

# STRATEGIC ENROLLMENT MANAGEMENT PLAN 2017-23

A SUPPORTING DOCUMENT OF

# FORWARD TOGETHER

WOU'S STRATEGIC FRAMEWORK



Western Oregon  
UNIVERSITY

TOGETHER WE **SUCCEED**

*...The dogmas of the quiet past are inadequate in the stormy present...As our case is new, so we must think anew and act anew. We must **disenthral** ourselves and then we shall [succeed].*

*Abraham Lincoln, 1862*

*Forward Together*, Western Oregon University's 2017-23 strategic framework reinforces the University's continued commitment to respond to the expressed needs of the citizens of Oregon to ensure that WOU graduates lead *productive, meaningful lives in communities throughout our state and beyond*.

Over the past decade, significant demographic shifts have reshaped Western's student body. In 2017, a Western student is far more likely to be Hispanic, international, older and transfer in more credits than a student from 10 years ago. This, coupled with ongoing fiscal realities and shifting statewide priorities, has created an uncertain landscape that will provide increasing challenges to Western's viability and relevance as a "traditional" mid-size comprehensive University.

Amidst this uncertainty and threat, Western must seize the opportunity to leverage its strengths and traditions as Oregon's first public institution of higher education and evolve to meet the needs of its community and its region.

This document outlines four strategic priorities that are both fully aligned with the strategic plan and crucial to Western's efforts. They are:

- **Purposeful, targeted, Enrollment Management**
- **Student-Centered Delivery of Programs and Services (access to programs)**
- **Streamlining the Curriculum (attainability of programs)**
- **Improving Transfer Pathways**

As outlined below, deliberate and intentional implementation of these imperatives will allow Western to meet the challenges that lie ahead, establish WOU as a destination "campus of choice" for a more diverse, regionally appropriate student body, and reaffirm WOU's commitment to becoming a true meritocracy where transformative education provides opportunities for upward mobility to all of our students.

# Enrollment Management Plan

## Executive Summary

To fulfill its vision and become *Oregon's campus of choice for students, faculty, and staff who seek a student-centered learning community*, WOU must implement an aggressive plan to purposefully grow enrollment (both graduate and undergraduate) and degree production to sustainable levels. This Strategic Enrollment Management Plan (SEMP) outlines a comprehensive array of interrelated initiatives that are fully aligned with and supportive of the university's strategic plan for 2017-23. Intentional and unified implementation of these initiatives will establish an enrollment stream that will allow the institution to thrive while supporting WOU's fiscal sustainability.

Several common themes are evident throughout the Plan's six "action" areas (curricular accessibility, graduate, international, new freshmen, new transfer students, and undergraduate retention), they are:

- **Active support of the university strategic plan**, *Forward Together*.
- **Diversity as a Defining Principle of WOU**
  - We will continue to recruit **students from all backgrounds** and support them through degree completion.
  - We will actively pursue becoming a **Hispanic Serving Institution (HSI)**.
- **Affordability as a Barrier** to recruitment and retention of students.
  - We are currently the second most expensive public university to attend in Oregon, and we must actively seek ways to **make WOU more affordable** for all students.
- Opportunities inherent in an **Accessible Curriculum**
  - The implementation of the **WOU Way (30-60-90)** will have positive enrollment benefits from recruitment of freshmen and transfer students through degree completion.
  - The creation of intentional and meaningful policies and procedures that support an increase in the number of "**flexible format**" (e.g., hybrid, offsite, and online) courses and programs offered, the quality of those offerings, and improved support of the students in those sections, will create increased interest and a sustainable market share in those offerings.
  - Increasing the number and proportion of **graduate** students is critical to long-term enrollment sustainability. Not only must enrollments in current programs be expanded, but we must aggressively undertake the development of new graduate degree and certificate programs that are aligned with our mission.
- **Strategic change and investments** to support enrollment growth and success
  - **New degree programs** and offerings must be developed to support undergraduate, graduate and international student growth.
  - Adding **predictive analytics capability** to support continued improvement in student retention will support more proactive retention and student success initiatives.
- **Administrative next steps**
  - Creation of a campus-wide **Enrollment Management Committee** comprised of campus stakeholders such as faculty, staff and students from all areas.
  - Creation of a **Student Success Committee** to support the work of the student success team.

- Creation and ongoing management of a stronger **web presence** that supports enrollment of new undergraduate students.

Finally, the SEMP is fully aligned with the HECC Student Success and Completion Model (SSCM). Increasing the number of degree recipients is a key goal of the enrollment plan.

