



University Council Meeting Materials

Winter Term Meeting

March 4, 2022

Undergraduate Enrollment Update
Anna Hernandez-Hunter
Director, Office of Admissions



Undergraduate Admissions Update:

- Application Numbers ending week 2/25:

| Term/Year | Applications | Admits |
|-----------|--------------|--------|
| Fall 22 | 3248 | 2466 |
| Fall 21 | 2856 | 2337 |
| Fall 20 | 3782 | 2478 |
| Fall 19 | 3234 | 2440 |

- Up 14.1% in Applications
- Up 8% in Admitted

- Campus Visits & Events:

Past Events:

- 269 Students have attended an individual campus tour since
- 700 students have visited with their school groups (60 schools groups)
- 347 students attended campus events (Preview Days, HEX Day, CJ Day, Transfer Days etc.)
- 350 Attended Fall Term CECLC Event (focus on seniors)

Upcoming Events:

- Spring Break Visit - March 24th (40 students registered so far)
- CECLC on April 8th - approximately 500 students registered so far and expecting up to 60 schools (focus on juniors)
- Admitted Student Event on April 15th: Making WOU Happen - 42 students registered so far.

- Admissions Office Staff Updates:

- 60% of our current staff is new since July 1
- New position: Transfer Specialist

Graduate Enrollment Update
Hillary Fouts
Dean of Graduate Studies and Research

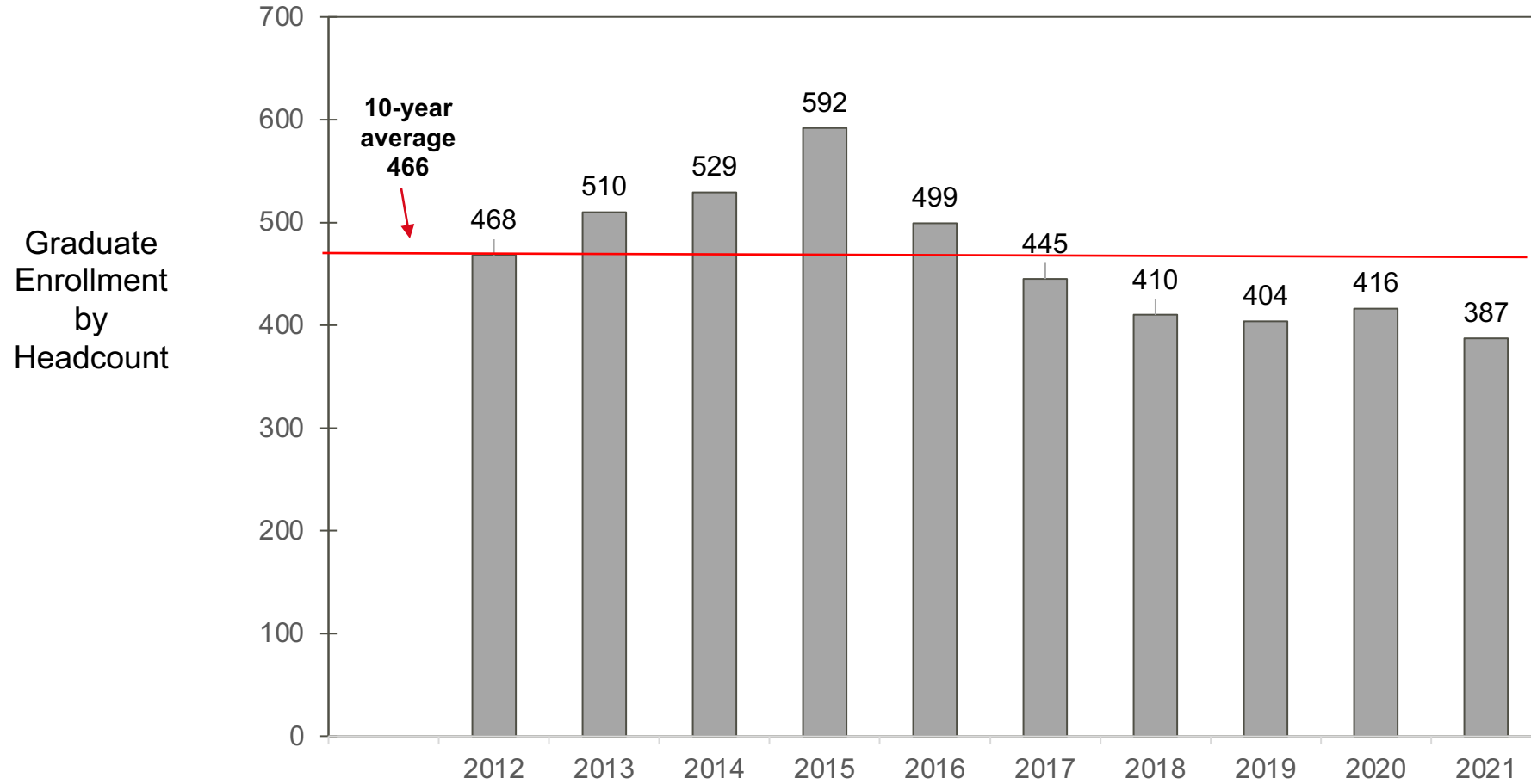


