

2025 UNIVERSITY EVALUATION: Eastern Oregon University (ORS 352.061)



Source: Eastern Oregon University

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INTRODUCTION

This report is guided by Oregon Revised Statute (ORS) 352.061, which requires the Higher Education Coordinating Commission (HECC) to submit to the Legislative Assembly an evaluation of public universities listed in ORS 352.002. Each public university must be evaluated once every two years. The purpose of this 2026 report is to evaluate the contributions of Eastern Oregon University (EOU) to State objectives for higher education as articulated in statute and in the HECC 2024-2029 Strategic Plan.

The report relies on a combination of accreditation reports, self-assessments and framework responses submitted by EOU, and state and federal data. This is the sixth biennial evaluation of EOU. It builds on the descriptive benchmarks and findings in prior evaluations while incorporating academic-year 2023-24 and 2024-25 data, Fall 2025 enrollment information, and more recent accreditation or financial developments when they materially affect the Commission's assessment.

The evaluation signals areas of key interest to HECC that support Oregon's higher education objectives: student success and completion; access and affordability across socioeconomic, racial/ethnic, and regional groups; academic quality and research; financial sustainability; economic and workforce contributions; and continued collaboration across institutions. It also reviews the work of the university's governing board under the criteria set forth in ORS 352.025. The report is not intended to be a comprehensive institutional review against the university's own mission; that broader assessment is undertaken through institutional accreditation and other university processes.

Legislative Mandate

Passed by the Oregon Legislature in 2013, Senate Bill 270 established individual governing boards at the University of Oregon and Portland State University and created a path for Oregon State University to establish its own governing board. House Bill 4018 (2014) and Senate Bill 80 (2015) authorized independent governing boards at Western Oregon University, Southern Oregon University, Oregon Institute of Technology, and Eastern Oregon University and accompanied the dissolution of the Oregon University System.

In 2017, the Legislature amended ORS 352.061 to require HECC to evaluate each public university once every two years. ORS 352.061(2) requires the evaluation to report on institutional outcomes, measures of progress, goals, and targets; assess progress toward the statewide mission for education beyond high school; and assess university governing boards against the findings in ORS 352.025, which includes the following provisions:

- Provide transparency, public accountability, and support for the university.
- Remain close to, and closely focused on, the individual university.
- Do not negatively affect public universities that do not have governing boards.
- Lead to greater access and affordability for Oregon residents without disadvantaging Oregon students relative to out-of-state students.
- Act in the best interests of both the university and the State of Oregon as a whole.
- Promote the academic success of students in support of statewide postsecondary goals.

ORS 352.025 also recognizes that, even under independent governing boards, there are benefits to a coordinated public university system, including economies of scale and continued sharing of services. The Legislature retains responsibility for monitoring the success of governing boards and their stewardship of state assets.

Evaluation Process

HECC developed the university evaluation framework through a collaborative workgroup beginning in 2015. University provosts, faculty representatives, state staff, and other institutional stakeholders participated in defining the purpose, scope, structure, and data elements of the evaluation. The

Commission adopted the framework in September 2015 and has continued to refine the process as institutional and statewide priorities have evolved.

A balanced assessment of Oregon’s public universities does not lend itself to a purely mechanical approach. HECC uses consistent statewide measures while also considering institutional mission, geography, program mix, student population, accreditation findings, financial context, and current conditions. The evaluation therefore integrates quantitative data with university narrative and documentary evidence to provide a focused assessment of each institution’s contribution to statewide goals.

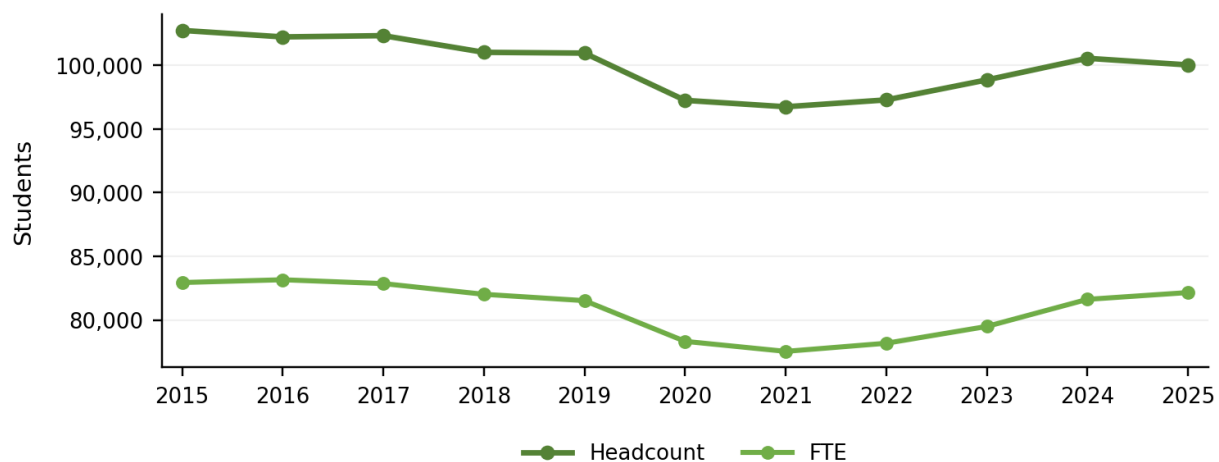
For this cycle, HECC requested two years of framework information and a current institutional narrative; supplemented the framework with centralized student data and financial analysis; and presented preliminary two-page summaries to the Commission in August 2026. The comprehensive evaluation incorporates subsequent institutional clarification and additional analysis. Where a university’s data or narrative uses a definition that differs from a HECC measure, this report relies on the definition identified in the source and avoids treating unlike measures as directly comparable.

Statewide Context

Oregon’s public universities operate under independent governing boards while remaining part of a coordinated statewide higher education system. The institutions share many of the same pressures: demographic change, uneven enrollment recovery, rising operating costs, student affordability, workforce demand, and the cost of maintaining academic and administrative capacity. Recent state investments have increased support for public universities and financial aid, but institutional sustainability continues to depend on the interaction of enrollment, tuition revenue, state funding, expenditure growth, and the ability to align programs and operations with changing student and workforce needs.

The technical and regional universities also participate in statewide academic coordination, transfer work, public-university councils, and selected shared administrative services. During the current cycle, EOU, Oregon Tech, SOU, WOU, and Portland State University received targeted state financial-sustainability funding for projects intended to reduce ongoing costs, increase revenue, improve recruitment and retention, and evaluate opportunities for shared administrative functions.

Figure 1: Oregon Public University Headcount and FTE Enrollment, Fall 2015-2025



Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2. Headcount and FTE totals include all Oregon public universities and OSU-Cascades.

Governance Changes

ORS 352.025 recognizes both the benefits of institution-specific governing boards and the continuing advantages of statewide coordination and economies of scale. Many administrative services that were once

centralized under the Oregon University System are now provided institutionally, through USSE, through inter-institutional agreements, or through outside vendors. The universities continue to collaborate through retirement-plan administration, collective bargaining, treasury and debt services, risk management, academic pathways, transfer policy, shared procurement, and other joint work.

Local Conditions and Mission¹

Eastern Oregon University is the only public university located in eastern Oregon and has been designated in state law as Oregon's Rural University. Its La Grande campus anchors a service area that spans a large and predominantly rural portion of the state, while online programs, regional partnerships, and community-based delivery extend access to students who may be place-bound or distant from a four-year campus.

EOU's program array combines liberal arts and sciences with professional fields that are closely connected to regional workforce needs. The university's partnerships with Oregon Health & Science University and Oregon State University expand access to nursing, agriculture, and rangeland science in eastern Oregon. EOU also serves transfer, adult, first-generation, rural, and online learners through a mix of on-campus and distance delivery.

The university continues to organize its institutional priorities through the Ascent 2029 strategic framework and related planning processes. During the current evaluation period, EOU has also worked to align academic offerings and institutional resources with enrollment and workforce conditions, including targeted expansion of graduate health programs supported through the state's financial-sustainability investment.

EOU's rural setting and extensive service area shape both its opportunities and constraints. The university has long relied on online delivery, regional relationships, and partnerships with community colleges and other public universities to extend four-year access beyond La Grande. These arrangements remain central to EOU's role in serving rural and place-bound learners.

The university's mission connects student learning with the social, cultural, and economic development of eastern Oregon. That connection is reflected in educator preparation, health and human services, agriculture and natural resources, business, public service, and other programs that respond directly to the needs of rural communities.

MISSION: EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. EOU's setting and small size enhance the personal attention its students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of the region and state.