## **Strategic Enrollment Management Plan Committee Members**

Dan Clark, Center for Academic Innovation, director

Mark Girod, College of Education, dean

Dave McDonald (lead), Academic Affairs, associate provost

Linda Stonecipher, Graduate Studies, director

Rob Winningham, College of Liberal Arts and Sciences, interim dean

Neng Yang, International Education & Development, assistant vice president

## Alignment with WOU Strategic Plan Institutional Priorities

	Student Success	Academic Excellence	Community Engagement	Accountability	Sustainability & Stewardship
<b>Curriculum Accessibility</b>					
Delivery Mode definitions	I.4.2				
Additional flexible course offerings	I.2.3	II.4.3		IV.1.3	V.1.3
Expand Online+	I.2.3	II.4.3			V.1.3
Standardization of course enrollment caps		II.1.1			V.2.5
Create single Fee structure				IV.1.1	V.2.5
Create Revenue Sharing	I.3.3	II.2.2		IV.1.1	V.2.5
Faculty Governance for online course quality	I.3.3	II.4.3		IV.2.3	V.1.3
<b>Graduate Education</b>					
Stabilize enrollment in current programs	I.2.3			IV.1.3	V.1.1
Develop new degrees		II.4.1		IV.1.3	V.1.3
Marketing and recruitment				IV.3.3	V.1.1
Flexible program delivery	I.2.3	II.4.3			V.1.3
<b>International Students</b>					
Expand geographic diversity	I.4.3	II.1.4	III.2.5	IV.1.3	V.1.1
Increase WOU majors with international enrollment	I.1.2/I.2.1		III.2.5		V.1.1
Improve the retention of international students	I.4.3	II.2.4/ II.3.4			V.1.1
Increase recruitment from community colleges				IV.3.5	V.1.1
<b>Freshmen Recruitment</b>					
Increase number of Oregon partnerships	I.1.2/I.2.1		III.3.1	IV.3.4	V.1.2
Increase out-of-state students	I.1.2/I.2.1				V.1.1
Increase Latino students	I.4.3/I.4.4	II.1.4	III.4.1		V.1.2
Improve affordability	I.2.1				V.2.1
Increase Yield rate	I.2.1				V.2.6

	<b>Student Success</b>	<b>Academic Excellence</b>	<b>Community Engagement</b>	<b>Accountability</b>	<b>Sustainability &amp; Stewardship</b>
<b>Transfer Recruitment</b>					
<b>Chemeketa CC activities</b>	<i>I.2.2</i>		<b>III.2.6</b>	<i>IV.3.4</i>	<i>V.1.1/ V.2.2</i>
<b>Increase partnership work with Oregon CC's</b>	<i>I.2.2</i>		<b>III.2.6</b>	<i>IV.3.4</i>	<i>V.1.1/ V.2.2</i>
<b>Improve affordability</b>	<i>I.2.1</i>		<i>III.3.2</i>		<i>V.2.1</i>
<b>Increase out-of-state students</b>	<i>I.2.2</i>				<i>V.1.1</i>
<b>Improve transfer yield rate</b>	<i>I.2.2</i>			<i>IV.3.4</i>	<i>V.2.2</i>
<b>Increase transfer students from 4-year institutions</b>	<i>I.2.2</i>				<i>V.2.2</i>
<b>Retention</b>					
<b>Increase WCS effectiveness</b>	<b>I.4.1</b>				
<b>Improve affordability</b>	<i>I.2.1</i>		<i>III.3.2</i>		<i>V.2.1</i>
<b>Improve advising effectiveness</b>	<b>I.4.1</b>		<i>III.4.3</i>		
<b>Complete 30-60-90</b>	<b>I.2.1</b>	<i>II.2.2</i>			<i>V.2.1</i>

**BOLD = Directly Supports WOU Strategic Plan**

*Italic= is aligned with or supported by WOU Strategic Plan*

# 1. Curriculum Accessibility

## ***Objective: Increased Accessibility of WOU Courses and Programs through flexible-format delivery***

### ***Five Year Vision***

WOU will offer an array of innovative, “flexible-format” pathways through the curriculum that include General Education, Major study, and a variety of “stacked curricula” options that offer certificates in high-need areas, opportunities for degree completion, and conduits to graduate studies. These pathways will provide increased flexibility and access for traditional and non-traditional students, serve as an inviting option for regional “degree completers” (particularly within the Salem market) to reach their educational goals, and allow Western to inhabit a unique market niche that leverages its traditional strengths as a high-touch liberal arts institution.

