

STRATEGIC ENROLLMENT MANAGEMENT PLAN 2019-24

A SUPPORTING DOCUMENT OF

FORWARD TOGETHER

WOU'S STRATEGIC FRAMEWORK



Western Oregon
UNIVERSITY

TOGETHER WE **SUCCEED**

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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 a strategic enrollment management 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, *Forward Together*. Intentional and unified implementation of these initiatives will establish an enrollment which 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 enrollment, recruitment of international students, new freshmen, new transfer students, and undergraduate retention). They are:

- **Actively support the university strategic plan, *Forward Together*.**
- **Equity and Inclusion 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)**.
- **Make WOU the most affordable public university in Oregon** in order to recruit and retain students.
 - In 2018, we were the second most expensive public university to attend in Oregon, and we must actively seek ways to make WOU more affordable for all students.
- **Create a more Accessible Curriculum**
 - The implementation of the 30-60-90 curricular plan 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.
 - **Continuously improve** design, content, technology and structure of **WOU website** to serve as a strong recruitment and communication channel for prospective 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.

Curriculum Accessibility

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

Definitions

- *Curriculum Accessibility* is the degree to which the courses/sections offered by the institution feature a sufficient variety of delivery modalities to enable current and potential students in target markets to reasonably access the curriculum needed for degree completion within the 4-6 year window identified by the State of Oregon Higher Education Coordinating Commission.
- *Delivery modalities* are institution-controlled variables in how a student can access and engage with a course (time, place, delivery method, etc.).
 - Traditional courses: All instruction is delivered in-person at the Monmouth campus, during normal business hours.
 - Alternative delivery modes: Courses with at least one aspect of delivery different than traditional courses (e.g., online, hybrid, evening, weekend, Salem campus).

Activities to Accomplish Objective

1. Establish a process to regularly gather and evaluate relevant data to guide adjustments in course offerings in a manner that is student-focused and aligned with the strategic plan
2. Create a completion path at WOU:Salem
3. Provide an online pathway through General Education
4. Implement the Applied Baccalaureate in Liberal Studies
5. Examine how to offer online or hybrid "laboratory" courses
6. Increase the number of online sections for courses that experience high demand the prior term
7. Identify programs which could easily develop an online pathway and target hiring to support and augment these programs
8. Create training and support for students enrolled in online / alternative courses
9. Create a landing page for online / distance students and a process in which a student can register for a class in five minutes or less
10. Provide opportunities for proctored exams on WOU's campus and possible satellite locations
11. Provide professional development to faculty on creation and delivery of online and hybrid courses
12. Fully implement proposed 30-60-90 curricular plan to ensure students can earn their WOU degree in 180 credits
13. Consider additional alternative locations to meet the needs of working students
14. Create a more streamlined application process for students taking courses at WOU:Salem
15. Create a flexible, affordable and competitive tuition and fees structure across teaching modalities and locations
16. Increase resources to support online, hybrid and technology enhanced courses through improved infrastructure and professional development
17. Explore new online program opportunities

Recruitment of Domestic Freshmen Students

Objective: Obtain a freshmen class of 1,000 students

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall-2023	Fall-2024
Headcount	834	911	860	711	781	805*	829*	854*	880*	906*	933*

*Target Headcount

Enrollment has fluctuated greatly since 2010 when the freshman class was 1037 students. As recently as 2015, the freshman class was 911 students, but enrollment has dropped since that year. Factors which have contributed to the decline include increased competition, decreasing numbers of Oregon high school graduates, decreasing number of high school graduates nationally, 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. The demographics of high school graduates are also changing. Latinx and Asian and Pacific Islanders are predicted to increase over the next several years while Whites are expected to decline.

Comparison of Freshman Cohort from 2011 to 2018

Category	Fall 2011 Class	Fall 2018 Class
Oregon resident	88.0%	74.3%
First generation	47.0%	44.9%
Pell Grant recipient	53.9%	44.7%
Latinx	11.1%	19.8%
Native American	2.0%	1.2%
Asian American	2.4%	3.7%
Black/African American	3.0%	3.7%
Pacific Islander	1.9%	2.2%
White	71.5%	54.8%
Unknown/ 2+	3.6%	11.8%

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

Below is a comparison of high school graduates based on future projections by WICHE. The Latinx population will continue to grow not only in Oregon, but in many neighboring states. WOU has set a goal of becoming a Hispanic Serving Institution (HSI) and as a result, many objectives within this plan are designed to recruit more Latinx students to WOU.

