

Western Oregon University Access and Participation

Total Credit Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	4,731	4,878	5,030	5,032	4,772	4,879	4,889	5,037	5,349

Total unduplicated headcount of all students enrolled during fall term, regardless of course load.

New Undergraduate Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	1,377	1,376	1,311	1,412	1,323	1,343	1,278	1,435	1,496

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment.

Explanation of Performance Trend

RECRUITMENT

- Continued statewide marketing efforts
- New initiative to better serve and increase number of Latino students
- Hosting of Cesar Chavez Leadership Institute
- Hosting of Oregon Migrant Student Leadership Institute
- Hosting African American Youth Leadership Conference
- Hosting Oregon Summer AP and IB Institute
- Expansion of WOU Project for low-income and first generation students to five Salem Keizer high schools
- Continuation of Western Tuition Promise
- Purchase and implementation of Hobson's Communication Program
- International student recruitment continues to grow

Campus Initiatives & Significant Accomplishments

- Fall 2008—16.5% of overall enrollment and 20% of entering freshmen class was comprised of students of color
- 52% of undergraduates were the first in their family to attend college
- 78% of WOU undergraduates receive financial support
- 88% of WOU students are from Oregon

Western Oregon University

Student Progress & Completion

Freshman Retention

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	69.6%	74.9%	71.2%	65.3%	66.5%	65.3%	72.7%	72.5%					
Targets				74.6%	75.0%	68.0%	70.0%	71.0%	74.0%	74.0%	74.5%	74.5%	74.5%
				72.2%	75.0%	65.0%	69.0%	70.0%	72.0%				

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

- Campus has continued to emphasize student retention in its enrollment management
- Targeted investment in areas that have immediate and lasting retention impacts such as Academic Advising and Learning Center, Writing Center (2008-09), Service Learning and Career Services, Multicultural Student Services and Programs, and Student Enrichment Program.
- Continuation of pilot project on increasing campus capacity to communicate across cultural differences.
- Accounting of new or revised retention programs initiated across campus
- Annual survey of current students addressing student work loads, impact of family commitment on school work, average hours spent studying, and involvement in internships or service learning projects.
- Western Tuition Promise
- Increased financial aid for students through fee remissions
- Nearly 90% of international students are retained from year to year

Campus Initiatives & Significant Accomplishments

- WOU has added professionals in Academic Advising and the Writing Center who are fluent in Spanish to support current students and their families who speak Spanish as a first or primary language.
- WOU will re-open its recruitment for a Spanish speaking financial aid counselor once the fiscal health of the state and WOU improve sufficiently.
- Current retention level is well above the national average for similar type universities.
- Retention rate of African American and Latino freshmen is above the overall campus average

Rationale for Targets to 2013

- Retention is a campus priority with strong and visible leadership by the President and the administration
- Since 2006, faculty have improved or developed over 100 new initiatives to support greater student success
- The University is using data to identify areas of strength and weakness and working to increase the reach of our strengths and effectively address weaknesses.
- The First Year Experience is being analyzed by a faculty and staff team leading to improvements for fall 2010.
- Students who have not declared a major are the most at-risk student population. This group will receive additional support starting spring 2009.

Freshman Retention within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	75.4%	79.1%	75.8%	70.7%	71.8%	71.2%	76.7%	76.7%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year.

Graduation Rate

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	39.5%	41.1%	41.6%	42.9%	44.4%	43.5%	45.5%	39.5%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years.

Graduation Rate within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	51.6%	53.2%	54.4%	52.9%	54.8%	54.3%	56.2%	48.6%

Percentage of first-time, full-time freshmen entering and graduating from any OUS institution within six years.

Explanation of Performance Trend

The decline in 2007-08 graduation rates are a result of the challenging campus climate of several years ago. WOU engaged in a difficult 2005-07 collective bargaining process and experienced serious financial difficulty resulting in changes in senior administration. The uncertainty caused by these events resulted in many students choosing to leave WOU. This exodus was first evident in the 2003-04 drop in freshman retention rates and continued for several years. Fall 2006 and fall 2007 retention rates have substantially improved and will likely lead to increased graduation rates following several depressed years. The effect of campus climate and uncertainty on student persistence is evident and worthy of special consideration as the system discusses efficiencies during the current financial crisis.