### ***Current Context***

In its May 16, 2016 Year Seven Comprehensive Evaluation Report, the Northwest Commission on Colleges and Universities visitation team indicated a concern that: *Given the de-centralized approach to distance education, it is not clear that policies and processes meet NWCCU requirements.*

The spring 2017 WOU real-time schedule lists an ala carte selection of 51 undergraduate online courses, 23 graduate online courses, and 19 “others” (e.g., online practica, internships, and seminars). The “fill rate” for undergraduate online courses is roughly **95%**, with beginning of the term waitlists in effect for nearly 75%. The “fill-rate” for Graduate-level online courses is 76%. Additionally, 39 undergraduate, “hybrid” course sections were offered, with only 30% qualifying as “accessible hybrids.” Graduate programs offered 11 hybrid sections, with all 11 qualifying as “accessible.”

In terms of fully online programs, the WOU Graduate Programs website lists 9, five of which are master’s degrees. Although the Criminal Justice and Psychology departments have traditionally offered online sections of most of their undergraduate major coursework, there are no pathways through the general education and LACCs offered online.

### **Activities to Accomplish Objective**

#### **1. Implement Course Delivery Modality Definitions**

Current course delivery definitions are too broad to fully inform students in their scheduling decisions. In collaboration with the Registrar’s office and University Computing Services, the following course delivery mode definitions must be formalized and implemented.

- a. Technology Enhanced, Online, Online Proctored, Online PLUS, Hybrid, Hybrid “PLUS” [need a better name], Live Virtual, and Virtual Hybrid—2017-18.

#### **2. Develop Additional Flexible Course Offerings**

Since their inception in 2013, Faculty incentive programs such as the Summer Online Teaching Initiative (SOTI) have resulted in the creation of nearly three dozen online and hybrid course sections. While these sessions were generally well-received and successfully introduced exposed faculty to the principles of good practice for online course development, the lasting effect of these efforts has been modest. An estimated 12 courses developed in SOTI/WOTI sessions continue to be actively delivered online.

- a. Increase “stickiness” of courses developed through incentivized programs, courses targeted for SOTI ’17 development will be purposefully selected to build online pathways through general education (see Online+)—2017-18

### 3. **Expand Online+ Program**

- a. Piloted during the 2016-17 Academic year, the Online+ delivery modality consisted of online course sections augmented by weekly, non-compulsory support/study/review meetings. These sessions were 'value-added' component and are intended to:
  - i. Support (non-traditional) learners' need for community/ socialization
  - ii. Allay fears of new learning (online) environments
  - iii. Create and leverage a unique market niche
  - iv. Improve performance and retention
- b. Develop additional *Rapid deployment* courses "Refresh" efforts have resulted in the creation of 12 courses, 9 of which are actively delivered in the Online+ format. Additional course development will be targeted for the SOTI '17 session—2017-18

### 4. **Establish Standardized Caps for Online Courses**

In spring 2017, the average enrollment cap for undergraduate online courses was 25.5 with some sections as large as 50. Standardizing course enrollment caps at 25 for "small" sections and 45 for "large sections" could create as many as 327 additional seats.

- a. Develop and implement enrollment caps policies for online courses—2017-18
  - i. Options include, faculty "temporarily expanding" their course caps by 10% to serve more waitlisted students.
  - ii. Determination if faculty incentives for expanded course enrollments would be prudent and allowable under the Collective Bargaining Agreement.

### 5. **Fee Structures**

WOU fee payments for online and traditional courses are significantly different. The two tuition and fee assessments create confusion to students and potential inequity and lost enrollment.

- a. Create a fee structure committee to create a single fee structure that will result in a single tuition and fee structure regardless of delivery modality—2017-18
  - i. Committee will create a transparent tuition and fee structure that will support enrollment on any course regardless of delivery modality.

### 6. **Revenue Sharing**

In order to equitably fund the development and support of an increasingly online curriculum, a simple and transparent (student fee-funded) revenue sharing model should be implemented. Revenue from the online course fee could be distributed to support staffing, course development, and incentives to departments to offer flexible format courses.

- a. Course development funding would be set at 2 levels:
  - i. **Red:** triage, improvement of existing course. Courses eligible once every 5 years.
  - ii. **Black:** full course development.

Note: if the overall cap structure cannot be reformed, a "buy back" allowance will have to be considered to cover current main campus fees (the differentiated tuition online students currently pay).