Economic Impact

According to a report conducted by ESI in May 2026, the total annual economic impact of EOU within the EOU Region is \$90.2 million, comprised of:

- Direct impact of \$57.2 million, which includes Eastern Oregon University's spending on salaries, instructional services, student support, campus operations, and other university-related expenditures; and
- Indirect and induced impact of \$33.0 million, which includes business-to-business expenditures within the supply chain, such as purchases from local service providers and vendors (indirect), as well as employee household spending at EOU Region restaurants, retailers, and housing providers.
- 990 direct, indirect, and induced jobs with \$19.0 million in employee compensation

The total annual economic impact within the State of Oregon is \$107.8 million, comprised of:

¹ Source: University mission, strategic-planning, and current evaluation materials. <https://www.eou.edu/about/mission/>

- Direct impact of \$62.9 million, which reflects university spending with vendors and service providers located throughout Oregon, as well as compensation paid to employees residing outside Union County but within the state;
- Indirect and induced impact of \$44.9 million, which reflects the broader statewide supply chain and household spending impacts generated as university-related dollars recirculate across Oregon industries and communities; and
- 1,090 direct, indirect, and induced jobs with \$24.5 million in employee compensation.

Table 1: EOU Reported Economic Impact Measures

Measure	Reported Impact
Regional annual economic impact	\$90.2 million
Regional jobs supported	990
Regional employee compensation	\$19.0 million
Statewide annual economic impact	\$107.8 million
Statewide jobs supported	1,090
Statewide employee compensation	\$24.5 million

Source: Econsult Solutions, Inc. (ESI), 2026 economic impact analysis, as reported by Eastern Oregon University in its 2024-25 evaluation framework.

Workforce and Alumni Contributions

EOU's workforce contribution is closely connected to eastern Oregon's need for locally accessible professional education. The university supports pipelines in education, health and human services, business, public service, agriculture, and natural-resource fields while also providing a regional pathway to graduate education. Partnerships with OHSU and OSU expand that array without requiring EOU to duplicate every specialized program independently.

Five years after graduation, HECC data show that 72.6 percent of resident EOU graduates from the 2017-18 cohort were employed in Oregon. That outcome complements the university's economic-impact estimate by showing that a substantial share of resident graduates remain connected to the state workforce after completion.

EOU's regional economic role also includes institutional employment, purchasing, student and visitor spending, and the availability of university facilities, faculty expertise, cultural programming, and community partnerships in a part of the state with fewer large institutions. The current ESI study provides the updated quantitative estimate; this evaluation does not carry forward the older ECONorthwest impact values from the prior evaluation.

Regional and Community Role

As Oregon's Rural University, EOU's community impact is inseparable from its geographic mission. The university provides educational, cultural, and professional resources across a region where distance can be a significant barrier to postsecondary access. Its partnerships with community colleges, school districts, health providers, Tribal communities, local governments, employers, and other universities are therefore a core part of how EOU generates public value.

ACCREDITATION

A comprehensive assessment of academic and institutional quality is provided through accreditation by the Northwest Commission on Colleges and Universities (NWCCU), which accredits Oregon’s public universities. Accreditation is an institution-wide peer-review process focused on mission fulfillment, student learning and achievement, institutional effectiveness, governance, resources, and continuous improvement. Accreditation applies to the institution as a whole and does not replace specialized professional accreditation for individual programs.

NWCCU’s current seven-year cycle includes annual reporting, a Mid-Cycle Review, a Policies, Regulations, and Financial Review, and an Evaluation of Institutional Effectiveness, with ad hoc reporting or visits when the Commission determines additional evidence is necessary. HECC uses accreditation findings as an external source of evidence while maintaining a separate statutory focus in this evaluation.

Eastern Oregon University has been continuously accredited since 1931 by the Northwest Commission on Colleges and Universities (NWCCU) and its predecessor agencies. EOU completed its Year Seven Evaluation of Institutional Effectiveness in Fall 2025. The university’s current accreditation-cycle page lists an Ad Hoc Report with Visit in Fall 2027, a Mid-Cycle Review in Fall 2028, a Year Six Policies, Regulations, and Financial Review in Fall 2031, and the next Year Seven Evaluation of Institutional Effectiveness in Fall 2032.

Following the Fall 2025 comprehensive evaluation, EOU reported that the peer review commended the university’s focus on student success, collaboration, and community partnerships. The university also reported recommendations to strengthen academic program learning-outcomes assessment and the use of that work to improve teaching and learning, and to sharpen implementation of key strategic-plan priorities. These areas are consistent with the continuous improvement focus of the accreditation process.

EOU identifies specialized accreditation or external recognition for its College of Business through the International Accreditation Council for Business Education (IACBE); educator preparation through the Association for Advancing Quality in Educator Preparation (AAQEP) and the Oregon Teacher Standards and Practices Commission (TSPC); Fire Service Administration and Emergency Medical Services Administration through Fire and Emergency Services Higher Education (FESHE); and candidacy status for the Master of Social Work program through the Council on Social Work Education (CSWE).

Current Accreditation Cycle

Table 2: EOU Current NWCCU Accreditation Cycle

Milestone	Timing
Year Seven Evaluation of Institutional Effectiveness	Fall 2025
Ad Hoc Report with Visit	Fall 2027
Mid-Cycle Review	Fall 2028
Year Six Policies, Regulations, and Financial Review	Fall 2031
Year Seven Evaluation of Institutional Effectiveness	Fall 2032

Specialized and Professional Accreditation

Program Area	Accreditor / Status
Business	International Accreditation Council for Business Education (IACBE)
Educator preparation	AAQEP and Oregon Teacher Standards and Practices Commission
Fire Service Administration	Fire and Emergency Services Higher Education (FESHE)
Emergency Medical Services Administration	FESHE

Program Area	Accreditor / Status
Master of Social Work	Council on Social Work Education candidacy

Current institutional accreditation information: <https://www.eou.edu/provost/accreditation/>

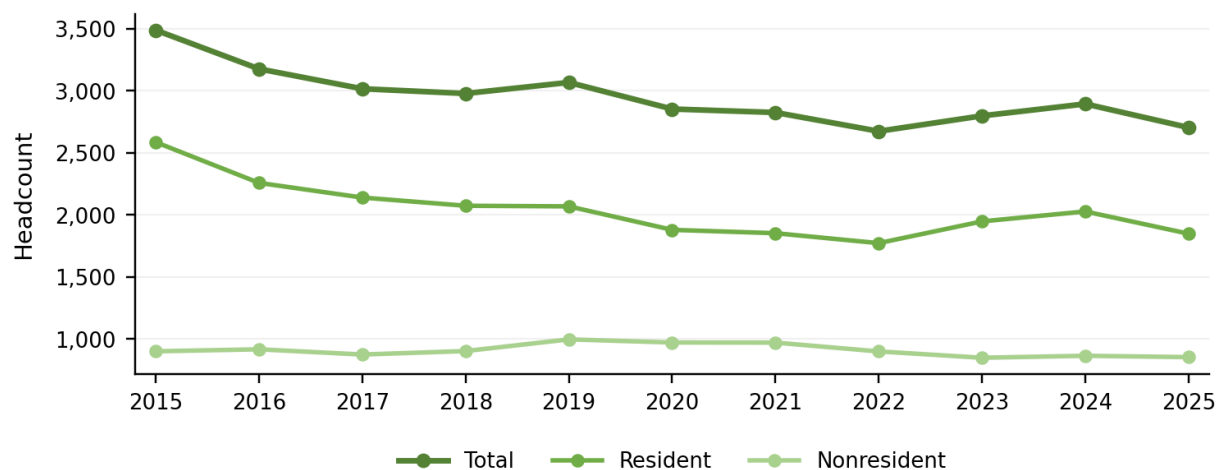
Current institutional accreditation information: <https://www.eou.edu/provost/accreditation/accreditation-cycle/>

STUDENT ACCESS AND SUCCESS

This section tracks enrollment, student characteristics, retention, graduation, transfer outcomes, degree completion, and post-graduation employment. The primary sources are the HECC Office of Analytics and Strategy workbooks submitted for the 2025 evaluation cycle. The analysis uses multiple workbook tabs and time horizons to distinguish short-term movement from longer-term trends. Unless otherwise noted, fall enrollment is fourth-week headcount and FTE follows HECC's standard credit-hour methodology.

Between Fall 2023 and Fall 2025, total headcount at EOU declined from 2,798 to 2,704 students, a change of 94 students (3.4 percent). Over the same period, FTE changed from 1,973.1 to 2,003.5. These measures are related but not identical; institutions with substantial dual-credit, part-time, online, or nontraditional enrollment can experience different movement in headcount and FTE.

