

## OSU-Cascades Campus Overview and Update

### BACKGROUND

The development of the OSU-Cascades campus is a priority for OSU, as evidenced by the *Prosperity Widely Shared* strategic goal to grow enrollment to 2,200 by the fall of 2030. This goal—while still ambitious—envisions a more moderate pace of growth than originally imagined for the campus under the university’s previous planning. The development of OSU-Cascades as a highly innovative branch campus is important to:

- Realizing the state’s goal, adopted in 1999-2000, to make a four-year university education available in central Oregon;
- Advancing the mission of OSU as an R1, land-grant university within central Oregon;
- Creating a learning option at OSU for students who are seeking a small university experience.

Developing OSU-Cascades in one of the most dynamic, high-amenity regions in the Pacific Northwest—with the deep commitment and engagement of the Central Oregon community—creates the opportunity for OSU to deliver on its mission to serve Oregon’s public interest, extend its reach, experiment with new approaches in teaching and research, advance innovation and entrepreneurship goals, and increase its impact.

While OSU-Cascades is a branch campus, its identity has an element of distinctiveness and uniqueness within the overall OSU identity. OSU-Cascades’ students—who call themselves “Bend Beavs”—identify with the Bend campus as their “university home” and this has value in creating a sense of belonging and highlighting the distinctiveness of the small university campus experience offered in Bend. However, all OSU tenured/tenure-track faculty—regardless of campus location—hold appointments in one of OSU’s 11 colleges; instructors teaching at OSU-Cascades are appointed directly by the branch campus; learning outcomes for a given degree path offered at both the Corvallis and Bend campuses are the same, though the means of delivery and pedagogy may differ; and all OSU students earn an OSU degree.

This document is intended to provide an overview of OSU-Cascades, an update on recent activities, and an introduction to the planning underway for meeting the goal of serving 2,200 students by the fall 2030 from the Bend campus.

### HISTORY

OSU-Cascades was established as a priority of the state of Oregon in 2001, with OSU selected by the state to offer 2+2 degrees in collaboration with—and at the Bend campus of—Central Oregon Community College. In 2012 the state Board of Higher Education authorized OSU to offer four-year degrees at a branch campus in Bend that would stand alone from COCC. The branch campus model was embraced by state political and education leaders as a more efficient and cost-effective approach to providing university degrees in Bend versus establishing an independent four-year regional university (like EOU, WOU, OIT, or SOU). The first building on the current site in Bend was opened in fall 2016. Figure 1 provides a brief history of the state’s establishment of and support for OSU-Cascades.

## ENROLLMENT TRENDS AND PLANNING

### Enrollment

Headcount enrollment at OSU-Cascades was 1,313 in fall 2024. Figure 2 shows the enrollment growth from fiscal year (FY) 2011 (the year before becoming a four-year campus) through FY24 (the current year). Undergraduate enrollment has grown every year, albeit slowly in recent years. Graduate enrollments declined in FY22 because of the cessation of a part-time program for in-service teachers and has grown since because of the Doctor of Physical Therapy program.

The twelve largest majors are Business Administration (147), Physical Therapy (125), Computer Science (100), Psychology (95), Biology (75), Kinesiology (75), Outdoor Products (70), Energy Systems Engineering (68), Natural Resources (64), Counseling (61), Arts, Media, and Technology (59), and Human Development and Family Sciences (54). Physical Therapy is a doctoral program and Counseling is a masters program. Nine of OSU's academic colleges and the Honors College offer programs at OSU-Cascades.

Some of the most recently added degrees include the Doctor of Physical Therapy, Biochemistry and Molecular Biology, Political Science, and Economics degrees. The last two are some of the first programs intentionally offered as mixed-modality programs, with some courses offered in person and some courses offered through Ecampus. Mechanical Engineering will be offered in fall 2025 in a mixed modality mode with some upper division classes offered from Corvallis in scheduled remote classes.

### Student Distribution

Figure 3 shows the distribution of OSU-Cascades students by residency and, for Oregon residents, by home county. U.S. non-residents and international students comprise 23% of students. These numbers have grown as OSU reentered the Western Undergraduate Exchange program, students discovered that OSU offered programs in Bend, and some of our distinctive programs (e.g. Outdoor Products) gained visibility in the national market.

Of Oregon residents, 55% are from Central Oregon (Deschutes, Crook, and Jefferson counties) and 21% are from the Portland metro area (Washington, Multnomah, and Clackamas counties). Regional access to higher-education is very important—nationally about 70% of students don't go farther than a two hour drive from home to attend a four-year college or university. OSU-Cascades is providing cost-effective, high-quality access to four-year higher education for Central Oregon students who would otherwise not have that opportunity.

