanic	3,308	3,695	3,908	4,174	266
Pacific Islander	74	87	97	100	3
Two or more races, Underrepresented Minorities	1,193	1,217	1,146	1,173	27
Two or more races, not Underrepresented Minorities	964	1,022	1,093	1,172	79
White Non-Hispanic	19,983	20,590	21,298	22,020	722
Unknown	896	923	790	665	(125)

Source: HECC (2023)

The number of underrepresented minority students enrolled at OSU continues to increase and is up 101.1 percent since 2012. OSU enrolled 6,277 underrepresented minority students in fall 2022, representing 17.7 percent of the total population—highest in OSU’s history. Growth occurred in every category by race/ethnicity in fall 2022 compared to fall 2021 except among Non-Resident Aliens and students who choose not to report their race/ethnicity. There appears to be a positive, upward trend between 2019 and 2022 for enrollment of Asian, Black (non-Hispanic), Hispanic, Pacific Islander, White, and students who are two or more races (not underrepresented).

Underrepresented minority students and Pell Grant recipients graduate at rates that are 6-9 percentage points lower than the rate for the overall student population. The four and six-year graduation rates for OSU's First Time Full-Time Freshmen who entered in fall 2015 are as follows:

Table 2: Four-Year and Six-Year Graduation Rate, First Time, Full-Time Freshmen Entering OSU in Fall 2015

	Four- Year Graduation Rate	Six-Year Graduation Rate
All Students	41.9%	71.2%
Underrepresented Minorities	32.5%	62.5%
Pell Grant Recipients	33.7%	64.7%

Source: HECC (2023)

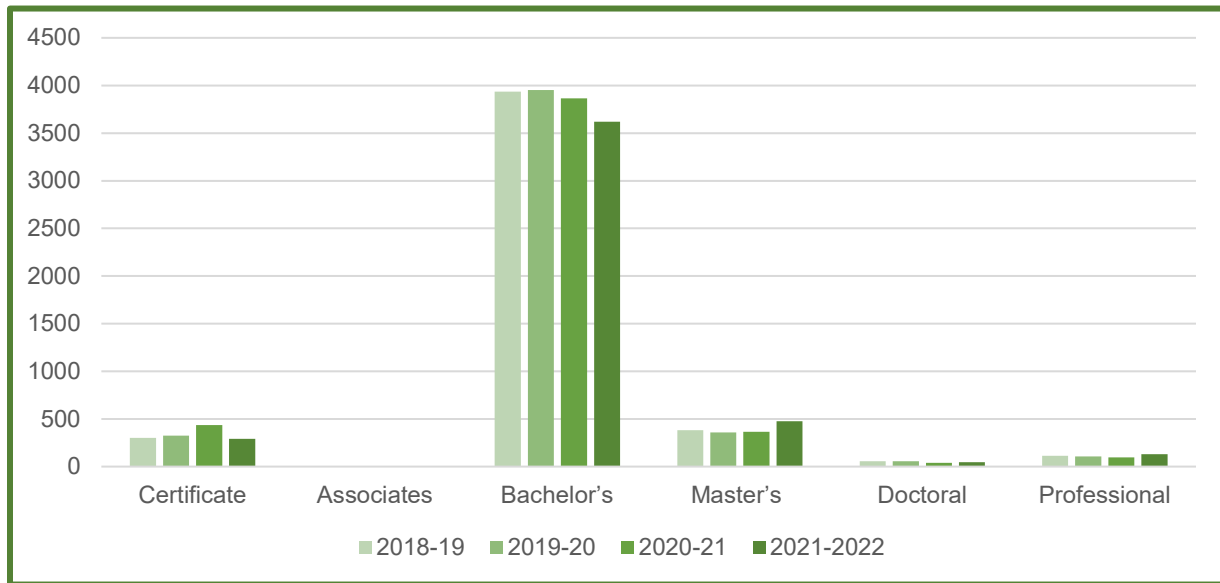
OSU's number of total resident completions decreased by 5.0 percent when comparing the 2019-20 and 2021-22 academic years. That decrease was primarily evident in bachelor's degrees. The increase in master's, doctoral, and professional degrees was particularly notable. The greatest number of completions were awarded at the bachelor's degree level (3,621 degrees). OSU does not offer associate's degrees.

Table 3: OSU Resident Student Completions by Award Type

	2018-19	2019-20	2020-21	2021-2022
Certificate	301	326	435	290
Associates	0	0	0	0
Bachelor's	3,937	3,954	3,865	3,621
Master's	383	357	366	477
Doctoral	56	56	41	45
Professional	113	107	95	130

Source: HECC (2023)

Figure 5: OSU Resident Student Completions by Award Type



Source: HECC (2023)

OSU is achieving year over year increases in the total number of underrepresented students who earn degrees, even while university-wide figures are dropping. When comparing the last evaluation (2019-20) to 2021-22, there continues to be growth in the total number of underrepresented minority graduates, particularly noticeable for Asian, Pacific Islander, Black, Hispanic, and students who identify as two or more under-represented races.