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

Source: Knocking at the College Door, WICHE December 2016

Activities to accomplish objective

1. Increase market share of Oregon freshman students
 - a. Recruit more aggressively in I-5 corridor, especially from Portland to Eugene
 - b. Increase recruiting efforts for Latinx students and their families
 - c. Partner with Marketing and Communications to implement initiatives and campaigns targeting specific student populations
2. Increase the number of freshmen from outside Oregon
 - a. Increase focus on schools that produce significant numbers of students
 - b. Increase recruitment activities in territories such as Arizona, Colorado, Idaho, Texas, Guam and Saipan or other areas which provide enrollment opportunities
3. Increase the number of Latinx students to achieve Hispanic Serving Institution status
 - a. Host Latinx Family Nights in counties and areas with large Latinx populations
 - b. Review the array of academic offerings in order to align with goal of becoming a Hispanic Serving Institution (e.g. Bilingual Teachers Scholars program)
 - c. Increase student applicants from the Dream.US program
 - d. Develop pipelines with high schools which have high Latinx enrollments
 - e. Increase the number of prospective Latinx names purchased from ACT and College Board in the fall and spring
 - f. Create an admissions landing page in Spanish for Latinx students and families
 - g. Translate more publications into Spanish
 - h. Examine how WOU might leverage the César E. Chávez Leadership Conference to obtain more Latinx students
 - i. Work to increase the number of Latinx and Spanish speaking faculty and staff
 - j. Create a Latinx Alumni Network
 - k. Develop a taskforce to facilitate our goal of becoming an Hispanic Serving Institution
 - l. Continue to explore and promote targeted certificates
4. Continue to refine and improve the efficacy of the Radius CRM
 - a. Create comprehensive communications plan
 - b. Incorporate texting and other forms of communication
5. Improve affordability
 - a. Increase the amount of funding for scholarships from the WOU Foundation from \$400,000 to \$800,000 per year by 2024 to support middle income students, increase degree completion and meet enrollment needs

- b. Conduct a comprehensive review of current Fee Remission Program to maximize awards and offer remissions as early as possible
- c. Determine if an outside consultant should be used to help WOU create an effective financial aid leveraging plan
6. Increase yield rate of admitted students to be equal to or greater than comparator institutions
 - a. Evaluate TSOAR / SOAR offerings and schedule including orientation for students entering winter and spring terms
7. Examine use of online chat capabilities for areas such as financial aid, admissions and advising
8. Other Opportunities
 - a. Add or modify academic program offerings to better match current and future student academic interests as well as new areas of study
 - b. Determine the feasibility and benefit of hosting an event for out-of-state high school counselors
 - c. Examine how to reduce processing time of applications
 - d. Implement Search Engine Optimization efforts to improve marketing and recruitment efforts
 - e. Leverage our success with Willamette Promise to bring additional students to WOU
 - f. Improve environment and reception for prospective students and their families
 - g. Review best practices regarding improving yield rates for admitted students and implement best option for WOU (e.g.-establishing a deposit)

Recruitment of Domestic Transfer Students

Objective: Increase the number of new transfer students by 12%

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Headcount	525	528	572	622	593	606*	619*	632*	645*	658*	670*

*Target headcount

Over the last five years, the number of transfer students has fluctuated from 525 to 622 students. Generally, 70% of the transfer students are from Oregon and 30% are from outside of Oregon. Enrollments at feeder community colleges have been decreasing which affects WOU's ability to recruit transfer students. WOU needs to look at recruiting more transfer students outside of Oregon while also increasing its market share of Oregon transfer students.