### PWS Enrollment Plan

*Prosperity Widely Shared* sets, as one of the plan goals, reaching an enrollment of 2,200 students at OSU-Cascades in 2030. This requires about an 8% increase in headcount per year, and while that seems a challenging goal, it is a realistic one. Figure 2 also shows the plan for enrollment growth out to FY31. The plan assumes several actions, each of which can contribute significantly to the overall enrollment goal. Those planned actions include:

- Base population growth in Central Oregon and key recruiting markets. This baseline growth adds about 100 students.

- Strengthening of transfer pathways from Central Oregon Community College to OSU-Cascades in appropriate academic programs. This adds about 175 students.
- Improved retention particularly of first- and second-year traditional students. Retention rates are assumed to improve by 8 percentage points for freshmen to sophomore retention and 4 percentages points for sophomore to junior retention. This adds about 65 students.
- Filling existing capacity in programs that have lost enrollment or adjusting the commitments to programs if student demand no longer exists. This could add about 200 more students.
- Targeting growth in particular programs with high demand or a unique draw for students. These could include Computer Science, Outdoor Products, and Art, Media, and Technology. This is modeled at additional growth of about 40 students.
- New undergraduate program offerings. These include the mechanical engineering offering in fall 2023. Other possible new programs are discussed in the next section. This could add about 290 students.
- New graduate program offerings. These would most likely be non-thesis degree programs but could include thesis-based options in some areas. Possibilities are discussed in the next section. These could add about 70 students.
- Development of online programs in which OSU-Cascades can take leadership. These could be at any level and could be traditional or post-baccalaureate programs and would be delivered in partnership with Corvallis programs. These are estimated to add the equivalent of about 100 students.

The modeled actions yield enrollment of about 2,400 students. It is not expected that each of these will yield the modeled outcomes—but in aggregate, the projections indicate that the 2,200 student goal is achievable. The campus is currently in conversations with academic colleges about the details of each of those enrollment strategies.

### **Program Development**

The enrollment plan includes work on existing programs, though the addition of new programs is essential for meeting enrollment goals, serving the needs of students and businesses in Central Oregon, and developing the program breadth appropriate for a land-grant, research-intensive university.

The campus is in the middle of a discussion with academic colleges about possible program choices, the infrastructure and staffing needs to offer them, and the sequence for standing those programs up. The final decisions have not been made, but they include modifying existing programs, offering programs in mixed modalities, creating certificates, partnering with Corvallis units to offer new online programs, and developing degree completion programs for Central Oregon residents with some college credits but no credential.

The programs under discussion follow engagement with faculty, program leads and academic deans; assessments of regional and Oregon workforce needs; and identification of areas of student demand. The program discussion continues a process of building an academic portfolio that addresses student and workforce needs in Central Oregon; aligns with academic strengths at Oregon State University; and reflects the campus pillars of innovation and creativity, health and wellness, sustainability, and diversity and inclusion. Some of the programs under discussion include:

- Accounting
- Finance
- Pre-health professional tracks
- Management
- Public Health
- Digital media & communications
- Marketing
- Software Engineering
- Social work/ community health
- Electrical & Computer Engineering
- Health administration
- Interdisciplinary English
- Applied Physical Science
- Applied Mathematics & Data Science
- BS Materials Science
- Public administration
- Public policy & rural planning
- Math & Computer Science
- Sustainable brewing
- Digital journalism
- Sustainable design certificate
- MFA (4+1) in Art, Media & Tech
- MS Computer Science
- MS Engineering
- Online biology with Corvallis
- Online pre-med postbac
- Data Analytics certificate
- AI certificate

That is, admittedly, an expansive list. The intent of the list is to have a collaborative discussion with faculty, leadership, and academic colleges about the best choices (constrained by space, staffing, and financial resources). The immediate goal is to identify two to four programs to focus on for fall 2025 and, by the end of winter term 2025, to have identified the full plan through fall 2030.

## CAMPUS DEVELOPMENT

The OSU-Cascades campus is being developed on a 128-acre site that includes 10-acres of originally buildable land, a 46-acre decommissioned pumice mine and a 72-acre former construction landfill. The university, after extensive discussions with the Bend community, committed to this site in part with the goal of turning currently unusable land in the center of Oregon's fastest growing region into a vibrant university campus that provides space to Central Oregon's entrepreneurs, resources for a fast-growing economy, and opportunity for Central Oregon students.

Campus development is guided by a master plan called the Long Range Development Plan (LRDP) that was adopted in December 2017. The City of Bend approved the master plan and incorporated it into City Code. The purpose of OSU-Cascades' LRDP is to ensure that future development occurs within the context of a cohesive vision for the OSU-Cascades campus. OSU-Cascades is committed to promoting a resilient future in every way—environmentally, economically, socially and culturally. Subsequently, OSU-Cascades adopted a Net-Zero Energy Master plan in 2020 and a Sustainable Water Use plan in 2021. As such, the lenses of sustainability, health and wellness, innovation and creativity bring together and focus diverse factors that guide the future development of the campus.