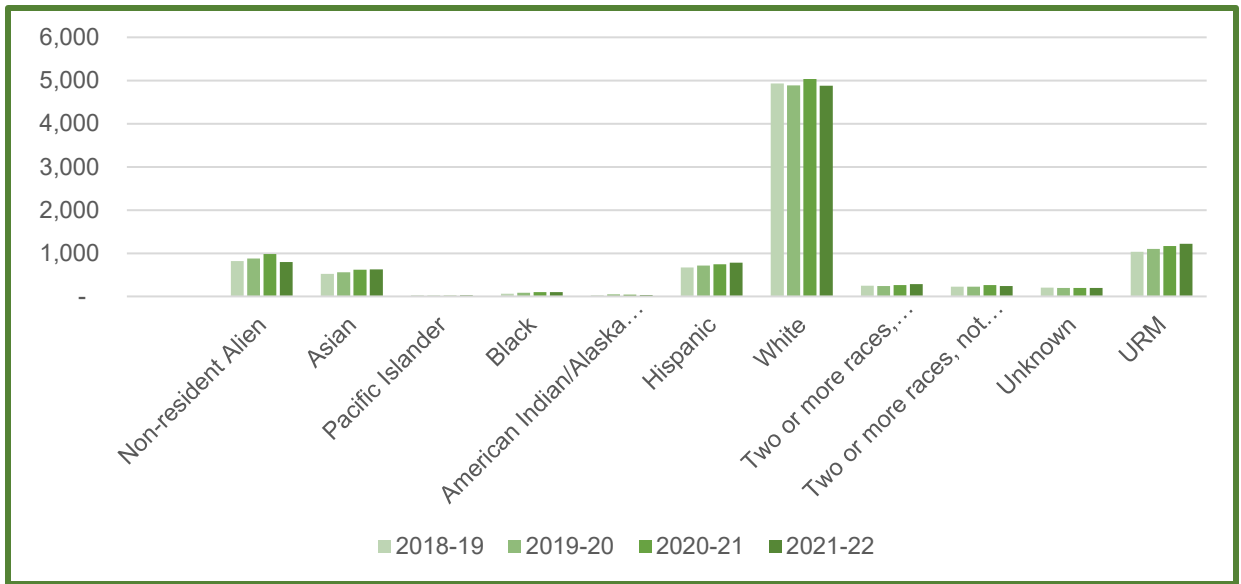
Table 4: OSU Completions by Race/Ethnicity

	2018-19	2019-20	2020-21	2021-22
Non-resident Alien	822	875	985	794
Asian	523	556	615	629
Pacific Islander	23	17	19	23
Black	62	84	99	101
American Indian/Alaska Native	25	45	37	31
Hispanic	670	715	744	779
White	4,929	4,889	5,038	4,881
Two or more races, Underrepresented Minorities	251	237	266	286
Two or more races, not Underrepresented Minorities	224	228	262	243
Unknown	200	195	196	194
²URM	1,031	1,098	1,165	1,220

Source: HECC (2023)

² URM (Under-represented Minority Students: including Pacific Islander, Black, American Indian/Alaska Native, Hispanic, and students who identify as two or more under-represented minorities).

Figure 6: OSU Completions by Race/Ethnicity



Source: HECC (2023)

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 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.

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 73.2 percent in the last 10 years, including increases of 4.2 percent and 4.5 percent in 2021-22 and 2022-23 respectively.³ Specifically for 2022-23, tuition for continuing students increased between 3.4-3.5 percent at OSU's main campus (each cohort now pays a different rate which increases every year) and between 3.2-3.5 percent at OSU's Cascades' campus. Tuition increased by 4.2 percent at OSU's main campus and 6.1 percent at OSU's Cascades campus (this increase was necessary in order to match tuition rates for entering students at both campuses). Fees increased by 5.5 percent at Corvallis and 21.5 percent at Cascades (due largely to substantial increases in health fees) for all students.⁴ When weighted by the proportion of the student body at each campus and within each cohort, this increase is 3.87 percent, and below the 5 percent threshold for HECC review. 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 2021-22 academic year, OSU recorded \$33,654,274 in resident tuition remissions (20.2 percent of resident gross tuition charges), which is a 20.4 percent increase over the prior year. The year prior, for 2020-21, OSU recorded \$27,955,359 in resident tuition remissions (17.0 percent of resident gross tuition charges).

Oregon State University also engages in a number of programs designed to increase access and completion among targeted populations.⁵ 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 –

³ 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 2022-23.

⁴ 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 \$11,010 in tuition and \$2,239 in fees for a total of \$13,249. At the Cascades campus, a new student will pay \$11,010 in tuition and \$1,563 in fees for a total of \$12,573.

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

\$17,621 for the 2022-23 academic year⁶ – exceeds resident tuition and fees of \$13,249. The total cost of attendance at OSU's Corvallis campus is \$30,870 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 2020-21 academic year,⁷ 52 percent 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 55 percent.⁸ Average earnings among bachelor's degree recipients five years after graduation were \$56,625, compared to a statewide average of \$51,186. The average debt among graduates was \$21,793, compared to a statewide average of \$21,366 and 39 percent of OSU students had federally supported loans, as compared to a statewide average of 42 percent. According to the College Scorecard, during the 2020-21 academic year, 23 percent of students received Pell Grants.⁹

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

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

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

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

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.