Figure 2: EOU Fall Headcount Enrollment by Residency, 2015-2025



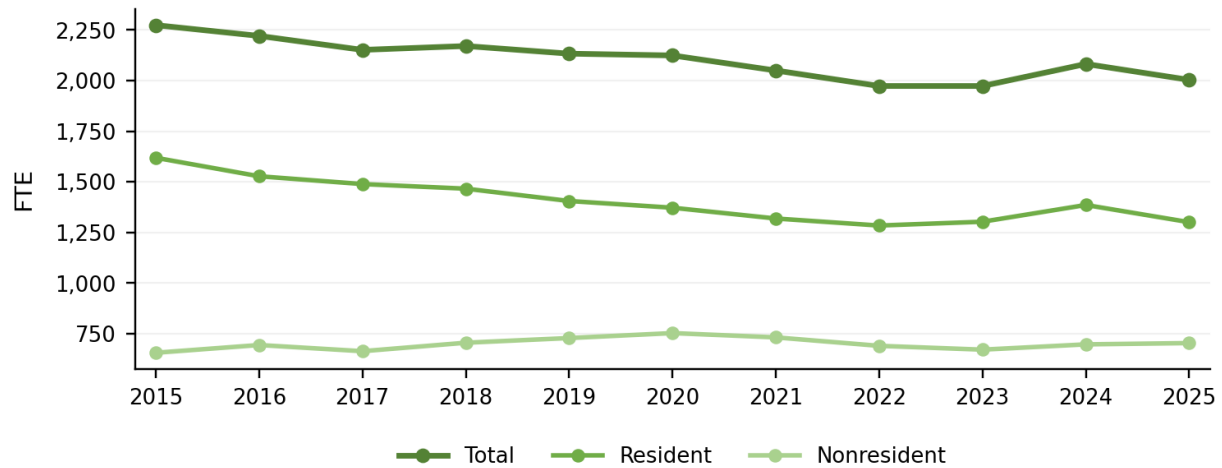
Source: HECC Office of Analytics and Strategy

Table 3: EOU Fall Headcount Enrollment by Residency, 2015-2025

Fall	Resident	Nonresident	Total
2015	2,586	902	3,488
2016	2,258	918	3,176
2017	2,140	876	3,016
2018	2,074	904	2,978
2019	2,069	998	3,067
2020	1,880	973	2,853
2021	1,853	972	2,825
2022	1,773	901	2,674
2023	1,948	850	2,798
2024	2,028	866	2,894
2025	1,849	855	2,704

Source: HECC Office of Analytics and Strategy, 15-Year Headcount by Residency tab.

Figure 3: EOU Fall FTE Enrollment by Residency, 2015-2025



Source: HECC Office of Analytics and Strategy, 15-Year FTE by Residency tab.

Current Enrollment Profile

Table 4: EOU Fall 2024 Enrollment Profile

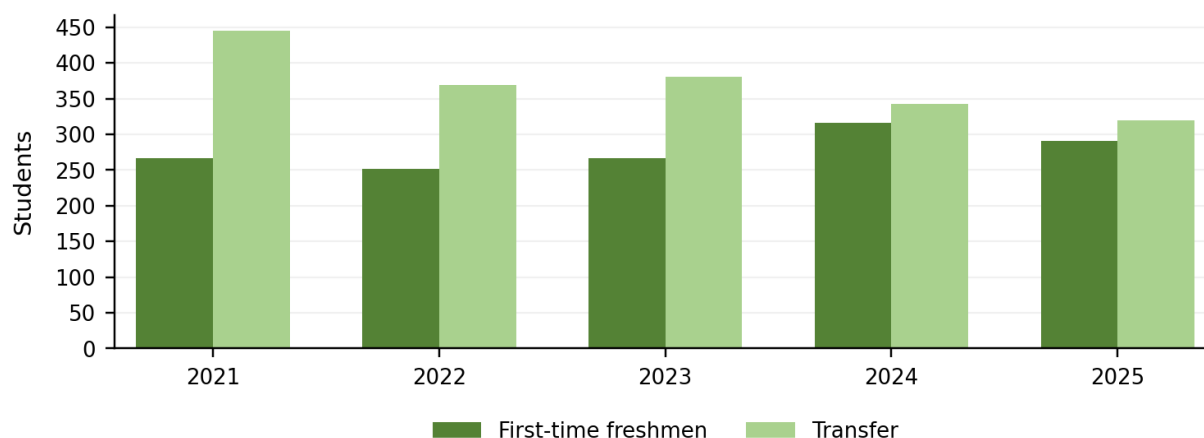
Measure	Headcount	Share of Enrollment
Resident	2,028	70.1%
Nonresident	866	29.9%
Full-time	1,693	58.5%
Part-time	1,201	41.5%
Undergraduate	2,502	86.5%
Graduate - Master's	392	13.5%
Graduate - Doctoral/Professional	0	0.0%
Pell Grant recipients	1,206	41.7%
Underrepresented minorities	706	24.4%

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 1, Current Year Data - Pell Update.

Newly Admitted Undergraduates

New student volume helps indicate the strength and composition of the future enrollment pipeline. The HECC workbook separates first-time freshmen from transfer students, allowing the evaluation to distinguish changes in traditional direct-entry recruitment from transfer enrollment.

Figure 4: EOU Newly Admitted Undergraduates by Entry Path, Fall 2021-2025



Source: HECC Office of Analytics and Strategy, Newly Admitted Undergraduates by Entry Path tab.

Table 5: EOU Newly Admitted Undergraduates, Fall 2021-2025

Fall	First-Time Freshmen	Transfers	Total New Undergraduates
2021	267	445	712
2022	252	369	621
2023	267	380	647
2024	316	343	659
2025	291	320	611

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2, Newly Admitted Undergraduates by Entry Path tab.

EOU's total headcount increased between Fall 2022 and Fall 2024 before declining in Fall 2025. The current pattern therefore suggests volatility rather than a clear long-term growth trend. The university's large shares of transfer, online, adult, and rural learners remain important context for interpreting both headcount and persistence measures.

Enrollment by Race and Ethnicity

The current HECC framework identifies underrepresented minority students as students who identify as Black, Hispanic, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or as two or more races including at least one of those categories. The table below shows recent movement across the same categories used in the evaluation workbook.

Table 6: EOU Headcount Enrollment by Race/Ethnicity

Race/Ethnicity	Fall 2023	Fall 2024	Fall 2025	Change
Nonresident Alien	20	23	21	+1
American Indian/Alaska Native	42	49	45	+3
Asian	26	27	40	+14
Black	52	51	42	-10
Hispanic	433	408	369	-64
Native Hawaiian/Pacific Islander	59	68	68	+9
White	1,916	1,982	1,814	-102
Two or More Races, URM	114	130	127	+13

Race/Ethnicity	Fall 2023	Fall 2024	Fall 2025	Change
Two or More Races, not URM	30	32	35	+5
Unknown	106	124	143	+37
URM subtotal	700	706	651	-49
Total	2,798	2,894	2,704	-94

Source: HECC Office of Analytics and Strategy, Headcount by Ethnicity (10-year) tab.

Age and Student Level

The Fall 2025 age distribution provides additional context for institutional mission and modality. It is particularly useful for interpreting institutions with large dual-credit populations or substantial adult and graduate enrollment.

Table 7: EOU Fall 2025 Enrollment by Age

Age Group	Headcount	Share
Under 18	152	5.6%
18-24	1,423	52.6%
25-29	299	11.1%
30-35	256	9.5%
Over 35	574	21.2%

Source: HECC Office of Analytics and Strategy, Fall Enrollment by Age and Student Level tab.

Retention, Graduation, and Transfer Outcomes

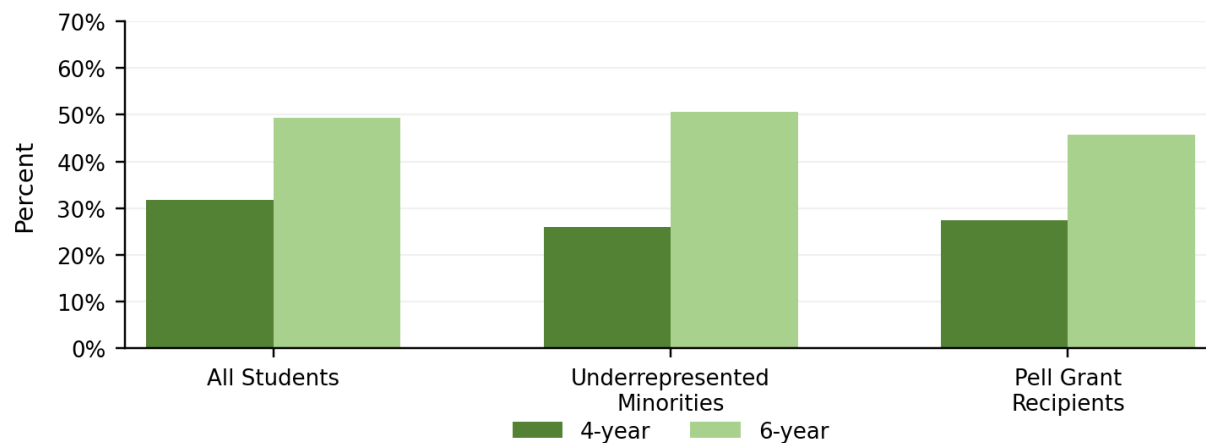
HECC's graduation-rate methodology includes students who begin at the institution and subsequently complete at another Oregon public university. Retention similarly includes students who remain enrolled at the original institution or transfer and enroll at another Oregon public university in the following fall. These definitions are intended to capture statewide student progress rather than only institutional persistence.