The first three buildings at OSU-Cascades (Tykeson Hall, Obsidian Hall, and the Residence Building) were built on the first 10-acres of buildable land. Ray Hall was the first building built on land remediated from the pumice mine and a small portion (about an acre) of the landfill. This allowed for testing of the remediation approach and confirming its efficacy.

This first phase confirmed that the most cost-effective and sustainable approach to the remediation is to dig out the material in the old landfill, separate unusable objects, re-landfill those objects on site, and use the remaining soil to fill the pumice mine. This approach minimizes the need to remove material from the site or to truck in fill. The second phase of the

land reclamation is a much larger remediation of eight acres of the landfill to develop the site for the Innovation District.

Figure 4 shows an aerial picture of the campus in March 2024 and elements of the second major phase of landfill remediation. The Phase 2 project is funded with \$10M of state bonds, a \$2M grant from the EPA, and \$24M of OSU-paid revenue bonds. It has, to date, removed and sorted about 290,000 cubic yards of waste and used the reclaimed material to fill parts of the pumice mine, yield developable land on the innovation district site, and build land suitable for surface uses in the northwest corner of campus.

The OSU-Cascades Innovation District site will have surface infrastructure complete by early winter 2025 and the site will be ready for building construction. The university has been working with business consultant EY to identify the best approach for development of those buildings and the most likely business sector partners to focus on in the first phase of development. Some of the factors being considered for developing that focus are shown in Figure 5. The Innovation District will bring private-sector partners onto campus to work with students and faculty and to build a vibrant innovation hub for Central Oregon.

The Student Success Center, funded with \$13.8M from the state and \$9.15M from OSU and other sources, will be complete in February 2025. The building will be dedicated to student services and activities—OSU-Cascades' first student union-type space.

The next critical campus project is the Student Health and Recreation Center and the associated land remediation. This third phase of land remediation will create 7 acres of buildable land and 16 acres of land suitable for surface uses like playing fields and solar arrays. The buildable land will be the site of the Student Health and Recreation Center—an essential facility to promote student wellness and success—the second student housing project, and the next two to three academic buildings. The total project is estimated at \$84M, with \$42M from OSU (\$20M of that is supported by student-approved fees dedicated to the facility) and a request for \$42M from the state.

The third phase of land development would begin in winter 2026 with completion in summer 2027. At the end of this work, there would be 81 contiguous acres of usable land. Construction for the Student Health and Recreation Center and the second student housing project would begin in spring 2027 and complete in summer of 2028.

## COMMUNITY ENGAGEMENT

OSU-Cascades has, from the beginning, been committed to serving Central Oregon. This includes creating opportunities for students, addressing workforce needs, working with local businesses, and working on problems that are relevant to the region. A few examples of that regional engagement include:

- The Biochemistry and Molecular Biology degree was started this year to provide graduates for Central Oregon's growing biotech industry, with year-over-year double digit employment growth for nearly a decade.
- Energy Systems Engineering was launched in 2011 with input from local industry leaders, who struggled to recruit an engineering workforce. The program, to date, has a 95% placement rate for graduates.

- The Outdoor Products degree is one of the few in the nation to address the needs of the outdoor recreation economy, with 4.5 million jobs in the U.S. and \$862 billion in gross economic output. Funding from Hydroflask was instrumental in designing the program.
- The Doctor of Physical Therapy degree responded to the critical shortage of physical therapists in Oregon rural communities as well as the lack of a Doctor of Physical Therapy program at an Oregon public university. The third-year students do their clinical rotations in settings throughout Central Oregon and in places around the country.
- This winter, James Nicol and Ryan Holmes generously donated their snowboard company, SnoPlanks, to OSU-Cascades. With collaboration from the founders, the gift has become SnoPlanks Academy, a program that is already starting to provide students the resume-building experiences—from product design and supply chain management to financial analysis and go-to-market execution—that employers look for.
- Jessica Colburn originally intended to go to medical school, but found her time volunteering in a classroom with Bend LaPine Schools to be more rewarding than her work in the medical field. She graduated from OSU-Cascades with a Master’s of Teaching degree in 2013 and joined the Bend La Pine School district, teaching eighth grade at La Pine Middle School. In 2018, she was named Teacher of the Year by the Oregon Council for Social Studies. In 2022, she earned the James Madison Foundation Fellowship, one of only 54 teachers across the nation to receive the honor that year.
- Elizabeth Marino is the co-director of the Laboratory for the American Conversation, which uses social theory and large-scale surveys to uncover what values communities express when they enter into public discourse, and what threats they are trying to avoid. She has also done work with vulnerable communities who face increasing challenges because of the effects of climate change. She was selected by the White House to lead a chapter on social justice in its Climate Assessment report, which was released in 2024.
- Skuyler Herzog studies groundwater challenges in Central Oregon, particularly how to reduce the intermittent drying of streams in our hot summers. In doing that work, he not only tracks water flow, transpiration and other relevant data, but he also convenes stakeholders—landowners, agency representatives and others—to share with them what he has learned so that solutions can be community-driven and based on science.
- Lucy Purgason and Molly Moran were awarded a \$3.8 million grant from the U.S. Department of Education to partner with High Desert Education Service District and four Central Oregon school districts (Jefferson County 509J, Bend-La Pine, Redmond, and Crook County) for a project that will train high quality school counseling interns and place them in high-needs schools in the region.
- Shannon Lipscomb’s “Roots of Resilience” program is a professional development program to help early childhood teachers promote resilience with children impacted by trauma. Early childhood trauma poses a serious threat to the well-being of children, families, and communities. The opportunity to help them in early childhood education so they start school ready to succeed is profound.