### 7. **Establish Faculty Governance for Online Course Quality**

In winter 2016, an Online Teaching Task Force was established to help create a campus conversation about principles of good practice for online teaching. This group has been formalized as a working group/ committee for 2017-2018 (led by a funded chair) charged to:

- a. Coordinate efforts to share the task force's online teaching recommendations with academic departments and divisions
- b. Develop talking points to facilitate academic advising that could maximize student success in online courses.
- c. Form a Moodle User Group (and possibly a LMS committee)
- d. Develop informational videos to manage student expectations about online courses
- e. Present "prof chat" sessions as part of New Student Week
- f. Facilitate campus conversations about whether University Policies are needed around online teaching.



## 2. Graduate Enrollment

**Objectives: Award 240 graduate degrees and certificates by 2023 and Increase the proportion of WOU graduate students to 20% of the WOU overall enrollment by 2023**

The number of master's degrees awarded in the United States is projected to increase 36% between 2012-13 and 2024-25 (i.e., about 3% per year). To hit that mark, WOU will need to award 250 graduate degrees in 2022-23. To achieve that goal, WOU must increase enrollment in selected graduate programs and launch new degree programs.

Note: For the past six years, growth in current programs along with the addition of new programs has been offset by losses in other programs. To achieve the goal of 250 degrees awarded in 2023, WOU needs a strategy that systematically fosters enrollment growth.

### Graduate degrees earned by year by program

Graduate Degree	6-yr ave.	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
MSED general	62		35	30	25	20	15	15
MAT license	52		85	85	85	85	85	85
MS MIS	21		18	18	18	18	18	18
MSED Sped	19		38	38	38	38	38	38
MSED Info Tech	17		17	17	17	17	17	17
MA CJ	10		10	10	10	10	10	10
MA MAIS*	10		8	8	8	8	8	8
MS RC	11		13	13	13	13	13	13
MM Music	5							
MS DHHE**			4	8	8	8	8	8
MS Human Performance***		plan	plan	start	10	12	12	12
MS Organizational Leadership***		plan	plan	start	10	12	15	15
Total average master's degrees/year	207		228	227	222	237	236	239
D Physical Therapy#				plan	review	start	enroll	enroll
Total grad degrees								

6-year average data: from reports UCS produces each year for the CGS/GRE report

\* program started fall 2011, 3-year average

\*\* program started fall 2015

\*\*\* development stage

# consideration stage

## Graduate certificates earned by year by program

Graduate Degree	2-yr ave.	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23
Instructional design	8							
EMIL *								
Reading *								
ESOL *								
Dual language bilingual education*								
Organizational leadership**		plan	review					
Total average certificates/year	8							

2-year average data: from reports UCS produces each year for the CGS/GRE report

\* Certificate started fall 2016

\* Development stage

### Activities to accomplish objective

1. Marketing and Recruitment—ongoing
  - a. Use technology-driven tools to:
    - i. Create responsive website design
    - ii. Utilize Search Engine Optimization to increase click-through rates
    - iii. Use web analytics to maximize web traffic and effectiveness
    - iv. Use social media in a strategic manner
    - v. Ensure that the web content is mobile optimized
    - vi. Create effective recruitment video content
  - b. Attend professional and graduate recruitment fairs
  - c. Recruit students regionally (AK, CA, HI, ID, and WA)
  - d. Create more effective print materials to support recruitment efforts
  - e. Improve affordability through by increasing assistantships
  - f. Mail materials to school districts and state agencies
  - g. Establish ongoing COE recruiter check-ins at school district partners
  
2. Program delivery that promotes graduate student access—2017-18
  - a. Increase enrollment in distance delivered courses
  - b. Offer graduate courses and degrees at satellite locations
  - c. Offer courses and degrees on weekends and evenings

### 3. Recruitment of International Students

**Objective: Increase the number of international students at WOU by 1-5% annually**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Headcount</b>	266	280	281-295*	296-310*	311-320*	321-335*

\*Target Headcount enrollment (depending upon support from the individual department faculty & administration)

**Background Information:**

Recruitment of international students has become significantly more competitive as more U.S. and international colleges and universities have become increasingly active in their efforts to recruit international students. The recent actions by the Saudi Arabia Cultural Mission, restricting scholarships to a small number of top universities across the globe, has also limited the number of Saudi students who may enroll at WOU.