Oregon State University uses several rigorous and transparent processes to review existing undergraduate and graduate programs and to approve new programs. OSU's program development is guided by the Policy and Guidelines for New Program Proposals by Oregon's Higher Education Coordinating Commission. This policy is consistent with the philosophy and focus of the Northwest Commission on Colleges and Universities (NWCCU) and supported by OSU policies and practices. Academic Program approvals move through the Curriculum Inventory Management (CIM) system, following a process with a number of checks, liaison reviews and committee review.

Every undergraduate and graduate academic program has clearly stated learning outcomes, benchmarks for evaluating attainment of those outcomes and participates in annual assessment reviews and reporting. Annual program assessment reports include data and analysis of student learning outcomes and are intended to help guide program improvements. Further, OSU incorporates program learning assessment information into their Academic Unit Assessment process, whereby academic college leadership groups are informed of academic programs' compliance with assessment reporting and their use of assessment feedback for making program improvements.

Periodic Review of Faculty: All faculty with an FTE of 0.5 or more shall be reviewed annually if on an annual tenure appointment. Once tenured, faculty will be reviewed at least once every 3 years.
<https://facultyaffairs.oregonstate.edu/faculty-handbook/guidelines-periodic-review-faculty>

Promotion and Tenure Process: Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship or creative activity. Review for tenure occurs during the 6th year of employment; Promotions are review as appropriate:
<https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines>

Mid-Term Reviews: In addition to the annual Periodic Review of Faculty (PROF), all academic units will conduct mid-term intensive reviews for faculty on annual tenure-track appointments. The primary intent is to review progress toward indefinite tenure so that timely guidance can be extended to the faculty member.
<https://facultyaffairs.oregonstate.edu/policy-mid-term-reviews-tenure-track-faculty>

Post Tenure Review Process: A post-tenure review (PTR) is to be performed if (i) requested by a faculty member (ii) requested by the unit head or supervisor after one negative review or (iii) a faculty member receives two consecutive negative periodic reviews of faculty (PROF).
<https://facultyaffairs.oregonstate.edu/faculty-handbook/post%E2%80%93tenure-review>

Leadership Academy:

The Leadership Academy is an internal program that has been designed to foster the development of leaders at every level of the university, from department chairs, school heads, and associate deans, to

deans, vice provosts and vice presidents. Examples of topics have included Title IX and sexual misconduct, mentoring, shared governance, navigating employee and labor relations, and budgeting.
<https://facultyaffairs.oregonstate.edu/academic-leadership-academy>

The new Managerial Competencies Framework is also being implemented to elevate the practice of management and supervision across the university and foster the satisfaction and success of faculty.
<https://hr.oregonstate.edu/training/managerial-competencies-framework>

The ALA includes the annual half- or full-day Academic Leadership Summit each fall. Although the topics change each year, the Summit is a means for welcoming and introducing new academic leaders, building community and supportive relationships among university leaders, and sharing and discussing resources for success in leadership.

<https://facultyaffairs.oregonstate.edu/academic-leadership-summit>

The Center for Teaching and Learning:

The Center for Teaching and Learning supports excellence in teaching and learning in the academic curriculum and learning in co-curricular settings. The Center has particular expertise in pedagogy and course design; general education; writing in the disciplines; teaching and learning technologies and instructional methods; GTA training and development; inclusive teaching and classroom assessment techniques. Their services include individual consultation, faculty workshops and seminars, faculty learning communities, and orientations.

<https://ctl.oregonstate.edu/core-areas>

National Center for Faculty Development and Diversity (NCFDD) Membership:

Through Oregon State University's institutional membership, all graduate students, postdoctoral scholars, and faculty have access to the National Center for Faculty Development & Diversity (NCFDD), which provides professional development, training, and mentoring. NCFDD resources are broadly applicable across academic disciplines and include a range of topics such as time management, overcoming academic perfectionism, how to develop a daily writing plan, how to write grant proposals, and more.

<https://facultyaffairs.oregonstate.edu/national-center-faculty-development-and-diversity-membership>

The Office of Faculty Affairs provides matching funds for faculty to participate in the NCFDD Faculty Success Program each term. The 12-week online program is their most popular program. It helps non-tenure track, tenure-track, and tenured faculty with the skills necessary to increase research and writing productivity while maintaining a healthy work-life balance. Included in the program are individual coaching sessions, weekly trainings, small group accountability meetings, a community of support, and a time tracker for writing and research productivity.

<https://www.facultydiversity.org/fsp-bootcamp>

Research Advancement Academy

The Research Advancement Academy is a professional development program for faculty from across OSU to develop research leadership skills. The goal of the Academy is to support faculty fellows successfully lead large transdisciplinary proposals & funded research programs. The Academy embodies themes of solutions enterprise leadership, intellectual humility, exposing implicit truths and barriers to success, and reciprocal team and partnership practices. The program consists of a series of nine workshops in Fall and Winter terms through which 20 faculty fellows will explore evidence, mindsets, tools and practices.

The workshops are followed by an opportunity for fellows to apply for seed funds to pursue their solutions research and ongoing coaching and support from the Office for Research Advancement.