## CHALLENGES AND OPPORTUNITIES

OSU, through the development of the branch campus at OSU-Cascades, is demonstrating an innovative and efficient model for regional access to higher education. The opportunity to serve the fastest growing and arguably most dynamic part of the state is an opportunity for OSU, for students in Central Oregon, and for the economic growth of the state. OSU-Cascades provides a place for the university to try new things, explore novel delivery modes for programs, and work in a community that is very engaged with the growth and success of

the campus.

The campus vision is one aligned with the character of both OSU and the state of Oregon. The campus vision is to create a small campus experience with connections to a major research university; built with net-zero energy, water and waste goals; on land that is being reclaimed from a decommissioned pumice mine and a demolition landfill—a project no private developer would consider tackling. The campus provides access to affordable, high-quality higher education for traditional and non-traditional learners and benefits from the longstanding deep support of the Central Oregon community, in the state's fastest growing region. In every sense, the development of the OSU-Cascades campus is contributing to the economic prosperity of the region and the state. The story is a powerful one about the impact land-grant universities can have.

One challenge in capitalizing on those opportunities is securing the resources to build out the physical infrastructure of the campus quickly enough to keep pace with the vision and demand for programs and services. To date, OSU has brought more than half the funding for the campus in gifts, grants, and university-paid bonds (Table 1). Even with that commitment, state funding for the capital development of the campus has been difficult to secure, often taking multiple requests for a project to move forward. The current approach to funding capital projects for the seven public universities heavily weights the reduction of deferred maintenance backlogs. This certainly makes sense for the longstanding campuses, but does not take into account the needs of a brand-new campus nor the impact of turning unusable land into a thriving university campus. The commitment of capital funds is, of course, limited. But investments that grow enrollment and the number of university graduates have a long-term economic return to the state. OSU-Cascades has shown that kind of growth.

There is a second challenge in the sometimes voiced statement that because some of the regional universities have lost enrollment, Oregon does not need a university campus in Central Oregon. Public regional universities, in Oregon and elsewhere, are important because they provide access to higher education for students who cannot travel far, they address regional needs for workforce and programs, and they contribute to the social and economic needs of their regions. These reasons are, in fact, exactly why the Central Oregon community was so committed to bringing four-year higher education to their community.

The challenges of enrollment at some of Oregon's public universities are real but the growth and development of OSU-Cascades has not been the reason for those enrollment changes.

The university and its partners continue to make the case that regional access to higher education is an investment that returns more to the State of Oregon than the infrastructure and operating costs the state puts into the campus. OSU is committed to bringing innovative, cost-effective higher education to Central Oregon and to helping public higher education in Oregon be as effective as it can in serving communities throughout the state.

**Figure 1:** Some milestones in the development of the OSU-Cascades campus in Central Oregon.

## OSU-CASCADES' SUCCESS IS A TESTAMENT TO THE STATE'S VISION AND INVESTMENT

**1980s** – Rep. Thom Throop convenes community committee dedicated to a four-year university in Central Oregon.

**1993** – Legislative subcommittee and OUS group formed, each focusing on rural higher education.

**1999-2000** – State Board of Higher Education creates Central Oregon Regional Advisory Board to study a four-year university in Central Oregon. 2+2 model in partnership with COCC recommended. RFP released for Oregon public universities to engage in this new partnership. OSU selected.

**2001** – \$7.2 million funds branch campus in Bend. OSU-Cascades opens.

**2009** – After multibillion-dollar state budget deficit threatens to shutter OSU-Cascades, local residents rally to support campus.