Campus Initiatives & Significant Accomplishments section

Beginning in 2005 and 2006, WOU's new administration initiated sweeping changes to improve financial efficiencies and revenue production including aggressive recruitment domestically and internationally. The Western Tuition Promise, adopted in October 2006, guarantees that undergraduate students will have the same tuition rate as the year they enter for four academic years. The promise of stable tuition drove a 12% increase in new undergraduate enrollment in fall 2007 and has aided in the recent increases in retention. In addition to stable tuition, additional funding from the Oregon Opportunity Grant in fall 2008 has enhanced student enrollment. Retention initiatives implemented by President Minahan have yielded significant improvement in a short period of time (5% between 2005 and 2007) but WOU faces threats to these accomplishments in 2009. Proposed reductions in legislative funding will adversely affect the institution's ability to sustain recruitment and retention initiatives.

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Academic Quality and Student Success

Graduate Satisfaction

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	80.6%		81.5%		82.1%		89.7%						
Targets					82.0%		82.5%		83.0%		85.0%		86.0%
					82.0%		82.0%		82.5%				

Percentage of recent bachelor's degree recipients rating the quality of their overall experiences as "very good" or "excellent" on a 5-point scale.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

- The success of campus retention programs and continued investment in new faculty hires has resulted in greater attention and support for student success.
- Increasing career services office staff has provided greater support to students in career development and success in placement
- For 2012-13, the opening of the new Health and Wellness Center will also provide a boost in student satisfaction.

Campus Initiatives & Significant Accomplishments

- Expansion of the Alternative Spring Breaks to include more students has increased learning opportunities for students
- Continued growth of the annual Academic Showcase for undergraduate students.
- Implementation of the OHSU nursing program and development of a stronger and more proactive pre-nursing track

Rationale for Targets to 2013

- Continued campus focus upon student success will yield continued improvement
- More campus support for student learning opportunities such as internships and service learning will better match student interests

Graduate Success

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	96.1%		93.2%		96.0%		96.0%	

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home

Internships

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual					80.8%		93.1%	

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity.

Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	25.6	27.7	27.7	28.5	26.0	24.4	25.8	24.8	24.3

The ratio of fall FTE student enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount.

Explanation of Performance Trend

- Graduate success is already at a high level (96%) and sustaining that success in a difficult economy will be an accomplishment
- Internships are utilized by nearly every student.
- The university has continued to hire tenure track faculty to meet current and projected demands resulting in a progressively better student to faculty ratio.

Campus Initiatives & Significant Accomplishments

- The Office of Service Learning and Career Services was expanded in 2007-08 to provide greater support to students seeking internships and job placement.
- For 2009-10, new faculty searches have been successful in both the College of Education and College of Liberal Arts and Sciences.

Western Oregon University

Educated Citizenry and Workforce Development

Total Degrees Awarded

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	783	924	984	1,110	1,038	1,012	925	938					
Targets						1,050	1,025	1,046	1,075	950	975	1,100	1,100
						975	950	975	1,000				

The number of bachelor's and master's degrees awarded annually.

Degrees in Designated Shortage Areas

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual				203	183	174	192	165					
Targets										140	143	145	150

Total number of degrees awarded in rehabilitative counseling plus endorsements/licenses in special education, ESL/bilingual education, Spanish, school counseling, library media, math, and science (physics and chemistry)

Note: Data have been corrected following a definition review to ensure consistent reporting

Explanation of Performance Trend

- The 2008-09 decline in Degrees in Designated Shortage Areas compared to the previous year's count is a continued reflection of the loss of students that occurred in 2005-06 because of fiscal challenges and a difficult collective bargaining process with the faculty that included a threatened strike by the faculty.
- Revised data for Degrees in Shortage Area is based upon clarifications of data definitions and is consistent with overall decline in degrees as previously noted. The trend is expected to level out at approximately 137 in 2008-09.