Table 8: EOU Graduation Rates, Fall 2018 First-Time/Full-Time Cohort

Student Group	4-Year	5-Year	6-Year
All Students	31.7%	45.0%	49.3%
Underrepresented Minorities	25.9%	44.7%	50.6%
Pell Grant Recipients	27.4%	39.9%	45.8%

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 1, Current Year Data - Pell Update.

Figure 5: EOU Four- and Six-Year Graduation Rates, Fall 2018 Cohort



Source: HECC Office of Analytics and Strategy

Table 9: EOU Retention and Transfer Outcomes

Student Group	First-Year Retention - Fall 2023 Cohort	Transfer Graduation within Four Years - Fall 2018 Cohort
All Students	73.4%	64.7%
Underrepresented Minorities	70.5%	56.6%
Pell Grant Recipients	64.8%	63.9%

Source: HECC Office of Analytics and Strategy

For students who entered EOU as first-year students in Fall 2018, the six-year graduation rate for underrepresented minority students was 1.3 percentage points higher than the rate for all first-year students, while the rate for Pell Grant recipients was 3.5 percentage points lower. Among students who entered as transfers in Fall 2018, the four-year graduation rate for underrepresented minority students was 8.1 percentage points lower than the rate for all transfer students, while the rate for Pell Grant recipients was 0.8 percentage points lower.

Degree and Credential Completion

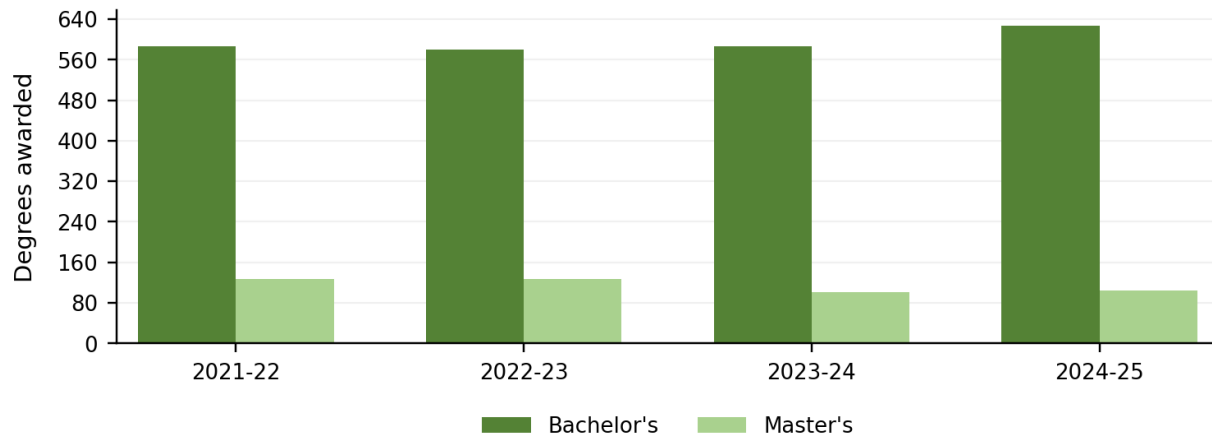
Degree and credential completion are reviewed alongside enrollment because changes in completion volume can reflect both institutional performance and the size and composition of entering cohorts. The long-term workbook includes resident and nonresident completions by award type; the table below combines residency categories to show total awards.

Table 10: EOU Completions by Award Type

Academic Year	Certificates	Associate	Bachelor's	Master's	Doctoral/Professional
2021-22	119	0	587	127	0
2022-23	107	0	580	127	0
2023-24	107	0	587	101	0
2024-25	134	1	627	104	0

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2, Degrees by Award Type (10-year) tab.

Figure 6: EOU Bachelor's and Master's Degree Completion, 2021-22 to 2024-25



Source: HECC Office of Analytics and Strategy, Degrees by Award Type (10-year) tab.

For 2024-25, the current evaluation workbook separately identifies 627 undergraduate degrees and 104 master's degrees. Of the undergraduate degrees, 134 were awarded to underrepresented minority students and 330 to Pell Grant recipients.

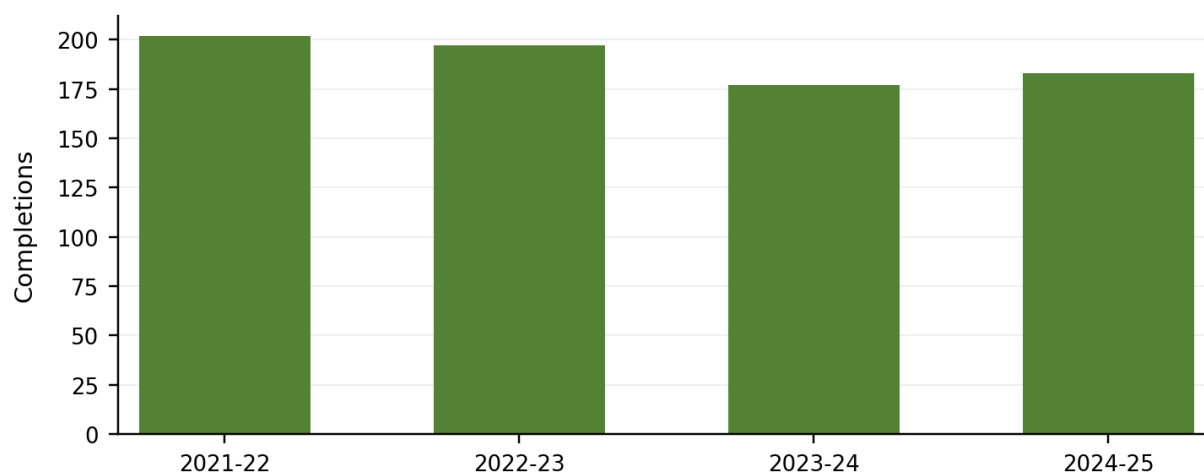
Completions by Underrepresented Minority Status

Table 11: EOU Underrepresented Minority Completions - All Award Types

Academic Year	URM Completions
2021-22	202
2022-23	197
2023-24	177
2024-25	183

Source: HECC Office of Analytics and Strategy, 2025 Evaluation Data Request 2, Degrees by Race/Ethnicity (10-year) tab. URM totals combine the categories used in the HECC framework.

Figure 7: EOU Underrepresented Minority Completions, 2021-22 to 2024-25



Source: HECC Office of Analytics and Strategy, Degrees by Race/Ethnicity (10-year) tab. URM totals combine the categories used in the HECC framework.

Employment in Oregon After Graduation

Five years after graduation, 72.6 percent of resident graduates from the 2017-18 cohort were employed in Oregon, based on matched HECC and Oregon Employment Department data. This indicator provides one measure of the institution's contribution to Oregon's workforce. It does not capture graduates employed outside the state, some self-employed individuals, or graduates continuing their education, and should therefore be interpreted as a state-employment measure rather than a comprehensive employment rate

AFFORDABILITY

Affordability, more specifically the affordability rate, is a key performance measure used in tracking the factors that contribute to student attainment and equity in alignment with Oregon's higher education goals. As a result, it is a consideration in the university evaluation process. This section includes a discussion of student costs and provides information on the affordability rate over time.

Tuition and fee rates can vary based on several factors including a student's academic year (or cohort), declared major, and residency. The governing boards have authority to set tuition and fee rates; however, they must seek HECC approval for any annual increase of greater than five percent for undergraduate, resident tuition and mandatory fees. Tuition and fee setting is complex with ORS 352.103 laying out requirements for an annual process at each university which requires staff and student participation.

Table A shows the trend in undergraduate, resident tuition and mandatory fees for the past decade unadjusted for inflation. This is for full-time students taking 45 credits over three terms in a given academic year. Differential tuition and course fees are not included. The average annual increase across all Oregon public universities over this period is 4.5 percent, with an average annual increase of 4.2 percent for EOU, compared to consumer inflation of 3.7 percent.

Table A: Undergraduate, Resident Tuition and Mandatory Fees (Full-time enrollment, unadjusted for inflation)					
	Academic Year 2016-17	Academic Year 2025-26	Variance	Variance	Annual Growth Rate
EOU	\$8,004	\$11,607	\$3,603	45%	4.2%
Statewide	\$9,114	\$13,582	\$4,468	49%	4.5%
Source: HECC Office of Analytics and Strategy. Full-time represents 15 credits for undergraduates.					