Activities to accomplish objective

1. Formalize partnerships with Oregon community colleges
 - a. Implement Degree Partnership Program Agreements with all Oregon community colleges
 - b. Develop program-to-program pathways with prescribed coursework at the respective community college which meets lower-division requirements at WOU
2. Increase activities with feeder community colleges
 - a. Target Chemeketa Scholars and Oregon Promise students in recruiting efforts
 - b. Continue identifying students admitted to WOU who enrolled at a community college and utilize targeted communication to facilitate their enrollment at WOU
 - c. Identify students who left WOU and enrolled at a community college and utilize targeted communication to facilitate their return
 - d. Create web and print materials that support transfer transitions
3. Continue to refine and improve the Transfer Resources landing page on WOU website
4. Create more transfer admission events (Preview, TSOAR, Academic Program days, Admitted Student days)
5. Increase faculty connection and involvement with community colleges by hosting degree specific faculty-to-faculty meetings
6. Implement new marketing efforts geared at community college transfer students (e.g. Geo fencing, and creating targeted advertisements based on location)
7. Improve affordability by reviewing and updating fee remission program to better support transfer students
 - a. Increase the amount of funding for scholarships from the WOU Foundation to support middle-income students.
8. Increase number of transfer students from out of state
 - a. Utilize and market Interstate Passport more in recruiting efforts
 - b. Review opportunities for articulation agreements with California, Washington and Hawaii community colleges
 - c. Build on athletic recruitment activities at specific community colleges
 - d. Investigate expanding the number of out of state transfer degrees WOU accepts to fulfill General Education requirements
9. Examine best practices regarding increasing transfer student yield rates and implement strategies based on WOU's characteristics.
10. Implement Search Engine Optimization efforts to improve marketing and recruitment efforts

11. Expand offerings at WOU:Salem
12. Fully implement the Transfer Evaluation System (TES) software to improve the ease with which students can assess how their transfer courses will articulate into WOU
13. Create a centralized Articulation/Transfer Pathways Office which would:
 - a. Improve the ease with which students can have their transfer credits evaluated and when necessary substituted for specific WOU requirements
 - b. Maintain and update Articulation Manual, existing articulations, and four-year transfer degree maps
 - c. Identify and develop new Degree Partnership Program agreements
 - d. Negotiate new program-level articulations agreements
 - e. Coach transfer students regarding petitions and waivers
 - f. Create Transfer Advisory Committee to proactively breakdown barriers to transfer student success
14. Examine benefit of purchasing names of prospective transfer students from key markets

Graduate Enrollment

Objective: Obtain 600 graduate (GR) student headcount by fall 2024

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)¹. In order for WOU to grow at that rate, we need to award 258 graduate degrees in 2023-24. To achieve that goal, WOU must increase enrollment in selected graduate programs and launch new degree programs.

For the past several 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 600 students (400 FTE)² enrolled in graduate programs by 2024, WOU needs a strategy that systematically fosters enrollment growth.

Activities to accomplish objective

1. Aggressively market a selection of our current graduate programs starting with those that are offered in an accessible format (hybrid/online) and have potential for strong growth:
 - Master of Arts in Criminal Justice
 - Master of Science in Education: Information Technology
 - Master of Arts in Interpreting Studies
 - Master of Arts in Teaching
2. Aggressively develop new programs that are aligned with WOU's mission, meet local/regional needs, and have potential for consistently strong enrollments. Possible examples include:
 - Human Performance
 - Business
 - Psychology
 - Occupational Therapy
 - Speech Therapy
3. Modify campus-based programs to make them more accessible. Possible examples:
 - Offer some Master of Science in Management and Information Systems courses in the evening, on the weekend or online
 - Modify the Master of Science in Rehabilitation Counseling program into a hybrid or online format (the deaf education track for this program is scheduled to go fully online fall 2019)
4. Explore the development of a more formalized approach to assess the cost and feasibility of developing a new graduate program
5. Implement Search Engine Optimization efforts to improve marketing and recruitment efforts
6. Explore additional opportunities to offer programs at WOU:Salem for targeted populations

The following tables provide information about graduate enrollment and FTE by program for the past 5 years along with projections through 2023-24. These projections are based on continuing with the status quo. If we move forward with the strategies listed in the previous section, we could reach 600 graduate students (400 FTE) in 2024.