**2011** – Central Oregon legislators work to secure \$2 million in state bonding to pay for half of the Graduate and Research Center.

**2012** – The State Board of Higher Education endorses OSU-Cascades as a stand alone branch campus offering four-year OSU degrees.

**2013 - 2014** – \$19.85 million in state bonds allocated for land, infrastructure and first building at OSU-Cascades' new campus.

**2015** – The OSU Board of Trustees approves \$42 million in revenue bonds for the construction of a residence hall and dining center.

**2016** – Tykeson Hall is dedicated and opens to students for fall term classes. Construction on the residence hall and dining center is completed in December.

**2017** – Legislature approves \$9.5 million in state bonds, only partially covering the \$69.5 million need for development of the campus, including reclamation of pumice mine, second academic building, Student Success Center and other infrastructure. A 128-acre campus footprint is secured with the acquisition of an adjacent 72-acre landfill and the university's ownership of an adjacent 46-acre pumice mine. The first four-year class graduates.

**2018** – \$39 million allocated to construct the second academic building, Ray Hall. The legislature instructs HECC to conduct a study of capital needs at public universities. HECC's report finds a significant space deficit at OSU-Cascades.

**2020** – The Ways & Means committee recommends funding the Student Success Center, with General Funds, but adjourns without passing any policy bills or budget items due to a walk-out.

**Fall 2020** – OSU-Cascades enrollment continues to grow despite national declines due to COVID-19. The Student Success Center is recommended for funding in the Governor's 2021-23 Budget.

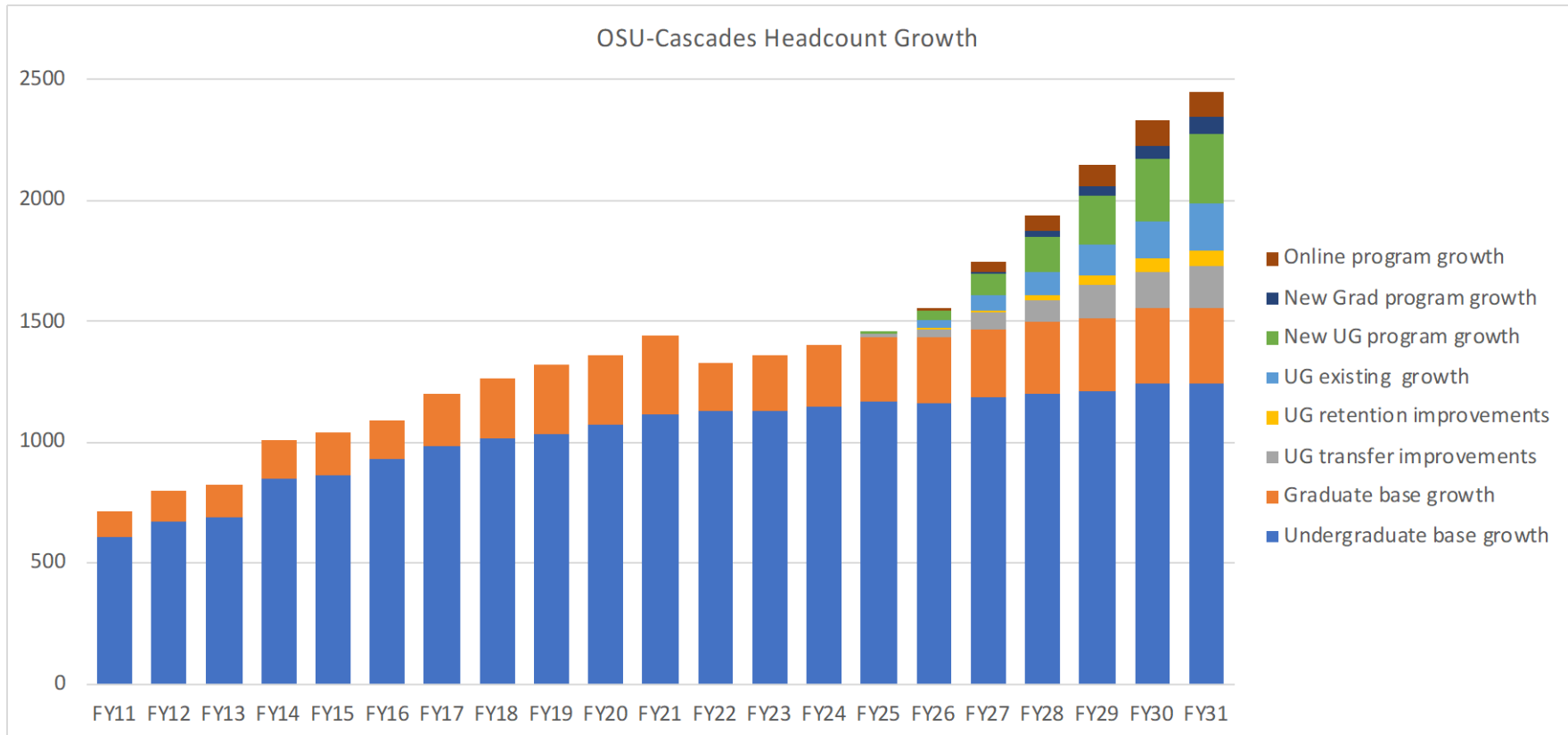
**2021** – The Oregon Legislature approves \$13.8M in state-paid bonds for a Student Success Center. Edward J. Ray Hall opens and is dedicated. The first doctoral program offered at OSU-Cascades, the Doctor of Physical Therapy, launches in fall term.