Universities establish a total cost of attendance, or sticker price, which includes tuition and fees, books and supplies, room and board, and personal expenses. During 2023-24, tuition and related fees made up 41 percent of the total cost of attendance on average. Table B shows the change in the total cost of attendance for full-time students over the past decade unadjusted for inflation. The average annual increase across all Oregon public universities over this period was 3.4 percent, which is the same as the rate of consumer inflation.

Table B: Total Cost of Attendance (Full-time, unadjusted for inflation)					
	Academic Year 2014-15	Academic Year 2023-24	Variance	Variance	Annual Growth Rate
EOU	\$21,552	\$27,669	\$6,117	28%	2.8%
Statewide	\$23,832	\$32,292	\$8,460	35%	3.4%
Source: Public University Data Dashboard as published by the HECC Office of Analytics and Strategy, accessed January 13, 2026. Labeled as estimated cost of attendance for full-time.					

For most students, the total cost of attendance may be partially offset by financial aid including institution remissions and waivers. As a result, many students pay less than the sticker price. Table C shows the change in the average net price for full-time students after accounting for public financial aid and institutional aid. The average annual increase across all Oregon public universities over this period was 3.0 percent, which is less than the rate of consumer inflation. An estimated quarter of students do not apply for financial aid and an estimated one-third do not receive financial aid. Therefore, a fair number of students who do not receive need-based aid may experience a different net price than what is presented.

Table C: Average Net Price (Full-time, unadjusted for inflation)					
	Academic Year 2014-15	Academic Year 2023-24	Variance	Variance	Annual Growth Rate

EOU	\$10,887	\$14,541	\$3,654	34%	3.3%
Statewide	\$14,484	\$18,898	\$4,414	30%	3.0%
Source: Public University Data Dashboard as published by the HECC Office of Analytics and Strategy, accessed January 13, 2026. Labeled as estimated cost of attendance after public/institution aid.					

This data also suggests the average discount to the total cost of attendance has grown slightly over time for all public universities from 39 percent to 41 percent from 2014-15 to 2023-24. The average discount rate for EOU declined from 49 percent in 2014-15 to 47 percent during 2023-24.

The affordability rate is defined as the percentage of students, overall and by race/ethnicity, whose expected costs are greater than their expected resources. A higher number, therefore, indicates lesser affordability. It is measured by comparing the cost of attendance at a college or university with the expected financial resources available for each student including financial aid, the family's contribution, and an estimate of the student's earnings while enrolled. The cost of attendance data comes from the universities and includes estimates for the average, full-time student for tuition and fees, housing, books, supplies, transportation, and personal expenses. The cost of attendance does not include expenses that some students will face such as the cost of caring for children or other family members, health issues, and unexpected events.

Table D: Trend in Affordability Rate		
	Statewide	EOU
2014-15	63%	56%
2015-16	62%	56%
2016-17	61%	51%
2017-18	61%	52%
2018-19	60%	45%
2019-20	57%	42%
2020-21	54%	36%
2021-22	47%	32%
2022-23	50%	32%
2023-24	45%	28%
Source: Public University Data Dashboard as published by the HECC Office of Analytics and Strategy, accessed January 13, 2026.		

Table D includes the trend in the overall affordability rate for all seven public universities and EOU specifically. This data comes from the Public University Data Dashboard available on the HECC's website. Within the dashboard, the affordability rate can be further explored by race/ethnicity, Pell recipient status, geographic origin (urban, rural, mixed), and gender. Over time, the affordability rate has improved in part due to increased public financial aid and increased institutional aid. Expanded federal supports during the pandemic had an impact for a few years after 2020.

ACADEMIC QUALITY AND RESEARCH

HECC relies on four broad areas to track academic quality and research at each institution: regular external accreditation reviews; evidence of systematic academic program and curriculum review; regular faculty evaluation and opportunities for professional development; and institutional research, scholarship, or grant activity. These measures are not a substitute for peer accreditation or discipline-specific review, but they provide consistent points of assessment across Oregon's public universities.

Academic Program Review and Curriculum

EOU identifies the Educational Policy and Curriculum Committee (EPCC) as a central faculty-governance structure for curricular review and approval. The EPCC reviews academic proposals and supports the university's process for maintaining and modifying programs. The university's current framework also identifies established program-review and assessment processes intended to connect academic quality, learning outcomes, and institutional planning.

Faculty Evaluation

EOU's faculty evaluation process is governed by the Retention, Tenure, and Promotion Handbook. The current framework identifies the May 2023 handbook as the operative source for faculty evaluation and advancement processes. The framework and prior evaluations describe evaluation as part of a broader system of professional accountability that includes teaching, scholarship, service, and continued development.

Faculty Professional Development

The Center for Teaching, Learning, and Assessment (CTLA) provides professional-development support related to pedagogy, instructional technology, assessment, and teaching practice. Additional supports include sabbatical leave, faculty travel funds, the Faculty Scholars Program, and the long-running EOU Colloquium, which provides a venue for faculty to share academic research and pedagogy. These structures are particularly important at a smaller regional institution where centralized professional-development capacity can support faculty across multiple disciplines.

Research and Scholarship

EOU's research mission is smaller in scale than Oregon's research universities and is closely tied to teaching, regional engagement, and faculty scholarship. The current evaluation framework did not provide a total research expenditure figure for the two-year cycle, so HECC does not estimate one. Research and scholarly contributions are instead reflected in faculty development, community-engaged work, student research, and partnerships described elsewhere in the evaluation.

Current Institutional Framework Evidence

Academic Program Review and Approval Processes

EOU has a clearly established process for curricular review and approval. This process is vested in the Educational Curriculum and Policy Committee (EPCC), a standing committee established by EOU's Constitution. <https://www.eou.edu/epcc/>

The institution evaluates faculty using an identified faculty evaluation process.

EOU maintains a clearly defined process for the regular evaluation of faculty, as outlined in the Retention, Tenure, and Promotion Handbook (May 2023). The handbook establishes comprehensive procedures and criteria to support fair, consistent, and rigorous evaluation of faculty performance and professional achievement. <https://www.eou.edu/faculty/files/2023/08/RTP-Handbook-May-2023-Approved.pdf>

Institution supports Faculty Professional Development

Faculty Professional Development Center for Teaching, Learning and Assessment

EOU's Center for Teaching, Learning, and Assessment (CTLA) provides faculty with ongoing professional development opportunities throughout the academic year, supporting excellence in teaching, learning, and student success.

Sabbatical Leave

The University understands that sabbaticals are an important element that contributes directly to the development, recruitment, and retention of high-quality faculty. Sabbatical leaves are granted for purposes of research, writing, creative activities, advanced study, travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field or related scholarly or professional activities. Sabbatical leaves may be for one academic year, two-thirds of an academic year, or one-third of an academic year.

Faculty Travel Funds

The purpose of the Faculty Travel Fund is to support faculty travel that advances scholarly activity, enhances teaching through the development of new knowledge or skills, and contributes to curriculum or University program development. Funding may be used for travel necessary to conduct scholarly work or to acquire materials, skills, and information that strengthen instructional and programmatic excellence.

Faculty Scholars Program

Eastern Oregon University's Faculty Scholars Program plays an important role in supporting faculty members' continued commitment to scholarship and professional growth. The University encourages all teaching faculty and Library Faculty to apply for Faculty Scholars Program summer salary awards and to take advantage of the professional opportunities these awards make possible.

Eastern Oregon University Colloquium

For more than thirty years, the Colloquium has served as a longstanding forum for the exchange of academic research, creative work, and innovative pedagogy. The program is faculty-led, with administrative support provided by the Provost's Office.

Sources: University 2024-25 evaluation framework; 2023 HECC university evaluation for continuing institutional processes; current institutional academic and accreditation materials.

COLLABORATION

Oregon law and the university-evaluation framework recognize that independent governing boards do not eliminate the benefits of coordination across the public higher education system. Collaboration includes statewide councils and governance, transfer and dual-credit pathways, joint academic programs, research partnerships, workforce initiatives, shared facilities, and work with community colleges, K-12 schools, Tribal governments, local governments, nonprofits, and industry.

Statewide Transfer and Pathways Work

Transfer student success has been a sustained area of statewide policy and institutional collaboration. Oregon's public universities and community colleges work through the Transfer Council and related faculty and operational groups on common course numbering, Major Transfer Maps, general-education alignment, transfer policy, and implementation issues. The purpose of this work is to reduce unnecessary credits, improve transparency for students, and create more predictable pathways between institutions.

High-school-based college credit and other accelerated-learning programs are another area of shared work. Public universities participate in statewide review and coordination intended to ensure that college credit earned in high school is appropriately aligned, transferable, and supported by clear information for students. The scale of these programs differs substantially by institution and is important context for both access and enrollment data.