Campus Initiatives & Significant Accomplishments

- Improved retention of freshmen for entering classes of 2007 and 2008 will lead to increased degree awards in 2011-12 and 2012-13.
- The College of Education continues to work to increase the number of graduates in shortage areas including the hiring of a bilingual teacher education specialist.
- WOU's preparation of math teachers was cited as a national leader by the National Council on Teacher Education.

Rationale for Targets to 2013

- The areas of high demand are a national and statewide challenge and student interest remains constant in this area. Moderate growth will occur due to investments in bilingual education.

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Knowledge Creation and Resources

Sponsored Research Expenditures

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	\$7.7	\$8.6	\$8.4	\$8.6	\$9.2	\$10.1	\$10.0	\$10.4					
Targets				\$6.5	\$8.9	\$9.1	\$9.3	\$9.5	\$9.6	\$9.7	\$9.8	\$9.9	\$10.0
				\$5.9	\$8.9	\$9.1	\$9.3	\$9.5	\$9.6				

Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

- Competition for research funds continues to be highly competitive.
- The economy has resulted in fewer foundation awards available.
- Moderate growth will occur over the time period measured.

Campus Initiatives & Significant Accomplishments

- 2009 creation of an Office of Sponsored Projects to support campus development of competitive grant proposals
- Development of new and revised campus policies and procedures to better support submission of proposals and meet reporting requirements for funded projects

Rationale for Targets to 2013

- New infrastructure will support increased success despite more limited opportunities for funding.

Philanthropy

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	\$5.5	\$5.7	\$5.4	\$6.1	\$6.6	\$7.4	\$9.2	\$8.8

Net assets of campus affiliated foundation as reported in the OUS audited financial statement (\$ in millions).

Faculty Compensation

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	87.2%	94.6%	96.4%	96.2%	93.3%	91.7%	95.3%	96.1%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions.

Explanation of Performance Trend

- Economic downturn will have a negative impact upon giving
- Campus made progress towards meeting its goal of having faculty compensation at 100% of peers
- Faculty compensation will be affected by the economy

Campus Initiatives & Significant Accomplishments

- 2008-09 new Vice President for University Advancement hired and re-organization occurred
- New initiatives are being pursued to increase philanthropic support of WOU.

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Mission-Specific Indicators

Community College Transfer Completion

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual		59.0%	60.0%	60.0%	56.0%	61.0%	59.0%	48.6%					
Targets					63.0%	65.0%	65.0%	66.0%	68.0%	59.0%	60.0%	61.0%	62.0%
					58.0%	60.0%	61.0%	62.0%	63.0%				

Percentage of community college transfer cohort starting and completing a bachelor's degree at WOU within four years.

First Generation Retention

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual		68.0%	60.0%	60.0%	57.0%	65.0%	67.4%	70.2%					
Targets						65.0%	66.0%	68.0%	70.0%	73.0%	73.5%	74.0%	74.5%
						60.0%	62.0%	65.0%	70.0%				

Percentage of full-time freshmen who persist to their second year and are the first in their families to attend college. Includes students who transfer to another OUS institution.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

Explanation of Performance Trend

- The economy has a more immediate impact upon transfer student completion rates.
- The decline in 2007-08 to 49% is a strong reflection of the fiscal challenges and challenging collective bargaining process that occurred during 2005-06. The number of undergraduate students transferring out of WOU that year greatly increased and community college transfer students tend to be the most mobile since they understand the transfer process through prior experience.
- First Generation students are a core population to WOU. The university has committed additional resources to support these students in the writing center, academic advising, student enrichment program and financial aid. The increase to 70% is a logical outcome of the campus investments and priorities.

Campus Initiatives & Significant Accomplishments

- Chemeketa Community College is the most popular source of transfer students to WOU. New academic pathway agreements with Chemeketa have been reached for the 15 most popular transfer majors.
- WOU implemented the WOU Transfer Advantage to provide students with a single web-based source to support their transfer to WOU.
- Increased FTE in Student Enrichment Program and Writing Center to support more students.

Rationale for Targets to 2013

- WOU has focused more attention on community college students
- Overall improvement in student retention also positively impacts first generation students.
- Increased success should result from the Pathways agreements with Chemeketa and increases in federal and state financial aid.