<https://research.oregonstate.edu/ora/about/researchadvancement-academy-o>

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 percent 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 percent overall compared to FY2019. This follows a trend of 3 percent and 9 percent 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 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), which 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. In addition, OSU engages in a number of collaborative initiatives with other universities and partners, as indicated below (P indicates Participation, N/P indicates Non-Participation):

Table 7: Oregon State University Collaborative Initiatives Participation

Other University Collaborations	University Response (Participant/Non-participant)
Public University Councils:	P
Oregon Council of Presidents (OCOP)	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
Cooperative Contracting	No formal structure, but 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 – the Network for Education and Research in Oregon – is now part of Link Oregon	P
RAIN – Regional Accelerator & Innovation Network	P
Orbis Cascade Alliance – academic library consortium	P
ONAMI – Oregon Nanoscience and Microtechnologies Institute	P
Other (Senior Research Officers Council (SROC) and Oregon Innovation Council (Oregon INC))	P

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 seventeen community colleges. Recent policy discussions between 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 (e.g., the Associate of Science Oregon Transfer–Business, or ASOT Business) 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 (aka “native students”). 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. Moreover, despite the best efforts of advisors, faculty, and administrators, some students who complete statewide degrees, such as the ASOT–Business, are ill-served if they transfer into certain majors. Excess credits may transfer as electives, but they sometimes fail to apply to a student's major. Because major requirements at the university level can change, community college students' and advisors' efforts at effective degree planning are negated by these excess credits.

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, 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 community college faculty, registrars, institutional researchers, and administrators have been advisors and participants to the HB 2998 implementation process, adding insight and value to the Major Transfer Maps. These partners continue to work closely with HECC staff and the institutions to move this work forward. One area that OSU, PSU, and the UO have participated in has been by nominating faculty to serve on MTM subcommittees (e.g., in Computer Science, Business, English Literature, Biology, and Elementary Education).

Related to transfer student success, programming to provide 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 2020-21 and 2021-22. The HECC convened an Oversight Committee for High School Based College Credit Partnerships and the Advanced Placement and International Baccalaureate Policy Workgroup both have support and representation from all seven public universities. Implementing 340.310, 350.075, and OAR 715-017-0005, 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 of programs, through peer review, confirms that a college course taught on campus and the college course taught in a high school are essentially the same, and treated the same when transferred. HECC staff continues to work with all institutions whenever concerns

about high school-based college credit transfer come to light.

College credit articulations at Oregon’s public universities are also on record for Advanced Placement (AP) and International Baccalaureate (IB) exams. Articulation tables are published by HECC with advice from the AP/IB Policy Workgroup. This process has led to 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. 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.

In the 2021 legislative session, Oregon passed Senate Bill 233 that further supports the work of statewide transfer through the establishment of a Transfer Council to implement Common Course Numbering (CCN). The Commission submitted its first progress report to the legislature on SB 233 in March 2022. One notable change to the legislative requirements was a decrease in the number of MTMs to be approved from three per calendar year to one until calendar year 2026. The intent behind this temporary change is to allow faculty to spend time aligning learning outcomes, credits, and course numbers at the course level.

Starting in spring 2022, four faculty subcommittees (Communication, Math, Statistics, and Writing) and one systems and operations subcommittee began meeting regularly to work on aligning 10 of the most transferred courses between public colleges and universities in Oregon. For seven months, these subcommittees—composed of 96 faculty and staff—logged over 100 hours in meetings to discuss, collaborate, and vote on aligning these courses. The result of these meetings is a guiding framework for common course numbering and the first round of statewide aligned courses in the history of higher education in Oregon. This framework will also be useful for programs that offer college credit in the high school.

All seven public universities and 17 community colleges are in the process of adopting these courses for the 2023-24 catalog, as per the requirements of SB 233. Once again, OSU, PSU, and the UO have played an integral part in this process by nominating faculty and staff to serve on subcommittees.

OSU is an active partner in the following collaborations:

- [Degree Partnership Programs](#) allows dual enrollment at OSU and partner community colleges.
- [Horizon Initiative](#) – an academic/research collaboration of OSU and OHSU Knight Cancer Institute
- [TallWood Design Institute](#) – collaboration with the University of Oregon joining the disciplines of architecture, structural engineering and wood science
- [OSU’s Agriculture and Natural Resource program at Eastern Oregon University](#) – cooperative educational partnership to serve the needs of eastern Oregon and the Intermountain West
- [Doctor of Pharmacy program in collaboration with OHSU](#)

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 percent high school graduation rate and 92 percent 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 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 Oregon University System Chancellor’s Office. ORS 352.129 mandate 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 fiduciary for all of the former Oregon University System retirement plans, and hosts the Oregon Public Universities Retirement Plans (“OPURP”) shared-services organization. All seven public universities participate in OPURP via shared-services agreement.

Oregon State University also engages collaboratively in a number of administrative services with other universities and partners, as indicated in the table below (P indicates participation; N/P indicates Non-Participation).

Table 8: OSU and Public University Shared Administrative Services

University Shared Services Enterprise (USSE), hosted by OSU	
Financial Reporting	P (beginning 7/1/23 N/P)
Capital Asset Accounting	N/P – Performed in-house by OSU staff (even under OUS)
Payroll & Tax Processing (includes relationship w PEBB, PERS/Federal retirement*)	P
Collective Bargaining *	SEIU (P) Academic (N/P)
Information Technology/5th Site ¹	N/P (service no longer provided by USSE)
Treasury Management Services:	P
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) ²	P
Endowment Services	P (Quasi-Endowment)
Other Miscellaneous Statements of Work:	
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)
Risk Management Analyst (TRUs only)	N/P (service no longer provided by USSE)
Public University Fund Administration ³	P
Oregon Public Universities Retirement Plans (<u>OPURP</u>), hosted by the University of Oregon	

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
Public Universities Risk Management and Insurance Trust (PURMIT), chaired by OSU Chief Risk Officer	P
Notes: <i>*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</i> <i>*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</i> <i>** 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.</i>	

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 public university 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 HEALTH ASSESSMENT

This section of OSU’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.