**International Student Enrollment**

Country	Globally 2015-16	WOU Fall 2016	Student interest
<b>China</b>	328,547	151	Enrolled in different programs
<b>India</b>	165,918	1	Focused on engineering and medical programs
<b>Saudi Arabia</b>	61,287	87	Enrolled in different programs
<b>South Korea</b>	61,007	1	Enrolled in different programs
<b>Canada</b>	26,973	0	Mostly enrolled in the states on the border
<b>Vietnam</b>	21,403	0	Mostly start in community colleges then transfer to high ranking institutions
<b>Taiwan</b>	21,127	2	Mostly graduate programs
<b>Brazil</b>	19,370	1	Mostly STEM programs
<b>Japan</b>	19,060	10	Enrolled in different programs
<b>Mexico</b>	16,733	2	Mostly enrolled in states on the border

Sources: Open Doors 2016, Institute of International Education and WOU Office of Institutional Research

**Top Majors for International Students Nationwide**

The top majors for international students nationwide are largely STEM and professional degree programs and professional graduate degrees such as: MBA, MFA, MPA, and Public Health.

At WOU, the most popular majors are Business, Computer Science, Education, Music, and Art.

**Activities to accomplish objective:**

1. Increase the number of new international students  
 WOU international students have primarily been from China and Saudi Arabia. Increasing the number of home countries of international students strengthens the institution by increasing the global perspectives and experiences of the entire campus community.
  - a. Increase the number of home countries of WOU students by 1 per year—2017-18

- b. Recruit from Indonesia, Japan, Taiwan, Middle East, Latin America and Africa—ongoing
  - c. Sign agreements with local recruitment agencies in above countries—2017-18
  - d. Receive tuition scholarship support from the WOU Foundation to support the recruitment of international students from underrepresented countries—2017-18
  - e. Re-examine how leveraging international fee remissions may impact international enrollment/retention and create a systematic approach to increasing the international fee remission budget to support increased enrollment—2017-18
2. Increase the number of majors or programs that enroll international students
- a. Enroll students in the Early Childhood Education program—Fall 2017
  - b. Encourage individual departments to establish Master’s degree programs that have domestic enrollment potential and attractiveness to international enrollment—ongoing
3. Increase retention of international students
- Second year retention of international students is an important in overall enrollment efforts.

### International Student Retention Rates

Retention Year 1 to Year 2	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
<b>New Freshmen</b>	<b>77.8%</b>	<b>80.8%</b>	<b>58.3%</b>	<b>66.7%</b>	<b>75%*</b>	<b>81%*</b>
<b>New Transfer Students</b>	<b>55.1%</b>	<b>60.3%</b>	<b>64.1%</b>	<b>76.2%</b>	<b>80%*</b>	<b>83%*</b>

\*Target retention rate

- a. Achieve retention rates for international students that are on par with the retention rates for domestic students—Fall 2017 entering class
    - i. Increase staffing for the International Education and Development Office—Summer 2017
    - ii. Develop formal transition services for new international students, including hiring an international student retention specialist to coordinate the logistics and cover personal, mental and emotional needs of new international students—2017-18
    - iii. Support faculty in departments with international students—2017-18
    - iv. Increase the awareness of faculty and individual departments regarding the opportunities international enrollment offers to support sustainability of the departmental academic programs. Encourage departments to evaluate needs and capacity, and the willingness to accept international students—ongoing
    - v. Secure funding from the WOU Foundation to support the retention of international students—2017-18
4. Recruitment from community colleges
- Increase recruitment of international students from community colleges that have academic profiles consistent with success at WOU.
- a. Develop at least one 90+90 international student-focused partnership with Oregon community colleges—2017-18
  - b. Visit the international student advisors at the community colleges at least once each academic term—2017-18
  - c. Hire an international student retention specialist to support increased student retention and recruitment by partnering with academic advising’s new transfer specialist.

## 4. Recruitment of Domestic Freshmen

**Objective: Stabilize and then increase the number of new freshmen enrolled at WOU**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Headcount</b>	911	855	850*	855*	870*	900*

\*Target Headcount

The number of new freshmen enrolling at WOU has declined by 13.9% since 2012. Factors that have contributed to the decline include increased competition, decreasing numbers of Oregon high school graduates, a reduction in institutional support for recruitment and outreach efforts, and a challenging low-level of affordability. The implementation of the Oregon Promise in 2016 and the growth of the Cascades Campus in Bend have also negatively impacted enrollment numbers.