**Fall 2023** – Groundbreaking of new Student Success Center.

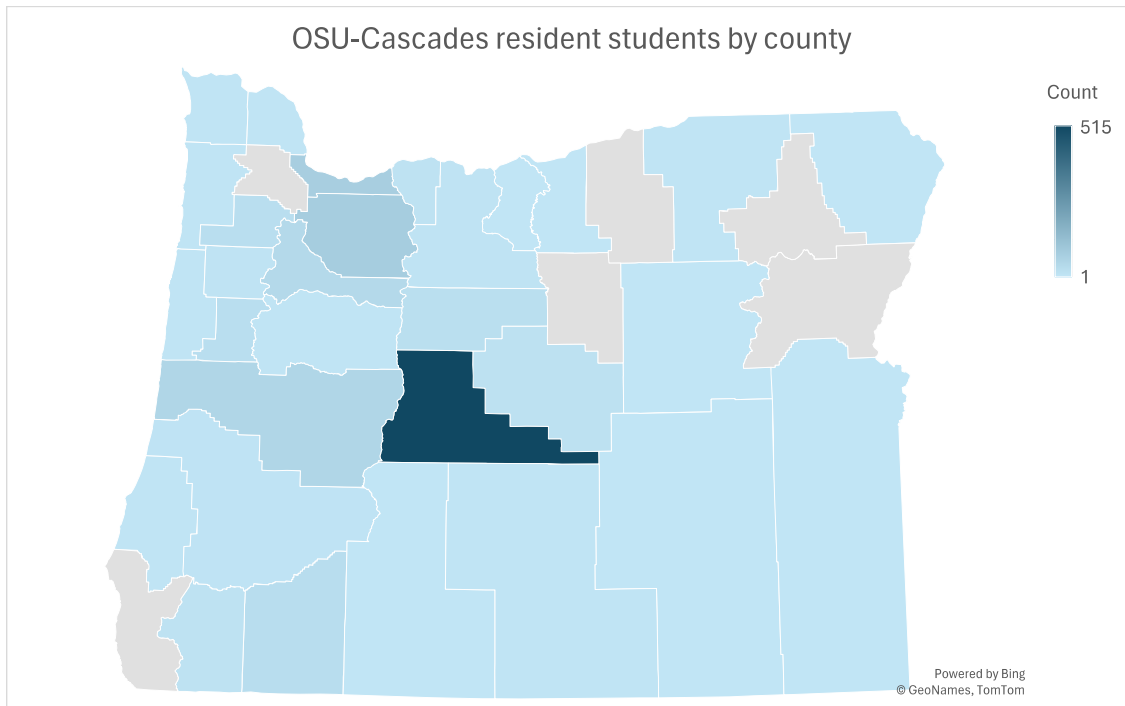
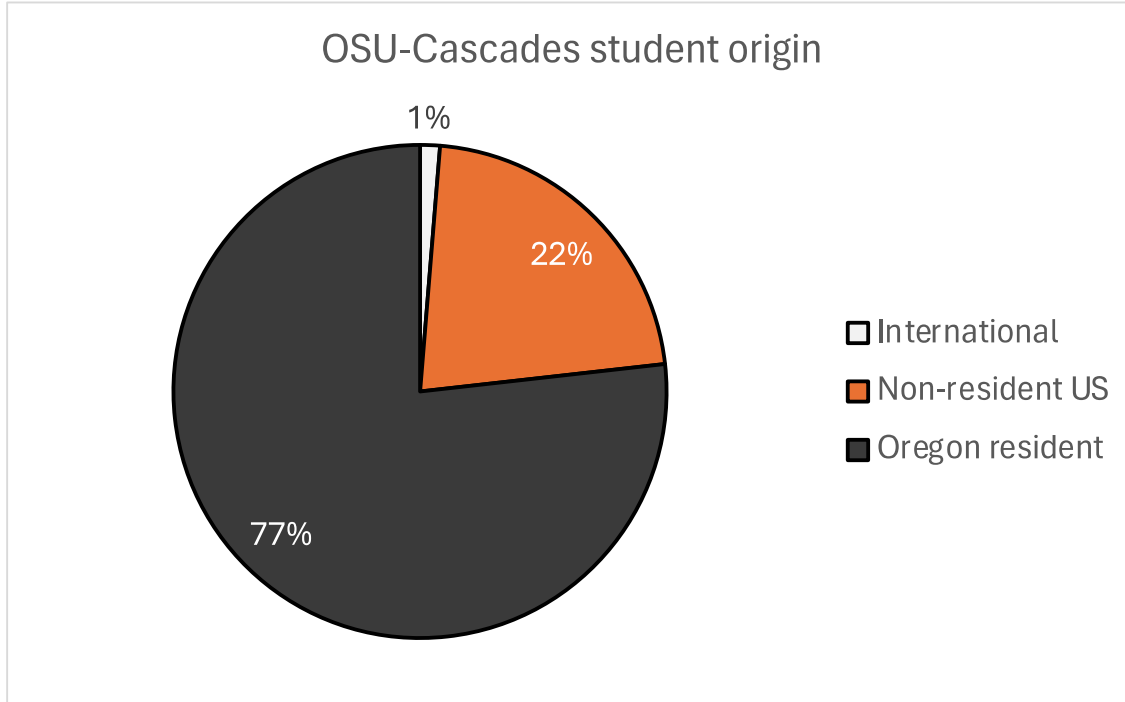




