Presentation to: The Oregon State Board of Higher Education
May 2004

WESTERN OREGON UNIVERSITY
History of Western Oregon University

• Oldest university in the state system

  Campbell Hall is the oldest building in the Oregon University System

• Located in the center of the Willamette Valley

  Nearest public university to Salem
WOU History

1859
Oregon Statehood

1856
Monmouth University

1865
Christian College

1882
Oregon State Normal School

1910
Oregon Normal School

1939
Oregon College of Education

1981
Western Oregon State College

1997
Western Oregon University

Present
Three Eras in the Development of WOU

• **1856-1882**
  Monmouth University; Christian College
  – Founded with an emphasis on classical studies
  – Required curriculum in Latin, Greek, ancient history, trigonometry, etc.

• **1882-1981**
  Oregon State Normal School; Oregon College of Education
  – Participated in nation-wide movement of establishing normal schools
  – Concentrated on teacher preparation and gained strong reputation

• **1981-Present**
  Western Oregon State College; Western Oregon University
  – Created a broad range of academic offerings in the arts and sciences
  – Emerged as a comprehensive university with a wide range of programs
Distinctive Characteristics throughout WOU’s History

• Commitment to strong academic standards and achievement
• Foundation of the arts and sciences for all degree programs
• Focus on teacher education
• Spirit of access and opportunity for students
• Emphasis on a broad and multi-faceted collegiate experience
• Culture of personal interaction between faculty/staff and students, within a supportive and nurturing environment
Enrollment Variations and Growth

- 1960: 5032
- 1970: 3975
- 1980: 2478
- 2000: 5032
- 2005: 5032

Headcount variations over the years.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate majors/degrees:</td>
<td>17</td>
<td>27</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Undergraduate minors:</td>
<td>11</td>
<td>38</td>
<td>48</td>
<td>50</td>
</tr>
</tbody>
</table>
Student Body Profile

Residence of origin
- Oregon citizens 90.7%
- Out-of-state (in U.S.) 6.3%
- International students 1.5%
- Non-citizen U.S. residents 1.5%

Status
- Undergraduate 88.8%
- Graduate 11.2%

Gender
- Women 60%
- Men 40%
Student Body Profile

Ethnicity
- White/Non-Hispanic 81.2%
- Hispanic American/Latino 5.3%
- Asian American/Pacific Islander 3.1%
- African American 1.5%
- Native American 1.2%
- Multi-ethnic 1.0%
- Undeclared 6.7%

Age
- 17-22 55%
- 23-30 23%
- Over 30 22%
Living and Learning

On-campus student housing

- Fall 2003: 1219 (24.2%)
- Fall 2002: 1102 (21.9%)
- Fall 2001: 1029 (20.4%)
An Attractive Environment for Exceptional Students

Ben Sappington
Political Science and Spanish major

Graduate of International High School in Eugene, where he was student body president and Senior Man-of-the-Year

Looked for a small liberal arts school

Chose WOU because of the “size and community feeling”

President of Student Senate; candidate for WOU student body president

Found the small liberal arts campus he was seeking; finds the curriculum “challenging and stimulating” and the one-on-one attention “unbeatable”
WOU Faculty

- **283 faculty** (181 full-time, 102 part-time)
- **141 tenured and tenure-track**
  - 99% hold doctorates or other terminal degrees
  - Terminal degrees from 58 institutions
- **Median age of faculty**
  - Tenured: 50 years
  - Tenure track: 43 years
- Faculty report that they come to WOU for the geographic location, the size of the institution and the “community feeling” of the university
Access and Affordability

WESTERN OREGON UNIVERSITY
## Access for Oregonians

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion</td>
<td>1074</td>
</tr>
<tr>
<td>Polk</td>
<td>517</td>
</tr>
<tr>
<td>Washington</td>
<td>440</td>
</tr>
<tr>
<td>Multnomah</td>
<td>410</td>
</tr>
<tr>
<td>Clackamas</td>
<td>391</td>
</tr>
<tr>
<td>Lane</td>
<td>259</td>
</tr>
<tr>
<td>Linn</td>
<td>257</td>
</tr>
<tr>
<td>Yamhill</td>
<td>242</td>
</tr>
<tr>
<td>Benton</td>
<td>182</td>
</tr>
<tr>
<td>Douglas</td>
<td>137</td>
</tr>
<tr>
<td>Deschutes</td>
<td>104</td>
</tr>
<tr>
<td>Jackson</td>
<td>101</td>
</tr>
<tr>
<td>Coos</td>
<td>97</td>
</tr>
<tr>
<td>Clatsop</td>
<td>91</td>
</tr>
<tr>
<td>Lincoln</td>
<td>83</td>
</tr>
<tr>
<td>Klamath</td>
<td>75</td>
</tr>
</tbody>
</table>

Students from all remaining Oregon counties = 487
Access from Community Colleges

Oregon Community College Transfers
8 Top Feeder Colleges (Academic Year 2003-04)

Transfers from all remaining two-year institutions: **40**
Transfers from four-year institutions: **171**
Total transfers: **701**
A Welcoming Environment for Non-Traditional Students