Category	Fall 2011 Class	Fall 2016 Class
<b>Oregon resident</b>	88.0%	73.2%
<b>First generation</b>	47.0%	51.5%
<b>Pell Grant recipient</b>	53.9%	47.1%
<b>Latino</b>	11.1%	20.2%
<b>Native American</b>	2.0%	1.2%
<b>Asian American</b>	2.4%	5.0%
<b>Black/African American</b>	3.0%	4.9%
<b>Pacific Islander</b>	1.9%	4.3%
<b>White</b>	71.5%	60.8%
<b>Unknown/ 2+</b>	3.6%	2.0%

Source: WOU IPEDS submission, <http://www.wou.edu/institutionalresearch/freshman-cohort/>

### Projections of Future Freshmen

The Western Interstate Commission for Higher Education (WICHE) projects that the number of high school graduates from Oregon will decline steadily through 2031-32. In the near term, graduates will decline by 1.7% through 2020-21. The number of high school graduates from many neighboring states will grow slightly over these same years. These include Arizona, California, Colorado, Hawaii, Idaho, Nevada, Utah and Washington.

### Ethnic Composition of Oregon High School Graduates

Ethnicity	2016- 17	2020- 21	Percent change
<b>Hispanic</b>	6,744	7,930	17.6%
<b>White</b>	24,901	24,849	-0.2%
<b>Black/African American</b>	799	676	-15.4%
<b>American Indian</b>	505	418	-17.2%
<b>Asian Pacific Islander</b>	1,863	2,019	8.4%
<b>Overall</b>	36,704	36,091	-1.7%

Source: Knocking at the College Door, WICHE December 2016

## Activities to accomplish objective

1. Increase the number of effective Oregon partnerships. WOU has created or joined in several partnerships that serve Oregon high school students. These include the Bilingual Teacher Scholars Program, Cesar E. Chavez Leadership Conference, Latino Advisory Board (LAB), The Dream.US, Willamette Promise, and WOU Project.
  - a. Assess partnership effectiveness and expand or reduce as warranted—Summer 2017
  - b. Expand the LAB to include Washington County—2017-18
  - c. Maximize enrollment value of Cesar E. Chavez Leadership Conference—ongoing
2. Increase the number of students from outside of Oregon who enroll as freshmen. Given the decreasing number of Oregon high school graduates, expanding the locations where the university recruits students is essential to increasing the number of new freshmen.
  - a. Increase focus on schools that produce significant numbers of students—2017-18
  - b. Add new territories such as Guam (new to WUE in 2017), AZ, CO, ID, and TX—2017-18
  - c. Continue to refine and improve the efficacy of the Radius CRM—ongoing
  - d. Investigate the viability of expanding the Bilingual Teacher Scholars Program to California—Summer 2017
3. Increase the number of new Latino students to support attainment of HSI status.
  - a. Expand partnership programs that are proven successful
    - i. Expand Latino Advisory Board to Washington Country—2017-18
    - ii. Create Washington County Bilingual Teacher Scholars model with Beaverton School District, Hillsboro School District, Forest Grove School District and PCC—2017-18
  - b. Add new partnerships
    - i. Create the Center for Latino Achievement Success and Excellence (CLASE)—2018
    - ii. Develop pipelines with high schools with high Latino enrollments—2017-18
  - c. Increase the number of Latino and Spanish speaking faculty and staff—ongoing
4. Improve affordability. According to NCES data on net price, WOU is the 2<sup>nd</sup> most expensive Oregon public university. This relatively high cost is oppositional to the university mission.
  - a. Increase the amount of funding from the WOU Foundation for scholarships.
    - i. Increase scholarship support from \$400,000 by at least 20% per year to support middle income students, Bilingual Teachers, and degree completion.
  - b. Conduct a comprehensive review of current Fee Remission Program—Summer 2017
  - c. Determine if an outside consultant should be used to help WOU create an effective financial aid leveraging plan—Summer 2017
  - d. Fully implement proposed 30-60-90 curricular plan to reduce the current average of 200 credits students need to earn their WOU degree—2018-19
5. Increase Yield Rate of Admitted Students
  - a. Continue to review and enhance yield focused activities with goal of increasing yield rates by 2 percentage points annually from fall 2016 rate of 28.2%.
  - b. Investigate and price the use of texting as a communication tool—Summer 2017
  - c. Develop online chat capabilities for financial aid—Summer 2017
6. Other Opportunities
  - a. Enrollment of Veterans and family members of veterans.—Fall 2017
  - b. Add or modify academic program offerings to better match current and future student academic interests as well as new areas of study—ongoing
  - c. Determine the feasibility of expanding the roster of WOU athletic teams—Summer 2017
  - d. Determine the fiscal feasibility of hosting an event for out-of-state high school counselors—Summer 2017