University presidents, provosts, finance officers, general counsels, public-information officers, faculty representatives, and other institutional leaders also participate in statewide councils and networks. These groups provide ongoing venues for coordination on legislation, academic policy, finance, transfer, collective bargaining, research, operations, and emerging statewide issues.

Community College and Regional Access

EOU reports maintaining transfer articulation and dual-credit relationships throughout Oregon. Regional access has historically been a central part of EOU's delivery model, including relationships with community colleges and regional sites that allow students to begin or continue bachelor's study without relocating to La Grande. These arrangements are especially important for rural, adult, and place-bound students.

OHSU Partnership

EOU continues its longstanding partnership with Oregon Health & Science University on the La Grande campus. Through shared facilities, coordinated academic pathways, and local prerequisite and support coursework, the partnership expands access to nursing education in eastern Oregon and supports the healthcare workforce in rural communities.

Oregon State University Partnership

EOU also continues its partnership with Oregon State University in Agricultural Sciences and Rangeland Sciences. The arrangement allows students in eastern Oregon to access specialized academic opportunities while remaining connected to their home region and leverages the complementary strengths of the two institutions.

Statewide Academic Collaboration

EOU faculty and staff participate in the Transfer Council, Interinstitutional Faculty Senate, Provosts Council, and other public-university workgroups. Through these bodies, EOU contributes to transfer maps, curriculum alignment, common course numbering, policy implementation, and other work intended to improve student mobility and reduce duplication.

Statewide Collaboration Participation

Table 12: EOU Statewide Collaboration Participation

Collaborative Activity	EOU Response
Presidents Council	P
Provosts Council	P
Vice Presidents for Finance and Administration (VPFAs)	P
General Counsels (GCs)	P
Public Information Officers (PIOs)	P
Legislative Advisory Council (LAC)	P
Cooperative Contracting	P
Capital Construction Services	P
OWAN	P
NERO Network	P
RAIN	N/P
Orbis Cascade Alliance	P
ONAMI	N/P
Other	N/P not indicated

Source: University 2024-25 evaluation framework. P = participation; N/P or NP = non-participation where provided by the institution.

SHARED ADMINISTRATIVE SERVICES

Following dissolution of the Oregon University System, the seven public universities created the University Shared Services Enterprise (USSE), hosted by Oregon State University, to provide selected back-office functions on a fee-for-service basis. Participation requirements and service offerings have changed over time, and universities now use a mix of USSE, institutionally provided services, inter-institutional agreements, and external vendors.

Evolution of the Shared-Service Model

The prior statewide shared-services assessment documented a substantial contraction in USSE over the decade following dissolution of the Oregon University System. In FY2015, USSE had approximately 32 staff and a \$4.8 million operating budget, and universities used an average of about eleven services. By FY2025, USSE budgeted approximately 5.2 FTE and \$1.3 million, with universities using an average of roughly six services. The change reflects universities bringing financial reporting, payroll-related functions, and information technology in-house or moving them to other providers while retaining selected common functions.

Table 13: Statewide USSE Context, FY2015 and FY2025

Measure	FY2015	FY2025
Approximate USSE staff	32 FTE	5.2 FTE
Approximate operating budget	\$4.8 million	\$1.3 million
Average number of services used per university	11	6

Source: HECC 2024 university evaluations, statewide shared administrative services assessment; USSE staff data reported February 2025.

Several functions continue through statewide or multi-institution arrangements even when they are not delivered by USSE. The University of Oregon hosts administration of the Oregon Public Universities Retirement Plans. Six of the seven public universities participate in the Public Universities Risk Management Insurance Trust (PURMIT). Collective bargaining and selected treasury and debt services also continue to involve shared or coordinated arrangements.

TRU + PSU Shared Administrative Services Work

The current state financial-sustainability investment for EOU, Oregon Tech, SOU, WOU, and PSU includes an assessment of opportunities to share or standardize administrative functions. The service areas identified for assessment include purchasing and procurement; information technology, platforms, and cybersecurity; legal services; compliance and risk management; internal audit; payroll; and human-resource functions such as training and recruitment. The intended outcome is actionable implementation planning tied to both service quality and cost savings.

EOU Current Participation

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

Shared Service / Function	EOU Response
Legacy Debt Services-Debt Accounting	P
Non-Legacy Debt Services	P
Bank Reconciliations (and other ancillary banking services)2	N/A
Endowment Services	P
Other Miscellaneous Statements of Work:	
Provosts Council Administrative Support	—
Legislative Fiscal Impact Statement Support	P
Risk Management Analyst (TRUs only)	—
Public University Fund Administration	P
Eastern Oregon University	
Retirement Plans *	
Legacy 401(a) Plan	P
Legacy 403(b) Plan	P
Optional Retirement Plan (ORP)	P
Tax-Deferred Investment (TDI) Plan	P
SRP Plan	P
Public University Risk Management and Insurance Trust (Risk Management)	P
Notes:	

Source: University 2024-25 evaluation framework. Blank responses are shown as an em dash and are not interpreted as participation or non-participation.

Current Institution-Specific Activity

EOU participates in statewide shared-service arrangements and in the broader TRU + PSU assessment of opportunities to standardize or share selected administrative functions. The university has also used external providers for some administrative functions and continues to participate in public-university leadership groups that provide shared capacity and information exchange.

FINANCIAL HEALTH ASSESSMENT

This section provides an assessment of the university's current financial position, provides information on cost efficiency, and summarizes recent budget actions as well as recent, targeted state investment to improve sustainability. Financial monitoring is conducted annually by HECC staff. The most recent report, titled Financial Sustainability of Oregon Public Universities, was published in June 2025.

The financial sustainability report is an attempt to provide warning of potential instability for policy makers. While no singular method of analysis is perfectly capable of determining long-term financial sustainability, the report uses currently available data. It assesses three factors that lead to an increased risk of predictable instability including sharp declines in enrollment, declines in financial ratios over time, and an increased reliance on a single revenue source (i.e., state funding). The trends for all three are summarized in this section. Also, the analysis in the report uses a dual perspective approach, by providing information across the whole enterprise including the foundation for the composite financial index, and then only for the education and general (E&G) fund for the reliance on state funding.

The most important predictor of financial instability is enrollment. Specifically, significant declines in enrollment over a short period of time. Table E considers fall fourth week total FTE enrollment over the past decade for EOU and the public universities combined. EOU's enrollment over the past decade has fallen at a rate greater than that of the public universities collectively. The trend in enrollment is noted as stable in Table 1 on page 7 of the 2025 financial sustainability report.

Table E: Fall Fourth Week, Total FTE					
	Fall 2016	Fall 2025	Variance	Variance	Annual Growth Rate
EOU	2,221	2,004	(217)	(10%)	(1.1%)
All OPU's	83,159	82,154	(1,005)	(1%)	(0.1%)
Source: HECC Office of Analytics and Strategy					

Financial indicators for Fiscal Year 2025 reflect meaningful improvement in EOU's near-term operating position. The university reported a positive operating margin of 2.5 percent, compared to negative operating margins in prior years. EOU's Composite Financial Index (CFI) improved to 3.35 in FY2025, above the generally recognized sustainability threshold of 3.0. The university also demonstrated improved liquidity and debt capacity metrics.

These indicators suggest that while EOU remains financially constrained relative to larger institutions, the university currently maintains adequate liquidity and reserve capacity to support ongoing operations and manage near-term volatility.

Table F provides a summary of the five-year trend in the E&G fund. For three of the past five years, EOU has generated a negative operating margin with expenses exceeding available revenue. During the period noted, expenses have grown an average of 4.9 percent annually while revenues have grown an average of 4.3 percent annually. The university has made strategic decisions, including operating in a deficit in order to mitigate tuition increases and has taken significant steps to reduce their operating budget through reductions and leveraging external funding sources. Although their fund balance is decreasing, they are still within their board approved target.

Table F: Trend in General (E&G) Fund					
	FY2021	FY2022	FY2023	FY2024	FY2025
Total Revenue	47,300,659	46,596,198	49,555,081	52,280,355	55,965,531
Total Expenses	44,481,651	47,780,605	50,661,877	53,340,386	53,776,453
Operating Margin	2,819,008	(1,184,407)	(1,106,796)	(1,060,031)	2,189,078

Operating Margin	6%	(3%)	(2%)	(2%)	4%
% State Revenue	46%	48%	48%	48%	47%
Fund Balance (months)	3.6	3.3	2.9	2.5	2.8
Source: Survey data submitted to the HECC annually by the university.					

Cost Efficiency

The changing higher education landscape will require efforts by the universities to maximize efficiency, manage spending, and improve student affordability. To assess cost efficiency, several factors are considered including the alignment of staffing levels with enrollment, degree production relative to enrollment, and spending per completion.