Statewide Summary

Two perspectives are provided. The oversight perspective looks at all institutional funding, including foundation assets, and employs financial ratios to calculate a composite financial index (CFI) to provide an overall assessment of the institution’s financial health. The governance perspective is limited to the education and general (E&G) fund, sometimes called the general fund, of the institution in which the financial activity related to instruction, research and public service is collected.

For the oversight perspective, the process starts with the identification of relevant financial indicators after which standards are then defined. The extent to which an institution meets all the standards will then provide insight as to whether or not the institution could potentially experience financial stress in the future. The best approach is to compare an institution to itself over time, rather than comparing peer to peer.

Two perspectives are provided. An oversight perspective, focused on all funds including foundation assets, and a governance perspective focused solely on the general fund.

As such, this analysis considers each institution across all funds (i.e. general fund, plant fund, auxiliary fund, etc.) and includes component units (i.e. a foundation) that are included in the university’s annual financial report. The framework for this analysis is a book called *Strategic Financial Analysis for Higher Education* written by KPMG and Prager, Sealy & Co. It has been in use since its first publication in the 1980’s and is widely used by trustees, senior managers, financial analysts, and credit analysts to properly assess institutions of higher education. A version of this framework is also used by the US Department of Education in their financial responsibility score currently used to assess private institutions.

The governance perspective is a bit narrower in scope in that it only considers the general fund of the institution which includes all educational and general (E&G) activity. Other funds, including auxiliary, are considered self-balancing, and although transfers between funds can occur, the general fund is often where governing board decision making is concentrated since it represents the majority of the institution’s financial activity.

Information related to the governance perspective is presented for each institution alongside the calculations for the financial ratios and CFI. The remainder of this section discusses the calculation of the financial ratios and other qualitative metrics used to consider an institution’s financial health.

FINANCIAL RATIOS SUMMARY

Ratio	FY18	FY19	FY20	FY21	FY22	Benchmark
Primary Reserve Ratio	0.25	0.15	0.09	0.11	0.19	>0.4
Viability Ratio	0.59	0.32	0.20	0.16	0.29	>1.0
Return on Net Assets	3.4%	4.0%	3.1%	15.8%	4.8%	>6%
Net Operating Revenues	(4.6%)	(2.6%)	(3.9%)	(3.5%)	(1.8%)	>4%
Composite Financial Index	1.14	0.86	0.42	1.75	1.07	N/A
Adjusted Composite Financial Index	2.37	2.05	1.98	3.68	1.97	>3.0

PRIMARY RESERVE RATIO

Are resources sufficient and flexible enough to support the mission?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Expendable Net Assets	\$322,690	\$203,810	\$132,561	\$153,170	\$272,832
University/ Foundation	\$2,087/ \$327,310	(\$37,515)/ \$241,325	(\$108,275)/ \$240,836	(\$144,040)/ \$297,210	(\$61,161)/ \$341,993
Expenses	\$1,306,489	\$1,357,631	\$1,420,271	\$1,389,668	\$1,469,371
Calculated Ratio	0.25	0.15	0.09	0.11	0.19

OSU's primary reserve ratio declined during FY20 and FY21 but has rebounded since. Expendable net assets have dropped since 2017 largely due to an increase in the net investment of capital assets coupled with smaller growth in the total net position. OSU's foundation net assets grew by 15 percent during 2022 which is reflected in the growth in net expendable assets. OSU would have had negative expendable net assets the past three years.

OSU's financial position is particularly sensitive to pension obligations. Were it not for pension obligations, OSU's primary reserve ratio would have been 0.77, which is well above the benchmark. Overall, OSU's primary reserve ratio equates to around two months' worth of expenses.

VIABILITY RATIO

Are debt resources managed strategically to advance the mission?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Expendable Net Assets	\$305,452	\$203,810	\$132,562	\$153,170	\$272,832
Total Long-Term Debt	\$521,425	\$642,982	\$666,037	\$963,604	\$934,148
Calculated Ratio	0.59	0.32	0.20	0.16	0.29

OSU's viability ratio declined during the past several years due to two reasons. First, OSU had a significant portion of their foundation assets reclassified as un-expendable due to accounting rule changes. Second, OSU has issued significantly more debt, most notably in FY20, when it issued \$300 million in revenue backed bonds. This leaves OSU able to cover 29 cents of every dollar of debt with currently expendable assets.

RETURN ON NET ASSETS RATIO

Does asset performance and management support the strategic direction?

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Total Change in Net Position	\$49,281	\$59,743	\$46,814	\$252,286	\$87,852
Total Beginning Net Position	\$1,434,877	\$1,485,196	\$1,528,237	\$1,599,537	\$1,822,476
Calculated Ratio	3.4%	4.0%	3.1%	15.9%	4.8%

OSU's performance on this ratio has been largely stable for the past several years. The increase during FY21 is due almost entirely to increases in foundation assets resulting from investment gains. A ratio at this level indicates OSU has the resources necessary to support its strategic direction.