GR fall term headcount enrollment by program with projections from Fall 2019 to 2024

Degree Program	5-year average	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Master of Science in Education	96	56	40	35	30	30	30	30
Master of Arts in Teaching Sec.	74	76	75	75	75	75	75	75
MSE in Special Education	64	75	70	70	45	45	45	45
MSE in Information Technology	52	42	42	42	42	42	42	42
MS in Management & Information Systems	36	22	22	24	24	24	24	24
MS in Rehabilitation Counseling	28	28	28	28	28	28	28	28
MA in Criminal Justice	22	8	10	10	12	15	15	15
MA in Interpreting Studies	21	21	21	21	21	21	21	21
MSE in Deaf & Hard of Hearing Education*	20	30	25	25	25	25	25	25
MA in Teaching Elementary **	15	21	22	22	22	22	22	22
MA in Organizational Leadership			15	30	40	40	50	55
Master of Music in Contemporary Music	8	9	8	8	8	8	8	8
MA in History – stopped applications S14	3							
Doctor of Physical Therapy								30
Total GR students: degrees	439	388	378	390	372	375	385	420
TSPC areas								
Endorsements	41	15	30	30	30	30	30	30
Specializations	26	2	2	0	0	0	0	0
Total GR students: TSPC areas	67	17	32	30	30	30	30	30
Certificates								
Instructional Design	3	4	5	5	5	5	5	8
Elementary Mathematics Instructional Leader		1	0	0	0	0	0	0
Organizational Leadership			3	5	5	5	8	10
Total GR students: certificates	3	5	8	10	10	10	13	18
Total GR Students	509	410	418	430	412	415	428	438

Notes for tables above:

- 5-year average from end-of-term Banner reports, fall 20014 to fall 2018
- * program started fall 2015, 4-year average
- ** program started fall 2017, 2-year average
- MAT secondary program decreased from 4 to 3 cohorts/year starting spring 2018
- Organizational Leadership degree and certificates, start date: Fall 2019
- Special education cohorts at Salem-Keizer will end fall 2021
- assumption: endorsement students will be admitted as GR students
- FTE is approximately 65% of headcount on average

The following table provides information about graduate degrees awarded by program for the past 7 years along with projections through 2023-24. These projections are based on continuing with the status quo. If we move forward with the strategies listed on the first page of this section, we could reach 258 graduate degrees awarded in 2023-24.

Graduate degrees earned by year by program with projections from 2018-19 to 2023-24

Graduate Degree	7-yr ave.	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24
MSED general	59	34	30	25	20	15	15	15
MAT secondary	53	60	53	53	53	53	53	53
MAT elementary*	0	0	10	11	10	11	10	11
MS Management & Information Systems	20	15	18	18	18	18	18	18
MSED Special Ed.	21	29	35	20	35	20	20	20
MSED Information Tech.	17	22	17	17	17	17	17	17
MA Criminal Justice	9	6	8	8	8	10	10	10
MA Interpreting Studies**	8	10	8	8	8	8	8	10
MS Rehab. Counseling	10	19	13	13	13	13	13	13
MM Contemporary Music	4	5	5	5	5	5	5	5
MSED Deaf & Hard of Hearing Education***	6	7	8	9	10	11	10	11
MA Organizational Leadership		plan	plan	enroll	12	15	20	22
Total master's degrees	207	207	205	187	209	196	199	205
Doctor in Physical Therapy			plan	plan	plan	plan	plan	enroll

Notes:

- 7-year average data: from reports M. Soukup runs each year for the Graduate Office to complete the annual CGS/GRE report
- * program started fall 2017
- ** program started fall 2011, 6-year average
- *** program started fall 2015, 2-year average

1. Projections of Education Statistics to 2024, National Center for Education Statistics, <https://nces.ed.gov/pubs2016/2016013.pdf>
2. 400 FTE projection for 600 students is based on the past 5-year average of 339 FTE for 509 GR students

Recruitment and Retention of International Students

Objective: Increase the number of international students at WOU to reflect 6.6% of total enrollment

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Headcount	367	325	313	350	299	305	320	345	365	384	400

*Target Headcount enrollment

International student enrollment is a very volatile market which can vary greatly depending on policies within the United States and the specific countries we recruit from. Currently WOU is engaged in multiple 3+1 programs. While this ensures a high graduation rate, it does not provide long-term enrollment. Diversifying international student recruitment is important to maintain long-term stability.