**Figure 2:** OSU-Cascades headcount enrollment from fall 2011 through fall 2024 and enrollment strategy through fall 2030. The dip in FY22 was largely from declines in part-time graduate enrollments. The enrollment forecasts from fall 2024 through fall 2030 rely on growth in existing programs, improvements in transfer enrolment, improvements in retention, and growth from new in-person, mixed modality, and online program delivery. Average graduate growth from 2011 to 2024 was 7.1%, average undergraduate growth was 5.0%. Forecast average graduate enrollment growth per year from FY24 to FY30 is 5.9%, undergraduate growth per year (without online-only programs) is 8.0%.



**Figure 3.** Student headcount distribution. *Top:* Resident/non-resident student distribution. The campus has seen continued growth of non-resident students because of unique programs (Outdoor Products, Doctor of Physical Therapy), the small campus size, and the location. *Bottom:* 55% of Oregon resident students are from Central Oregon, 21% are from the Portland metro area.



**Figure 4.** Image of the OSU-Cascades campus in March 2024. Ray Hall is marked with the red star.



**Area 1** is where the OSU-Cascades Innovation District will be (a public-private partnership to bring businesses and startups onto campus to work with students and faculty). The site is in the construction landfill and over 290,000 cubic yards of material have been removed. **Area 2** is the next phase of the landfill remediation containing ~400K cubic yards of waste. This area, when remediated, will provide space for the student health and recreation center, the next student housing project, and two to three buildings after that. Completion of that work will create a campus with 81 contiguous, usable acres. The waste is taken to **Area 3** where crews are grinding tires and sorting material (so far there are

8,000 cubic yards of tires). The sorted material is all properly re-landfilled on site. The soil reclaimed from the sorting is taken to **Area 4** and used to bring the bottom of the pumice mine up to planned elevations for the future campus. By the end of this phase of the project, 125,000 cubic yards of reclaimed soil will have been placed. **Area 5** is where the Student Success Center is being built. At 17,500 GSF, it is a building focused on supporting students' needs. It includes spaces for studying and social gathering as well as academic advising, career advising, student government and activities, and a DEI lounge. The project includes installing the backbone of the campus district energy system. This is a critical element to campus meeting our net zero energy goals with our district energy system. This geo-exchange system will serve all the future campus, including the existing buildings and the innovation district.

**Figure 5.** Consultant EY and their partners have been engaged with OSU to assess market demand, cost and value for different approaches to the first two buildings in the innovation district and focus areas with the most potential value. The chart below illustrates some of the factors that have been considered in thinking about the initial focus for the district.