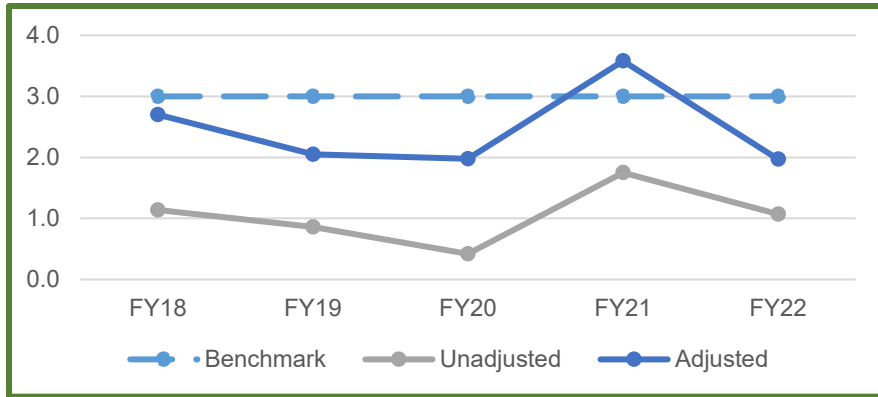
NET OPERATING REVENUES RATIO

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

Amounts in \$ Thousands	2018	2019	2020	2021	2022
Net Operating Income	(\$58,448)	(\$34,168)	(\$53,313)	(\$45,475)	(\$26,209)
Total Operating Revenues	\$1,269,717	\$1,323,463	\$1,367,428	\$1,342,357	\$1,450,727
Calculated Ratio	(4.6%)	(2.6%)	(3.9%)	(3.5%)	(1.8%)

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 shows a deficit for the past five years. The increase in total operating revenues from 2021 to 2022 are due to auxiliary activity. OSU also saw a small increase in expenses, largely due to the return to normal operations after the pandemic. Continuing deficits may indicate 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 have largely been stable. The increase in FY22 was due, almost entirely, to increases in foundation assets as a result of investment returns. Balancing operating revenues with increasing cost growth may present challenges in the future.

OSU – GENERAL FUND FINANCIAL DATA

	FY2018	FY2019	FY2020	FY2021	FY2022
Revenues					
Gross tuition and fees	407,197,656	421,774,551	441,286,120	448,154,379	475,758,607
Less fee remissions	(39,918,755)	(42,746,331)	(46,160,336)	(58,447,333)	(73,851,818)
Net tuition	367,278,901	379,028,220	395,125,784	389,707,046	401,906,789
State operating appropriations	125,467,980	135,686,951	146,511,849	153,061,508	157,178,033
State debt service appropriations	1,072,584	1,072,584	1,072,584	1,072,584	1,053,732
Indirect cost recovery	42,057,377	41,471,387	42,502,851	43,295,958	46,510,821
All other	27,052,954	30,442,249	34,304,852	37,018,351	32,772,391
Total revenues	562,929,795	587,701,391	619,517,920	624,155,447	639,421,766
Expenses					
Salary & Wages	279,480,083	295,551,671	304,993,459	302,808,915	332,504,770
Benefits: Health	54,819,115	58,363,725	61,240,623	62,693,985	64,316,436
Benefits: Retirement	53,680,508	55,501,500	63,165,647	63,592,025	67,926,952
Benefits: Other	37,931,930	40,769,100	42,415,275	43,436,005	40,764,166
Supplies & Services	104,839,742	114,123,087	116,646,816	107,032,221	129,189,602
Capital Expenditures	4,754,414	9,994,979	7,529,763	4,835,280	4,866,746
Institutional Student Aid	1,274,923	1,706,882	1,948,792	2,212,468	2,359,106
Net Fund Transfers	25,085,848	22,512,848	15,957,179	(10,419,977)	(5,612,929)
Total expenses	561,866,563	598,523,791	613,897,554	576,190,922	636,314,849
Net Income (Loss)	1,063,233	(10,822,401)	5,620,366	47,964,525	3,106,917
As a % of Revenue	0%	-2%	1%	8%	0.5%
Fund Balance Information					
Beginning Fund Balance	83,331,516	84,394,749	73,572,348	79,192,714	127,157,239
Ending Fund Balance	84,394,749	73,572,348	79,192,714	127,157,239	130,264,157
Balance as a % of Revenue	15%	13%	13%	20%	20%
Months of Operating Balance	1.8	1.5	1.5	2.4	2.4
Additional Information					
% of Revenue that is Tuition	65%	64%	64%	62%	63%
Remission Rate	10%	10%	10%	13%	16%
Wages and Benefits as % of Total:	76%	75%	77%	82%	79%

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.