Enrolled in Chemeketa Community College 15 years after high school

Earned Associate of Arts Oregon Transfer (AAOT); transferred to WOU

Maintains a 3.37 grade point average

Single dad; brings his son to WOU events

Father and son do their homework together each evening

M. David Friederick
Writing and Linguistics Major
First Generation Students

First Generation Student Enrollment as Percentage of Total New Students

- 1999: 37.4%
- 2000: 46.3%
- 2001: 49.7%
- 2002: 49.6%
- 2003: 48.2%
## Financial Aid Statistics

<table>
<thead>
<tr>
<th></th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>4878</td>
<td>5030</td>
<td>5032</td>
</tr>
<tr>
<td>Number of students</td>
<td>3679</td>
<td>3786</td>
<td>3793</td>
</tr>
<tr>
<td>receiving aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>receiving aid</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Change in average family income from 2001-02 to 2003-04:

- For **dependent** students: decreased by 1%
- For **independent** students: decreased by 8%
Financial Aid Awarded

Annual Financial Aid Awards
Millions of Dollars

Average aid per recipient in 2003-04: $8,634
Distribution between Grants and Loans

1992-93:
- 55% Loans
- 45% Grants

2003-04:
- 70% Loans
- 30% Grants

Loans including both public and private sources
Grants including scholarships and fee remissions
First generation student

Participates in Student Enrichment Program (related to disability and financial need)

Student employee in the Division of Student Affairs

Holds offices in student government, both campus-wide and in residence halls

Member of WOU Strategic Planning Council and two scholarship committees
Access Goal: Steady Enrollment Growth

WOU Enrollment Projection

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>5032</td>
<td></td>
</tr>
<tr>
<td>1996-97</td>
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<tr>
<td>1997-98</td>
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<td>1998-99</td>
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<td>2002-03</td>
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<tr>
<td>2003-04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-05</td>
<td></td>
<td>5032</td>
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<tr>
<td>2005-06</td>
<td></td>
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<td>2006-07</td>
<td></td>
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<tr>
<td>2007-08</td>
<td></td>
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<tr>
<td>2008-09</td>
<td></td>
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<tr>
<td>2009-10</td>
<td></td>
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</tr>
</tbody>
</table>
Affordability Strategies

• Increase philanthropic funding of scholarships

• Make efforts to control increases in tuition rates

• Collaborate with sister institutions and policy-makers toward increasing levels of financial assistance from state and federal sources
## Indices Related to Excellence in Delivery and Productivity

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman persistence rate</td>
<td>71%</td>
</tr>
<tr>
<td>6-year graduation rate</td>
<td>42%</td>
</tr>
<tr>
<td>Student:Faculty FTE ratio</td>
<td>20:1</td>
</tr>
<tr>
<td>Percentage of classes</td>
<td>46%</td>
</tr>
<tr>
<td>with less than 20 students</td>
<td></td>
</tr>
</tbody>
</table>
On-Campus Programs Supporting Student Success

Student Enrichment Program (SEP/TRIO)
Upward Bound
Academic Advising and Learning Center
Writing Center
Freshman Experience
On-campus Childcare Center
Education Evaluation Center
Multicultural Student Programs
Peer Leaders Understanding Students (PLUS Team)

Summer Bridge Program
Center for Teaching and Learning

Linking teaching to learning through people:
- Faculty development: orientation, mentoring, training
- Teaching process improvement and best-practice sharing
- Organizational development
- Planning and support of campus-wide initiatives
- Funding and support of undergraduate research
- Funding and support of service learning

Linking teaching to learning through technology:
- Technology acquisition and integration
- “SimSchool” technology grant: developing a web-based simulated classroom environment designed to connect teaching to learning
Delivery and Productivity Goals: Community College Partnerships

- Developing co-enrollment agreements with community colleges within primary service region
- Improving program-to-program articulation arrangements to facilitate student transfer
- Collaborating with Chemeketa Community College and Clatsop Community College on course offerings and exchanges
Delivery and Productivity Goals: Extended Programs and Summer Offerings

• Increasing the use of online delivery systems to provide greater access and scheduling flexibility for students to take courses and stay on track towards degree completion

• Expanding summer programs; moving towards the development of a summer quarter concept/schedule

• Adding course offerings in the evenings and on weekends

• Utilizing online delivery systems to provide customized workforce development training with community and private sector organizations
### Delivery and Productivity Goals: Student Performance and Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>2003 Performance</th>
<th>2007-08 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman persistence</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>Degree completion (6-year)</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>Satisfaction of graduates (≥ very good)</td>
<td>80.5%</td>
<td>84%</td>
</tr>
</tbody>
</table>
Academic Excellence and Economic Development

WESTERN OREGON UNIVERSITY
Marks of Academic Excellence

• Ranked in 2nd tier among master’s universities in the West by *U.S. News and World Report*

• Honors program celebrating 20 years of excellence

• Biology students have placed in the 90th percentile (average) on Educational Testing Service’s national content exam for five consecutive years