Activities to accomplish objective:

1. Increase the number of international students enrolled at WOU
2. Increase the number of home countries represented by students at WOU
3. Explore new international student markets and the feasibility of using specialized consultants for recruiting students from those areas
4. Recruit international students from community colleges
5. Create scholarship support for international students, especially those with limited financial means
6. Review best practices and implement targeted remission dollars to increase recruitment and retention of international students
7. Increase marketing efforts with current and potential new markets
8. Create marketing materials that highlight our commitment and support of international students
9. Develop new degree programs which will attract international students, such as Master of Arts in Studio Art, Master of Occupational Therapy and Master of Exercise Science.
10. Increase retention of international students by enhancing advising services that are responsive and specially designed for international students
11. Increase retention of international students by facilitating easier transfer articulation and course exceptions procedures
12. Provide support for faculty and staff who work with international students
13. Implement Search Engine Optimization efforts to improve marketing and recruitment efforts
14. Increase retention of international students by using embedded tutors, when possible
15. Collect data to assess the effects of embedded tutors and other efforts designed to increase retention and student success

Undergraduate Student Retention

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

Current and Target Retention Rates by Entering Freshman Cohorts

Cohort	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
2013	71%	79%	87%								
2014		70%	84%	88%							
2015			74%	81%	87%						
2016				72%	79%	88%*					
2017					69%	82%*	89%*				
2018						72%*	84%*	90%*			
2019							74%*	86%*	91%*		
2020								76%*	87%*	92%*	
2021									78%*	88%*	93%*
2022										79%*	89%*
2023											80%*

Source: Institutional Research *Target retention rates

Freshman to Sophomore Retention Rates for Peer Institutions

School	F11	F12	F13	F14	F15	F16	F17
Angelo State University	59%	55%	62%	63%	67%	67%	67%
CSU-Monterey Bay	80%	81%	83%	82%	80%	79%	83%
CSU-Stanislaus	82%	87%	85%	81%	85%	80%	82%
Central Washington University	74%	74%	79%	79%	76%	73%	73%
Colorado Mesa University	64%	65%	66%	70%	73%	73%	73%
Southern Oregon University	68%	67%	74%	72%	68%	72%	69%
The University of Texas at Tyler	64%	66%	61%	62%	58%	64%	64%
U. Texas of the Permian Basin	66%	66%	69%	71%	69%	66%	66%
West Texas A & M University	62%	66%	67%	64%	65%	64%	64%
Western Oregon University	70%	69%	70%	69%	74%	72%	69%

Source: IPEDS

Activities to accomplish objective

1. Continue regular assessment regarding the use of the Wolf Connection System (WCS) to determine the impact of connecting with students earlier in a given term and identify ways to further utilize WCS to increase retention and success
2. Identify at-risk populations (e.g., based on GPA, failing certain courses) and require midterm academic reports (similar to athletes). Follow up with outreach if students are at risk of failing or under-performing
3. Provide seminars and targeted outreach to help faculty and staff maximize use of WCS
4. Examine sophomore to junior and junior to senior retention rates and identify strategies to increase rates
5. Improve affordability and provide consistent aid to students for all four years
6. Develop and implement a registration communications plan to increase term-to-term registration and retention including “nudging” students to meet with their advisors and register early
7. Develop a process to identify the factors why students are not registering on time for the following quarter
8. Determine if exploratory studies majors are less likely to be retained, and if so, identify strategies to keep them engaged
9. Identify majors which are less likely to be retained and identify factors and strategies to keep these students engaged
10. Identify methods for students to model multiple schedules so they can maximize their schedules for personal needs and time to graduation
11. Examine the benefit of having designated faculty serve as advisors
12. Develop and implement a comprehensive transfer orientation program
13. Create more SEP-like cohorts
14. Use text messaging and other alternative forms of communication with students regarding registration, financial aid, etc.
15. Remove advising holds the Thursday of finals week
16. Examine courses with high proportion of D, F, & W grades and identify strategies to help students be successful
 - a. Examine opportunities to create cohorts
 - b. Examine implementing supplemental instruction models
17. Implement Transfer Evaluation System (recently approved for purchase) in order to facilitate articulation
18. Examine how to include components in First Year Seminars that are designed to facilitate successful transition to the university
19. Identify additional factors outside of academic indicators which impact retention and identify strategies to address those factors
20. Implement and make students and advisors aware of year-long course schedule, in an effort to facilitate planning and optimal course schedules
21. Ensure major four-year degree plans align with year-long schedules
22. Increase use of open-education resources
23. Examine ways to simplify tuition costs even with different types of class modalities
24. Explore graduation and retention rates of comparable universities with a tuition plateau and its possible effectiveness at WOU