Transparency (ORS 352.025(1)(a))	Board meets at least quarterly. ORS 352.076(6).	The Board of Trustees holds meetings at least quarterly. Meeting dates of the full board can be accessed here: https://leadership.oregonstate.edu/trustees/meetings	Board of Trustees
	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).	<p>Agendas, meeting materials and meeting locations are available in advance of each meeting on the Board’s website. See: http://leadership.oregonstate.edu/trustees/meetings</p> <p>Public meeting notices are sent to members of the media and any members of the public who request receiving notices by email. Notices are also included in the university’s newsfeed, in the student newspaper and are publicly posted in high traffic areas in the Memorial Union.</p> <p>In addition to the in-person option to view the meeting, there is an online webinar option for members of the public to view and participate in the meeting (by providing public testimony) in addition to an option to listen to the meeting by calling a toll-free phone number.</p>	Board Secretary
	The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).	<p>In compliance with public meetings and public records laws:</p> <ul style="list-style-type: none"> Board meetings are duly noticed, publicized and open to the public. Meeting agendas, minutes and supporting documents are posted online. See: https://leadership.oregonstate.edu/trustees/meetings Public records requests are coordinated and responded to in a timely manner through the Office of Public Records with consultation, as needed, with the Office of General Counsel. 	<p>Board Secretary</p> <p>Office of Public Records</p> <p>Office of General Counsel</p>
	The Board has adopted bylaws.	The Board originally adopted bylaws on January 9, 2014 with subsequent amendments adopted on October 20, 2017.	Board Secretary

	ORS 352.076(5).	Bylaws are published on the Board’s website: https://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/trustees/Policies/171020_amended_bylaws.pdf	
Accountability (ORS 352.025(1)(a))	The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.	<p>Since the board’s inception, it has established foundational governance documents to ensure fiscal responsibility and stability, to safeguard institutional resources, to assess its own operations and effectiveness, and to operate in a manner that is consistent with governance best practices. This includes adoption of the following:</p> <ul style="list-style-type: none"> • Bylaws • Oregon State University Mission Statement • Trustee Code of Ethics • Trustee Conflict of Interest and Recusal • Responsibilities of Individual Trustees • Delegating Authority to the University • Recommending Candidates for At-Large Board Positions • Statement of Mission, Principles & Core Values • Tuition and Fee Process • Policies on Standing Committees, Conduct of Meetings, Board Officers, Board Calendar • Charters for each of the three standing committees of the Board • University Code of Ethics • University Fraud, Waste, and Abuse Reporting • Presidential Assessment Policy • Presidential Compensation Philosophy • Presidential Search and Selection Guidelines • Ten-Year Business Forecast for Oregon State University (2022-2032) • Ten-Year Capital Forecast for Oregon State University (2019-2029) • Approval of Capital Projects • Debt Policy • Framework to Guide Evaluation of Investment Policy Change Requests • Internal Bank • Investment Policy • Liquidity Management Policy • Political Activities • President Emeritus Policy • President's Residence Policy • Public University Fund Investment • Reimbursement of Trustee Expenses and Attendance at University Events • Standards for Recognition of a Foundation 	Board Secretary

		<p>The Board or its designated committee also received annual internal and external auditor reports and quarterly operating management, investment, endowment investment, and internal audit reports.</p> <p>The Board conducts an annual board self-assessment and adopts annual work plans for the Board and its committee linked to the Board’s responsibilities in its bylaws and to committee charters. New trustees participate in an orientation program that covers all aspects of the fiduciary responsibilities of the Board. All members participate in an annual governance “refresher” covering Board and trustee responsibilities, ethics, and other topics.</p> <p>The Board through its Academic Strategies Committee reviews and approves major changes to academic programs including creation, merger, and closure of degree programs. Major new academic programs are forwarded to HECC for approval.</p> <p>Annually, the Board approves the university’s operating budget, tuition rates and fees, issuance of general revenue bonds if needed, and presidential compensation.</p> <p>Biennially, in even-numbered years, the Board approves the biennial budget proposal and the Ten-Year Business Forecast.</p> <p>The Board approved the university’s most recent five-year strategic plan on October 26, 2018. Strategic Plan 4.0 covers 2019-2023. The next strategic plan was the focus of the Board’s annual retreat in October 2022 and will be considered by the Board as an action item in October 2023.</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</p>	<p>On Jun 1, 2018, the Board reviewed and approved amendments to the university’s process for determining tuition and fees. Amendments to the process were intended to provide more certainty for students and families in planning for tuition costs over multiple years of attendance at the university. Amendments to the process also incorporated changes necessary to implement House Bill 4141, adopted by the 2018 legislature. The new law required public universities to establish an advisory body to advise the president of the university on recommendations to the governing board regarding resident tuition and mandatory enrollment fees. Oregon State has an extensive process for developing its tuition and fees, which includes a University Budget Committee (UBC), composed of faculty, staff and students, and a Student Budget Advisory Council (SBAC). Given these existing advisory committees, there were minimal changes needed to ensure alignment with the new statutory requirements.</p> <p>The amended process is available at https://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/180601_tuition_fee_process.pdf</p>	<p>Board Secretary</p>