### Summary of Potential Focus Areas for Innovation District

| Sector       | Economic Factors |            |      |             |           |               |            | Real Estate Factors |                |           | Private Sector Needs | * OSU Connections |
|--------------|------------------|------------|------|-------------|-----------|---------------|------------|---------------------|----------------|-----------|----------------------|-------------------|
|              | # of Est.        | Employment | L.Q. | Growth Rate | Wage Rate | Talent Demand | Innovation | Site                | Compat-ability | Proximity |                      |                   |
| Tech         | ✓+               | ✓+         | ✓    | ✓+          | ✓+        | ✓+            | ✓+         | ✓+                  | ✓+             | ✓         | ✓                    | ✓                 |
| Biosciences  | ✓                | ✓          | ✓    | ✓           | ✓+        | ✓+            | ✓+         | ✓+                  | ✓+             | ✓+        | ✓                    | ✓                 |
| Food & Bev   | ✓                | ✓          | ✓+   | ✓           |           | ✓             | ✓          | ✓                   | ✓              | ✓         | ✓+                   |                   |
| Outdoor Gear | ✓                | ✓          | ✓+   | ✓           | ✓         | N/A           | ✓          | ✓+                  | ✓              | ✓+        | ✓+                   | ✓+                |

- \* **✓+ Greatest Connections** - strong existing OSU-C programs already established to support the growth of the sector.
- ✓ Some Connections** - some existing OSU-C programs established to support the growth of the sector but more OSU resources will need to be migrated to Cascades from elsewhere in the system or a satellite program established.
- Least Connections** - OSU-C does not provide a relevant degree program or other services to support the sector and significant OSU resources would be needed to migrate relevant programs to Cascades from elsewhere in the system or establish a satellite program.



**Table 1.** Summary of the funding sources for the major land remediation, construction or acquisition, and equipment costs to date for developing the OSU-Cascades campus on the site in Bend. The request submitted to the HECC for the 2025-27 biennium to support the Student Health and Recreation Center and associated land remediation is included.

| Biennium | Project  | OSU                     | State                 | Federal/ other       | Gifts                | Total at the time     |
|----------|--|-------------------------|-----------------------|----------------------|----------------------|-----------------------|
| 11-13    | Buyout of Cascades Hall lease                      |                         | \$ 5,260,000          |                      |                      | \$ 5,260,000          |
| 11-13    | Graduate Research Center                           | \$ 1,000,000            | \$ 2,000,000          |                      | \$ 800,000           | \$ 3,800,000          |
| 13-15    | First 10 Acres Purchase                            | \$ 4,000,000            | \$ 1,000,000          |                      |                      | \$ 5,000,000          |
| 13-15    | Pumice Mine Purchase                               |                         | \$ 8,000,000          |                      |                      | \$ 8,000,000          |
| 13-15    | Land Fill Purchase                                 | \$ 1                    |                       |                      |                      | \$ 1                  |
| 13-15    | Master Plan IB loan*                               |                         |                       | \$ 2,000,000         |                      | \$ 2,000,000          |
| 13-15    | Land due diligence, planning                       | \$ 1,580,000            |                       |                      |                      | \$ 1,580,000          |
| 13-15    | Tykeson Hall                                       | \$ 4,605,000            | \$ 10,850,000         | \$ 104,981           | \$ 5,012,689         | \$ 20,572,670         |
| 13-15    | Obsidian Hall                                      | \$ 13,750,000           |                       |                      |                      | \$ 13,750,000         |
| 13-15    | Residence Hall                                     | \$ 28,250,000           |                       |                      |                      | \$ 28,250,000         |
| 19-21    | Phase 1 Land remediation                           |                         | \$ 9,000,000          |                      |                      | \$ 9,000,000          |
| 19-21    | Ray Hall   | \$ 934,898              | \$ 39,000,000         | \$ 384,065           | \$ 9,935,590         | \$ 50,254,553         |
| 19-21    | GRC Renovation                                     |                         | \$ 490,000            |                      |                      | \$ 490,000            |
| 21-23    | Student Success                                    | \$ 9,000,000            | \$ 13,800,000         | \$ 150,000           |                      | \$ 22,950,000         |
| 21-23    | Phase 2 Innovation District                        | \$ 24,000,000           | \$ 10,000,000         | \$ 2,000,000         |                      | \$ 36,000,000         |
| 21-23    | Little Kits  |                         |                       | \$ 3,000,000         |                      | \$ 3,000,000          |
| 23-25    | Maker Space  |                         | \$ 500,000            |                      |                      | \$ 500,000            |
| 25-27    | Student Health and Rec Center and Land Remediation | \$ 39,000,000           | \$ 42,000,000         | \$ 3,000,000         |                      | \$ 84,000,000         |
|          | <b>Totals to Date</b>                              | <b>\$ 126,119,899</b>   | <b>\$ 141,900,000</b> | <b>\$ 10,639,046</b> | <b>\$ 15,748,279</b> | <b>\$ 294,407,224</b> |
|          | *paid by OSU Foundation                            |                         |                       |                      |                      |                       |
|          |  | <b>OSU &amp; Others</b> | <b>State</b>          | <b>Total</b>         |                      |                       |
|          | Total dollars:                                     | \$ 152,507,224          | \$ 141,900,000        | \$ 294,407,224       |                      |                       |
|          | Percentage:  | 51.8%                   | 48.2%                 | 100.0%               |                      |                       |