• **Regional Resource Center on Deafness**
  – Oldest accredited center of its type in region
  – Nationally recognized for work in rehabilitation and assistive technology

• **College of Education**
  – One of 17 members of the prestigious Delta Group, a national partnership initiated by the Carnegie Foundation for the advancement of teaching
  – Fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) for over 50 years
Teaching Research: A Special Mission with National Prominence

Program Scope
- $6 million received annually in grants and contracts
- 42 projects currently:
  - 15 federal (U.S. Department of Education)
  - 18 state (including 13 with the Oregon Department of Education)
  - 9 public and private agencies/organizations

On-going Projects
- D-B Link: National Technical Assistance Center for Deaf and Blind Children
- PT3 Grants: Technology for Teachers and Simulated School Computer Project
- Partnerships for Early Childhood Educators in Rural Oregon Communities
- Oregon Quality Assurance in Teaching
- Training in Early Literacy
Grants and Contracts for Research and Public Service

Fiscal Year

1999: $5.4M
- Teaching Research: $4.9M
- Other Grants and Contracts: $0.5M

2000: $6.4M
- Teaching Research: $5.2M
- Other Grants and Contracts: $1.2M

2001: $8.3M
- Teaching Research: $6.8M
- Other Grants and Contracts: $1.5M

2002: $8.9M
- Teaching Research: $7.4M
- Other Grants and Contracts: $1.5M

2003: $8.5M
- Teaching Research: $7.0M
- Other Grants and Contracts: $1.5M

WESTERN OREGON UNIVERSITY
Undergraduate Research

Sampling of studies involving teams of undergraduate scholars and faculty:

- Diet analysis of Antarctic krill (immunochemistry, ecology)
- Effects of feedback on children’s word learning (psychology)
- Studies of chaotic motion of a driven non-linear pendulum (physics)
- Immigration, assimilation and reform movements (history)
- Group-based cognitive enhancement to improve memory in older adults (psychology)
- Longitudinal study of intercultural adjustment (psychology)
- Cinder cones and fissure vents at Newberry Volcano (geomorphology)
- Early use of sign language and impact on communication and literacy acquisition for deaf students (special education)
- Non-toxic printmaking processes (fine arts)
- Effects of peer tutoring on retention and content mastery in biology (biology)
Service Learning and Public Service

Examples of the broad range of projects wherein students extend their learning through service efforts:

- Tutoring sessions with Hispanic/Latino families in the Willamette Valley to help them improve English and reading skills
- Partnering with Luckiamute Watershed Council to monitor and report on water quality and species diversity
- Providing inventories and assessment of teaching resources for K-12 districts
- Conducting after-school science programs in local K-12 districts
- *Project Prime Time*: an after-school art program
- *Books and Families Project*: language and art instruction for Hispanic/Latino children and adults in Independence
- Partnering with Independence community members to plan and construct walking/bike paths and a nature trail
- Providing geological mapping services to local municipalities
Opportunities for Substantive Research and Service by Undergraduate Scholars

Inspired to become a teacher while working as an instructional assistant; entered WOU concurrently with her children (daughter a senior education major at WOU and son at PSU)

Will graduate from WOU in June with a 3.99 GPA; plans to obtain a master’s degree in secondary education

Summer 2003: Completed geological research project at Oregon Caves National Monument and developed interpretive center

Summer 2004: Will build on previous research by creating a “virtual field trip” of the caves for use in K-12 science classrooms

Sheila Alfsen
Geology and Spanish Major
Where do WOU graduates live in the US?

Residence by State (includes current addresses only)
Where do WOU graduates live in Oregon?

Residence by County (includes current addresses only)
Declaring a Shared Vision and Developing Plans of Action for the Future of Western Oregon University

• Initiation of strategic planning process through University-wide discussions and Planning Conference – Fall 2003

• Mobilization of Strategic Planning Council and three task forces (Institutional Distinctiveness; Governing Ideas; Driving Forces) and completion of reports – Winter 2004

• Adoption of major goals (strategic directions) at second Planning Conference– Spring 2004

• Development of specific plans of action (strategic initiatives) by departments and administrative units for the accomplishment of University goals – Fall 2004
Areas of Emphasis toward Enhancing the Quality, Productivity and Distinctiveness of WOU

• Strengthening academic quality and accreditation status

• Concentrating on outstanding baccalaureate and pre-professional programs, complemented by select masters degree programs

• Reaching optimal levels of student enrollment and diversity through effective recruitment and retention efforts

• Offering an uncommon “total collegiate experience” for students (including co-curricular activities, undergraduate research and service learning opportunities)

Presented by Philip W. Conn for discussion in the context of strategic planning
Areas of Emphasis toward Enhancing the Quality, Productivity and Distinctiveness of WOU

- Sustaining a personalized and supportive institutional culture
- Promoting the quality of the living-learning community on campus and maintaining an attractive and functional campus environment
- Advancing philanthropic support and alumni involvement
- Extending the university’s service, visibility and influence throughout Oregon, with special attention to the communities of Polk County as the home area and Salem as the nearest urban hub

Presented by Philip W. Conn for discussion in the context of strategic planning