## 5. Recruitment of Domestic Transfer Students

**Objective: Increase the number of new transfer students annually by at least 3%**

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Headcount</b>	541	584	601*	619*	638*	657*

\*Target headcount with 3% annual increase

The majority of new transfer students to WOU came from Chemeketa Community College. However, Chemeketa, like all Oregon community colleges, is experiencing a multi-year decline in enrollment that is correlated to a strong economy. Chemeketa's headcount enrollment has declined by 14.3% since fall 2012. The number of Associate's degrees awarded statewide has declined by 6.7% in the same period.

### Oregon Community College Enrolled Headcount

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>Fall 4<sup>th</sup> week Headcount</b>	147,219	143,216	133,394	126,787	124,795

Source: Oregon Higher Education Coordinating Commission (HECC) Fall 4<sup>th</sup> Week Headcount

### Activities to accomplish objective

1. Increase partnership activities with Chemeketa Community College.
 

Annually students from Chemeketa Community College account for forty percent of the new transfer students to WOU. As Oregon's second largest community college and the nearest community college to WOU, Chemeketa plays a key role in WOU enrollment.

  - a. Create new position to focus on community college recruitment. New position would visit Chemeketa weekly and support faculty-faculty connections—Spring 2017
  - b. Create 90+90 transfer pathways in the most popular degree areas—Spring 2017
  - c. Connect with Chemeketa Scholars and Oregon Promise students—Spring 2017
  - d. Connect WOU IDS degree with Chemeketa to create degree completion path—2017-18
  - e. Offer WOU courses at Chemeketa—2017-18
  - f. Use National Student Loan Clearinghouse to identify students admitted to WOU who enrolled at Chemeketa. Create and implement communication plan—Summer 2017
  - g. Implement the 30-60-90 WOU Way degree plan— 2017-18
  - h. Create web and print materials that support Chemeketa-WOU transfer transitions—Summer 2017
  - i. Conduct joint staff training with Chemeketa to create stronger connections that support student transfers—ongoing
2. Increase partnership with Oregon community colleges, especially those with large Latino enrollments. The five colleges with the largest Latino enrollments are in the Willamette Valley.
  - a. Create Dual Enrollment or partnerships with Lane, Mt. Hood, and PCC—2017-18

- b. Expand and strengthen the Dual Enrollment partnerships with Chemeketa and Clackamas—ongoing
  - c. Develop strong faculty-to-faculty connections with the colleges— 2017-18
  - d. Offer more courses online or distance delivered courses— 2017-18
  - e. Implement the 30-60-90 WOU Way degree plan— 2017-18
  - f. Work with community college Veteran Services Offices to recruit Veterans and their family members— 2017-18
  - g. Focus recruitment efforts on enrolled Oregon Promise students—Summer 2017
  - h. Create new, and update existing, articulation plans— 2017-18
  - i. Expand and enhance communication plan for CRM—Summer 2017
    - i. Use current students who transferred to WOU as testimonials
  - j. Host degree specific faculty-to-faculty meetings
    - i. Host first ever WOU Community College Partner Summit—2017-18
    - ii. Build on success of Criminal Justice and Computer Science Days
  - k. Look to create a Transfer Preview Day for Winter term—2017-18
  - l. Conduct on-site admission progress reviews for prospective students at community colleges—2017-18
  - m. Investigate viability and cost of using geo-fencing technology to identify and recruit students from community colleges—Summer 2017
  - n. Create transfer pathway and support process for foster youth—2017-18
  - o. Create WOU re-connect program aimed at former WOU students who transferred to a community college—2017-18
  - p. Create transfer recruitment print materials and web content—2017-18
  - q. Install and maintain well-stocked recruitment material displays at transfer centers and advising offices at key community colleges—2017-18
3. Improve affordability
    - a. Review and update fee remission program to better support community college transfers— Summer 2017
    - b. Use new WOU Foundation support to create a Transfer Student Scholarship
    - c. Implement the 30-60-90 degree framework to reduce the current average of 218 credits for degree—2017-18
  4. Increase number of transfer students from out-of-state
    - a. Increase by five each year the number of California community colleges with Transfer Admission Guarantees —2017- 2020
    - b. Create marketing materials for posting at California Transfer Centers—Summer 2017
    - c. Implement the 30-60-90 WOU Way degree plan—2017-18 on
    - d. Implement comprehensive transfer orientations for winter and spring arrivals—2017-18
    - e. Make connections with Hawaii community colleges—2017-18
    - f. Build on athletic recruitment activities at specific community colleges—2017-18
  5. Increase yield rate of transfer students
    - a. Add a summer Transfer SOAR—Summer 2017
    - b. Review and improve the Transfer SOAR—Summer 2017
    - c. Improve Transfer Student web page—Summer 2017
  6. Increase number of transfer students from four-year college and universities
    - a. Create web materials targeted at 4-year transfer students—Summer 2017
    - b. Implement the 30-60-90 WOU Way degree plan— 2017-18 on