Table G provides a summary of staffing ratios. For EOU, the total number of employees and faculty has declined to a lesser extent than enrollment, leading to a slightly lower student-to-faculty and student-to-staff ratio over time. There is no accepted standard or best practice measure for these ratios; however, when enrollment declines, and the number of employees does not to the same extent, this can create structural inefficiencies.

Table G: Trend in Staffing Ratios						
Data Years:	2019	2020	2021	2022	2023	Variance (2019 to 2023)
Student FTE	2,133.0	2,124.0	2,049.7	1,973.2	1,974.0	(7%)
Employee FTE	358.9	354.3	343.4	344.2	353.0	(2%)
Faculty FTE	127.0	133.5	120.3	124.0	121.5	(4%)
Student-to-Faculty	16.8	15.9	17.0	15.9	16.2	(3%)
Student-to-Staff	5.9	6.0	6.0	5.7	5.6	(6%)
Source: ORS 350.360 Higher Education Employees Annual Report, November 2025.						

Degree productivity, which accounts for enrollment and expressed as completions per 1,000 student FTE, is a different metric than a degree completion rate. It is an attempt to assess cost effectiveness. Table H shows the trend in degree productivity over time. The completions per 1,000 FTE metric is calculated by dividing the number of completions by the number of student FTE and then multiplying by 1,000. Another way to assess cost efficiency is to consider what is being produced relative to spending. Therefore, Table H also includes E&G spending per completion. Total E&G expenses are divided by the number of degree completions. The spending data is unadjusted for inflation.

Table H: Trend in Efficiency Ratios						
	2019-20 FY2020	2020-21 FY2021	2021-22 FY2022	2022-23 FY2023	2023-24 FY2024	Variance (2020 to 2024)
Annual Student FTE	2,287.1	2,287.0	2,243.4	2,164.0	2,231.7	(2%)
Degree Completions	656.0	688.0	716.0	701.0	694.0	6%
Completions per 1,000 FTE	286.8	300.8	319.2	323.9	311.0	8%
Total E&G Expenses	\$42,092,671	\$44,481,651	\$47,780,605	\$50,661,877	\$53,340,386	27%

Spending per Completion	\$64,166	\$64,654	\$66,733	\$72,271	\$76,859	20%
Source: Student FTE and degree completion data is from the Public University Data Dashboard. E&G spending data is from an annual survey conducted by HECC staff.						

Recent Budget Actions

Recent actions have occurred within the university's E&G fund to address and improve financial sustainability. For EOU, during FY2025, a \$4.8 million (or 8.4 percent) reduction occurred across all operating units through a shared governance approach to balance expenditures with available resources. The bulk of the reduction, \$3.0 million, was in compensation. EOU has also been able to leverage grants and other external funding sources to offset costs.

Current State Investment to Improve Long-Term Financial Sustainability

Additionally, during the 2023-25 biennium, the state invested \$25 million to improve the financial sustainability of the four technical/regional universities (EOU, OIT, SOU, WOU) and PSU. The funding, which was appropriated to the HECC, is intended to support the universities in realigning institutional offerings and resources with current and emerging enrollment and economic realities to achieve long-term financial sustainability. The funds will be used for initiatives that seek to reduce ongoing costs, increase revenue, and improve recruitment and retention in the pursuit of student success.

Of the \$25 million total, \$6.3 million was allocated to the five participating universities through the existing funding distribution model. The remaining \$18.7 million was awarded through a request for applications process. The fifteen projects funded via that process will generate an estimated net return of \$95 million over the next five years after implementation. This is above the one-time cost of the projects.

The project(s) funded for EOU includes the expansion of their current high-demand graduate health program array. They will add three additional graduate degree programs to serve regional workforce needs. The programs target adult and returning students by allowing them to complete the program online and by using clinical observation sites close to the students' home in collaboration with regional partners. An investment of \$2.3 million will return an additional, estimated \$2.3 million in net, incremental tuition/fee revenue during the first five years.

BOARD OF TRUSTEES

ORS 352.061 requires HECC to assess each university governing board against the findings in ORS 352.025. The framework reviews meeting frequency and public access, transparency and public-records compliance, bylaws, fiduciary oversight, tuition-setting processes, presidential selection and evaluation, engagement with the institutional mission, coordination with HECC on significant academic program changes, and stewardship of real property.

The table below presents the university's current framework response in the same statutory categories used in prior evaluations. HECC's assessment is based on the institution's submitted narrative and identified governing-board materials. Inclusion of the response does not substitute for independent legal review of individual board actions.

Governing Board Focus Area	Evaluation Question	Supporting Narrative (documentation may include links to materials on board website)	Data Source
Transparency (ORS 352.025(1)(a))	Board meets at least quarterly. ORS 352.076(6).	During the 2024-2025 academic year, the Board of Trustees of Eastern Oregon University met four times. The Board met four times during the 2023-24 academic year. The typical meeting schedule for the EOU Board of Trustees is at least quarterly, with additional meetings as needed. All Board meetings previously held are available on the EOU Board's archive website: https://www.eou.edu/governance/board-archives/	Board of Trustees
Transparency (ORS 352.025(1)(a))	Board provides public notice of agenda and meetings. ORS 352.025(1)(a).	All public notices, agendas, and materials are posted within one week's notice of the actual meeting and can be accessed from the Board of Trustees webpage. All meeting information and materials for past meetings can be accessed here.	Board of Trustees
Transparency (ORS 352.025(1)(a))	The Board operates in a transparent manner and in compliance with Public Meetings and Public Records laws. ORS 352.025(1)(a).	With the exception of statutorily authorized executive sessions, all Board agendas and materials for meetings of the Board and its committees are posted to the Board's webpages. In addition, the EOU Board maintains a full website where the university community and the public may learn about the structure of the Board, read profiles of each of the trustees (and obtain the email addresses of trustees: https://www.eou.edu/governance/eou-governance/eou-board-of-trustees/), view all of the Board's governing documents (https://www.eou.edu/governance/bylaws-and-statements/) and meeting minutes, and view video recordings of meetings of the Board and its committees (https://www.eou.edu/governance/board-archives/). Meetings of the Board and its committees are livestreamed on the internet. Board Statement Number 1, Conduct of Public Meetings, sets the Board's standards for the conduct of public meetings.	Board of Trustees
Transparency (ORS 352.025(1)(a))	The Board has adopted bylaws. ORS 352.076(5).	The Board adopted the initial Bylaws of Eastern Oregon University on June 4, 2015 and has amended them several times. Bylaws are available on the Board website at: https://www.eou.edu/governance/bylaws-and-statements/	Board of Trustees

Governing Board Focus Area	Evaluation Question	Supporting Narrative (documentation may include links to materials on board website)	Data Source
Accountability (ORS 352.025(1)(a))	The Board demonstrates its accountability on behalf of the university and awareness of its mission and fiduciary duties.	The Board demonstrates accountability on behalf of the university through regular oversight and engagement with institutional operations, finances, and strategic priorities. The Board regularly reviews governing documents and guiding principles, including its Bylaws, Board Statements, and University policies, in cooperation with Shared Governance (Faculty Senate, University Council, and ASEOU). The Board receives regular updates on the Ascent '29 Strategic Plan and on progress toward key goals and activities of the University, including student success initiatives, campus vitality, academic priorities, and other strategic initiatives. The Board receives regular financial reports and reviews and approves quarterly financial reports, annual audited financial statements, and receives formal presentations from all areas of the university that support informed decision-making and fiduciary oversight. The Board also conducts annual self-evaluations to ensure effectiveness in all areas, adopts annual work plans through each committee, and conducts annual evaluations of each committee charter. New trustees participate in ongoing onboarding to review all aspects of Board members' fiduciary responsibilities. The Board also reviews, provides guidance on, and approves the university's annual operating budget, ensuring alignment with institutional priorities and long-term fiscal sustainability. Through review of financial performance, budget development, audit results, compliance matters, and institutional priorities, the Board maintains awareness of the university's mission, financial health, and operational effectiveness while fulfilling its responsibilities under ORS 352.025(1)(a).	Board of Trustees
Accountability (ORS 352.025(1)(a))	The Board has established a process for determining tuition and mandatory enrollment fees that provides for participation of enrolled students and the recognized student government of the university. ORS 352.102(2)	The university has a Budget, Planning and Tuition Advisory Committee (BPTAC) whose membership consists of 14 voting members: five teaching faculty (one from the College of Education, one from the College of Business, one from the College of Arts, Humanities and Social Sciences and one from the College of STM and Health Sciences, one librarian); three administrative professionals; two ASEOU student government representatives; two students representing historically underserved students at the university and two classified staff.	Board of Trustees
Accountability (ORS 352.025(1)(a))	Board selects and regularly assesses the university president. ORS 352.096.	The EOU Bylaws establish Board authority to appoint a President. Board Statement Number 7, Evaluation of Presidential Performance, codifies the Board's procedure for evaluating presidential performance, which includes an annual review.	Board of Trustees
Engagement in the University's Mission (ORS 352.025(1)(b))	The Board adopts the mission statement. ORS 352.089(2).	The Board adopted the university's mission statement in Board Resolution No. 16-08 (November 10, 2016).	Board of Trustees
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards the university's mission statement to the HECC. ORS 352.089(1).	EOU's Board Secretary forwarded Board Resolution 16-08 to the Director of the HECC's Office of Academic Policy and Authorization, Veronica Dujon, by letter dated February 23, 2018. The letter was sent via USPS and email. Director Dujon confirmed receipt by email on February 27, 2018.	Board of Trustees