	the university. ORS 352.102(2)	Tuition rates, mandatory fees and student incidental fees are discussed at the Board's April meeting and considered and voted on at the subsequent Board meeting, held in May or early June	
	Board selects and regularly assess the university president. ORS 352.096.	<p>On May 29, 2015 the Board adopted a Presidential Assessment Policy that established the process for conducting annual and periodic comprehensive assessments of the president. On October 21, 2016, the Board adopted Presidential Search and Selection Guidelines.</p> <p>The Board completed a comprehensive assessment of the president, as required at least once every five years of the president's tenure or more often, at the discretion of the board officers. In the year a comprehensive assessment is conducted, it will replace the annual assessment. The comprehensive assessment was considered at the October 18, 2019 board meeting and is available at https://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/tab_c_board_chair_rpt_fy2019_pres_assessment.pdf</p>	Board of Trustees
Engagement in the University's Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).	<p>The Board adopted the university's mission statement on March 13, 2014.</p> <p>Approved mission statement available at: http://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/trustees/agendas-minutes/140313_adopted_osu_mission_statement.pdf</p>	Board Secretary
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).	Following adoption on March 13, 2014, the Board forwarded the mission statement to HECC. HECC approved the mission statement on June 11, 2015.	Board Secretary
	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).	<p>The Board forwarded significant changes in the university's academic programs to HECC following Board approval. The Provost's Office ensures that Board decisions are transmitted to the HECC and handles all follow-up questions and procedures during HECC approval process.</p> <p>Programs forwarded to HECC since the 2018 report can be found here: https://leadership.oregonstate.edu/trustees/board-actions-and-resolutions</p>	Board of Trustees

<p>Real Property Holdings (ORS 352.025 (2)(c))</p>	<p>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.</p>	<p>OSU complies with ORS 352.025(2)(c). The Real Property Management department facilitates the sale, acquisition, and lease of University property and manages the drafting and legal processing of real property related documents. Individual items are not listed here given the volume of property associated with the university.</p>	<p>VP for Finance & Administration</p> <p>Leasing and Strategic Real Property Management, Capital Planning and Development</p> <p>Office of General Counsel</p>
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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 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. NWCCU stated OSU was substantially in compliance but recommended improvement on using results from student learning outcomes assessments more consistently to align learning outcomes with student achievement and taking care to ensure that benchmarks for student learning are consistent across location and modality. OSU will submit an ad hoc report with visit in spring 2023 on these two recommendations. Next steps in the accreditation cycle follow with a spring 2025 Policies, Regulations, and Financial Review (Year 6) report.

In fall 2022, OSU enrolled 35,563 students, an increase of 3.3 percent from the previous fall and 5.6 percent since the last evaluation. When considered by resident type, non-resident enrollment grew by 7.4 percent over the previous year and 13.1 percent since last evaluation, while resident enrollment decreased by 0.2 percent since the previous year and decreased by 0.3 percent since last evaluation. The fall 2022 new degree seeking undergraduates figure has remained relatively flat over the last two years, where non-resident students have grown by 24.2 percent since the previous year and 40.3 percent since the last evaluation cycle. Oregon State University continues to grow its enrollment of underrepresented minority students, increasing 10.1 percent since the last evaluation and 101.1 percent since 2012; under-represented minority students now account for 17.7 percent of the student body. Oregon State University continues to be Oregon's largest university.

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 recent years in Oregon, where students are paying the majority of the cost of their education while the state and institution fund the remaining one third. Partly as a result of state funding cuts, resident undergraduate tuition and fees at Oregon State University increased 73.2 percent in the last ten years, including increases of 4.2 percent and 4.5 percent in 2021-22 and 2022-23 respectively. Specifically, in 2022-23 tuition for continuing students increased between 3.4-3.5 percent at OSU's main campus (each cohort now pays a different rate which increases every year) and between 3.2-3.5 percent at OSU's campus in Bend (OSU-Cascades). Oregon State University students benefit from significant commitment of institutional resources to scholarships, remissions, and tuition discounts. In the 2021-22 academic year, OSU recorded \$33,654,274 in resident tuition remissions (20.2 percent of resident gross tuition charges), which is a 20.4 percent increase over the prior year. The year prior, the 2020-21 academic year, OSU recorded \$27,955,359 in resident tuition remissions (17.0 percent of resident gross tuition charges).

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. OSU has 11 colleges, 13 Agricultural Experiment Stations and the Forest Research Laboratory (taking place at several sites and collaborative research locations), 35 county offices of the OSU Extension Service, the Hatfield Marine Sciences Center in Newport, OSU-Cascades in Bend, and the OSU Portland Center. Total research expenditures for FY21 and FY22 were \$277.0 million and \$297.9 million respectively.

OSU is making intentional investments in new programs to support students of color, including Native and Indigenous students. In 2020, OSU was awarded a grant from United States Department of Agriculture's (USDA) 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. The university launched Access OSU in 2022, a new effort to integrate existing and new partnerships with local community-based organizations and form the basis for a consistent, long term community engagement with communities of color in the Portland area, with an outcome to support underrepresented students' college-going aspirations.

Overall, OSU's finances have largely been stable. The increase in FY22 was due, almost entirely, to increases in foundation assets as a result of investment returns. Balancing operating revenues with increasing cost growth may present challenges in the future.

In 2021 and 2022, the OSU Board of Trustees appears to have met its legal responsibilities for providing public notice, accessibility, and records. The Board exercised many of the powers reserved for it under law, including presidential oversight, budget adoption, tuition adoption, debt issuance, and program approval (for HECC consideration). Dr. Jayathi Y. Murthy, a national leader in higher education, engineering teaching, research and service, began as Oregon State University's 16th president on Sept. 9, 2022.

As noted at the outset, this report describes performance in 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.