# 6. Undergraduate Student Retention

**Objective: Increase year-to-year retention rates to be the highest among WOU peer institutions**

**Target Retention Rates by Entering Freshmen Cohorts**

Group	Fall 2011-15	Fall 2016*	Fall 2017*	Fall 2018*	Fall 2019*
<b>Freshmen to sophomore</b>	70.2%	78%	81%	83%	83%
<b>Sophomore to junior</b>	80%	82%	84%	86%	88%
<b>Junior to senior</b>	88.3%	90%	91%	92%	92%

\*Target freshmen first-year retention rate

The majority of retention efforts at WOU, and most universities, has been focused on the group of students with the highest risk: first-time-freshmen. Moving forward, WOU will continue to work to retain these students, while also expanding efforts to retain all students through the completion of their degree.

**Freshmen to Sophomore Retention Rates for Peer Institutions**

School	F11	F12	F13	F14
<b>Angelo State University</b>	59%	55%	62%	63%
<b>CSU-Monterey Bay</b>	80%	81%	83%	82%
<b>CSU-Stanislaus</b>	82%	87%	85%	81%
<b>Central Washington University</b>	74%	74%	79%	79%
<b>Colorado Mesa University</b>	64%	65%	66%	70%
<b>Southern Oregon University</b>	68%	67%	74%	72%
<b>The University of Texas at Tyler</b>	64%	66%	61%	62%
<b>U. Texas of the Permian Basin</b>	66%	66%	69%	71%
<b>West Texas A &amp; M University</b>	62%	66%	67%	64%
<b>Western Oregon University</b>	<b>70%</b>	<b>69%</b>	<b>70%</b>	<b>69%</b>

Source: IPEDS

## Activities to accomplish objective

1. Increase effectiveness of Wolf Connection System (WCS)  
WCS is the early alert software that faculty and staff use to inform the Academic Success Team of students who are having difficulties. Since fall 2015, **83%** of students referred to WCS were enrolled in the next academic term or graduated. Alerts can be triggered for

things such as missed classes, low grades, behavioral changes or comments the student may have made to the faculty or staff.

- a. Increase the effectiveness of WCS interventions by **two percentage points per year**.
    - i. Expand the faculty and staff utilization of the Wolf Connection System
    - ii. Increase the number of faculty using the system to submit referrals by 25 per year. Current number: 150
    - iii. Increase the number of academic departments using the WCS by 5 per year. Current number: 28
    - iv. Increase the number non-instructional departments using WCS by 2 per year. Current number: 5
  - b. Enhance the effectiveness of WCS by adding predictive analytics to support proactive identification and intervention activities.
    - Cost to add Predictive Analytics: \$35,000
2. Improve Affordability
- According to cost and financial support data from the US Department of Education, WOU is the second most expensive public university in Oregon. The primary reason is lack of institutional (fee remission and foundation) support.
- a. Increase scholarship support received from the WOU Foundation
    - i. Increase annual scholarship support of \$400,000 by at least 20% per year.
    - ii. Receive support from the WOU Foundation for strategic programs
      1. Middle Income scholarships
      2. Bilingual Teacher Scholars
      3. Degree Completion Award
      4. Transfer Student scholarship
  - b. Review and analyze retention impact of WOU Fee Remission program—August 2017
3. Improve effectiveness of Academic Advising
- WOU promotes academic advising as an institutional strength. Campus policy requires that students meet with their advising every quarter.
- a. Create university-wide Academic Advising Council—Fall 2017
  - b. Develop online advising modules to support SOAR—2017-18
    - i. Topics: understanding general education, time management, goal setting, college vocabulary, navigating WOU...
4. Complete curricular design improvement
- a. Implement 30-60-90 Degree Pathways Model—2017-18
  - b. 4-year degree plans for all majors—2016-17
5. Create Center for Latino Academic Success and Excellence (CLASE) to support Latino student retention and graduation.