Governing Board Focus Area	Evaluation Question	Supporting Narrative (documentation may include links to materials on board website)	Data Source
Coordination across the State of Oregon (ORS 352.025(1)(e))	The Board forwards any significant change in the university's academic programs to HECC. ORS 352.089(1).	EOU Forwarded changes in the University's academic program (as defined by rule) to the HECC following Board approval. The following academic programs received Board approval as follows: (List all programs approved in 2023, 2024, 2025.) Added Winter 2023 Marketing minor(LO) Added Summer 2023 AA Early Childhood Education(O) (name changed from AA Education) Early Childhood Education UG Certificate(O) (name changed from education certificate) Special Education Initial Teacher Licensure major(L,O) (online option added) Sustainable Communities(L) (changed from Sustainable Rural Systems) Added Fall 2023 Master of Science in Clinical Mental Health Counseling(O) Added winter 2024 Pre-Athletic Training Pathway(L) Added summer 2024 Communication and Media Studies (changed from Communication Studies) Film Studies minor(LO) Financial Management minor(LO) Global Industry and Trade minor(LO) Organizational Leadership minor(LO) Social Studies minor(LO) Early Childhood Education major [BAS](O) Added winter 2025 Master of Social Work(O) MBA concentrations Accounting(O) Healthcare Administration(O) Added summer 2025 MS in Education w/Environmental Education Concentration(O) MS in Education w/Career & Technical Education Concentration(O) 3+2 Accelerated PPPA Major to Master of Public Administration UG(L,O) GR(O) Environmental Education UG & GR Certificates(O) Communication and Media Studies w/ Public Relations Concentration(L,O) Public Relations Minor(L,O) Agriculture Entrepreneurship Minor(L) Healthcare Administration GR Certificate(O) Accounting GR Certificate(O) Conservation Biology Concentration (was Ecological)(L)	Board of Trustees
Real Property Holdings (ORS 352.025 (2)(c))	Legal title to all real property, whether acquired before or after the creation of a governing board, through state funding, revenue bonds or philanthropy, shall be taken and held in the name of the State of Oregon, acting by and through the governing board.	All property acquired since the Board of Trustees became the university's governing body on July 1, 2015 has been taken and held in the name of the State of Oregon, acting by and through the governing Board. No property was acquired in FY '23 or FY '24.	Board of Trustees

Source: University 2024-25 evaluation framework and governing-board materials identified by the institution.

CONCLUSION

This report is guided by Oregon Revised Statute (ORS) 352.061, which requires the Higher Education Coordinating Commission (HECC) to evaluate each public university's achievement of outcomes, measures of progress, goals, and targets; assess progress toward statewide postsecondary education goals; and review the operation of each university's governing board consistent with ORS 352.025. The evaluation draws on accreditation materials, institutional self-assessments, state and federal data, and information provided by Eastern Oregon University (EOU) during the current biennial evaluation cycle.

Eastern Oregon University continues to occupy a distinctive role within Oregon's public higher education system as the state's rural public university and the only public university located in eastern Oregon. Through its La Grande campus, online programs, regional partnerships, and collaborations with other institutions, EOU provides access to higher education for rural, transfer, working adult, first-generation, and place-bound students across a large geographic region. The university also continues to support workforce development in fields important to eastern Oregon and the state, including education, healthcare, business, agriculture, natural resources, and public service.

EOU remains accredited by the Northwest Commission on Colleges and Universities (NWCCU). The university's most recent NWCCU evaluation was its Fall 2025 Evaluation of Institutional Effectiveness, and NWCCU lists EOU's next scheduled evaluation as a Fall 2027 Ad Hoc Report with Visit. The university continues to engage in institutional assessment, program review, faculty evaluation, and professional development activities intended to support academic quality and continuous improvement. EOU also maintains specialized accreditation in several professional programs, including business and education.

Enrollment trends during the evaluation period were mixed. Total enrollment increased from 2,798 students in Fall 2023 to 2,894 students in Fall 2024 before declining to 2,704 students in Fall 2025. In Fall 2024, Oregon residents accounted for 70.1 percent of total enrollment, and 58.5 percent of students attended full-time. These figures continue to reflect EOU's strong orientation toward serving Oregon residents while also reaching students through online and distance education.

Student success outcomes show both areas of strength and opportunities for continued improvement. For the Fall 2023 first-time cohort, EOU reported a first-year retention rate of 73.4 percent. For the Fall 2018 first-time, full-time cohort, the six-year graduation rate was 49.3 percent, while the four-year graduation rate for transfer students was 64.7 percent. Graduation outcomes for underrepresented minority students were generally similar to the overall institutional rate at six years, while Pell Grant recipients continued to experience somewhat lower six-year completion outcomes. During the 2024-25 academic year, EOU awarded 627 undergraduate degrees and 104 master's degrees, including 134 degrees awarded to underrepresented minority students and 330 degrees awarded to Pell Grant recipients.

Affordability remains a comparative strength for EOU, although costs have continued to increase. Undergraduate resident tuition and mandatory fees increased from \$8,004 in 2016-17 to \$11,607 in 2025-26, representing an average annual increase of 4.2 percent, below the statewide average of 4.5 percent. Total cost of attendance increased at an average annual rate of 2.8 percent, also below the statewide average, while average net price increased from \$10,887 to \$14,541. EOU's affordability rate improved substantially over the period reviewed, declining from 56 percent in 2014-15 to 28 percent in 2023-24. These trends indicate that EOU remains one of Oregon's comparatively lower-cost public university options, while also underscoring the importance of continued attention to tuition, living expenses, and student financial need.

EOU also continues to contribute to the economic and workforce vitality of eastern Oregon. A 2026 economic impact study estimated that the university generates approximately \$90.2 million in annual economic activity and supports roughly 990 jobs within the eastern Oregon region. Statewide, the study estimated an annual impact of \$107.8 million and approximately 1,090 jobs supported. The university's partnerships with Oregon Health & Science University and Oregon State University expand access to nursing, agricultural sciences, rangeland sciences, and related programs, while its transfer, dual-credit, and statewide academic collaborations help extend educational pathways for rural students.

EOU's FY2025 financial indicators show meaningful improvement, with adequate liquidity and reserve capacity to support ongoing operations and manage near-term volatility. The university intentionally used reserves to mitigate tuition increases while maintaining its E&G fund balance within the board-approved target. At the same time, EOU's financial position improved in FY2025. The university's composite financial index increased from 1.11 in FY2020 to 3.35 in FY2025, above the industry benchmark of 3.0, and EOU reported a positive E&G operating margin of approximately \$2.2 million in FY2025. The university has also undertaken substantial budget reductions and other financial sustainability efforts intended to better align expenditures with available resources. These improvements are significant, but sustained enrollment stabilization, recurring positive operating performance, and continued alignment of institutional resources with student demand will remain important areas of attention.

EOU's Board of Trustees continued to exercise its statutory responsibilities during the evaluation period. The Board met at least quarterly, maintained public meeting and notice processes, reviewed institutional finances and audited financial statements, adopted budgets and tuition rates, evaluated presidential performance, and received regular updates on the Ascent 2029 strategic plan and university priorities. The Board also continued to provide oversight of academic program changes and institutional initiatives intended to support EOU's mission and the needs of eastern Oregon.

Overall, Eastern Oregon University continues to make an important contribution to Oregon's higher education system through its rural access mission, comparatively affordable cost structure, regional workforce partnerships, and service to communities that would otherwise have limited access to a public university. Positive developments during this evaluation period include improvement in the university's FY2025 financial position, continued completion of undergraduate and graduate degrees, strong transfer-student completion outcomes, continued accreditation, and expanded academic and workforce partnerships. At the same time, the university continues to face challenges associated with long-term enrollment trends, student persistence and completion, and maintaining sustainable financial performance. Going forward, HECC will continue to monitor enrollment stabilization, retention and graduation outcomes—particularly for Pell Grant recipients and historically underserved students—affordability, financial sustainability, and EOU's continued ability to align its academic offerings and institutional resources with the needs of students, rural communities, and the state.