Graduate Enrollment



Western Oregon
UNIVERSITY

Graduate Enrollment: 4th Week Fall Term



SZRGREN Report
Data: A. Deets, Sept. 21, 2021
10-year average: 2010 to 2020

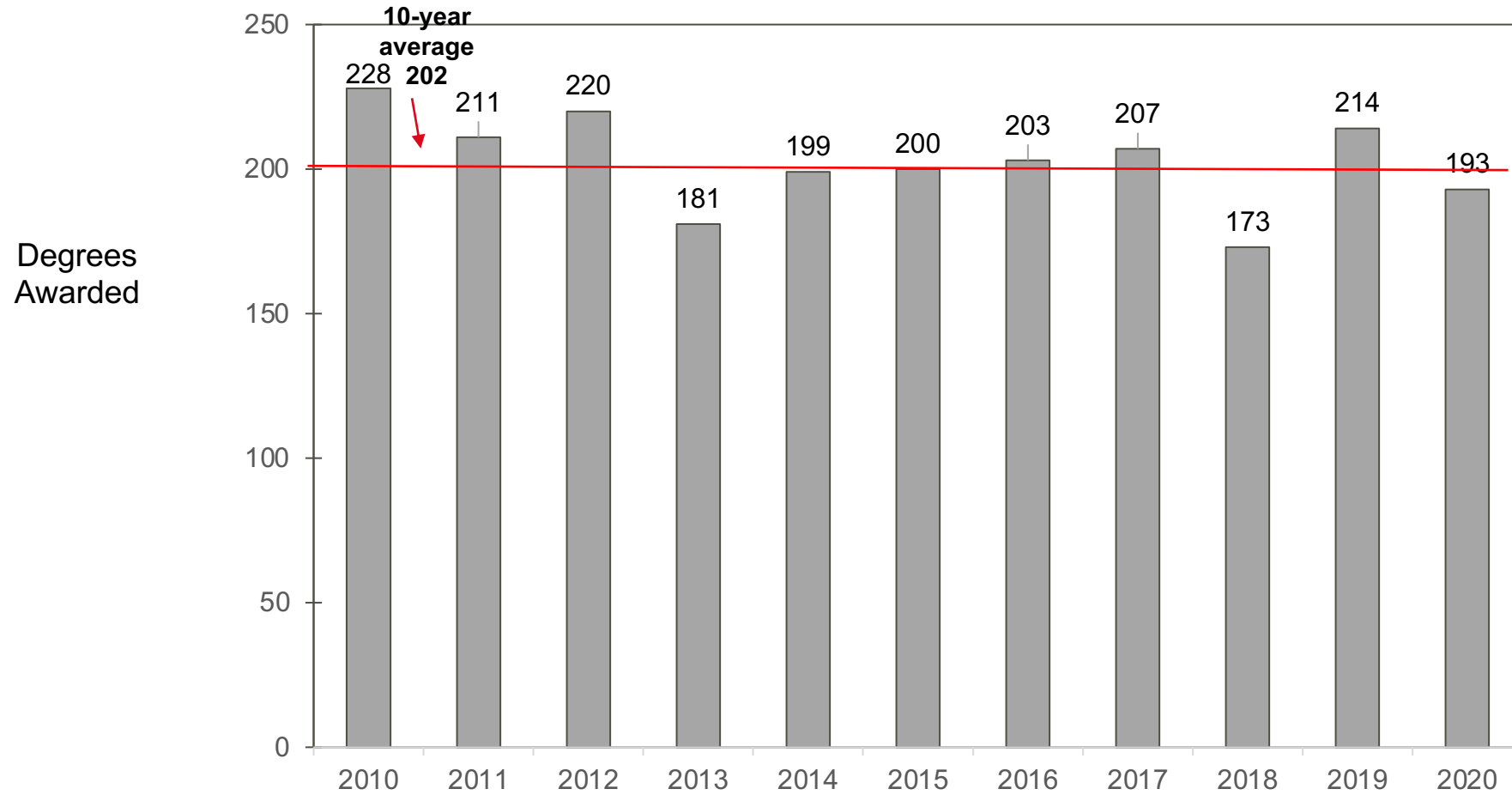
Fall Enrollment over 5 years

| Program | Fall 17 | Fall 18 | Fall 19 | Fall 20 | Fall 21 |
|---|------------|------------|------------|------------|------------|
| Master of Science in Education (MSEd) | 77 | 56 | 49 | 66 | 62 |
| Master of Arts in Teaching | 92 | 76 | 58 | 78 | 72 |
| MSEd: Special Education | 63 | 75 | 69 | 70 | 64 |
| MSEd: Information Technology / Educational Technology | 46 | 42 | 34 | 25 | 24 |
| Master of Science in Management & Information Systems | 28 | 22 | 18 | 6 | 1 |
| Master of Science in Rehabilitation Counseling | 29 | 28 | 24 | 40 | 44 |
| Master of Arts in Criminal Justice | 23 | 8 | 11 | 14 | 18 |
| Master of Arts in Interpreting Studies | 19 | 21 | 26 | 34 | 36 |
| MSEd: Deaf & Hard of Hearing Education | 23 | 30 | 39 | 15 | 1 |
| Master of Arts in Teaching: Elementary | 10 | 21 | 24 | 8 | |
| Master of Music | 7 | 9 | 9 | 8 | 6 |
| Master of Arts in Organizational Leadership | | | 21 | 35 | 38 |
| End/Auth/CTL | 11 | 15 | 4 | 6 | 6 |
| Specializations | 12 | 2 | 11 | 3 | 5 |
| Certificates | 5 | 5 | 7 | 8 | 10 |
| Total | 445 | 410 | 404 | 416 | 387 |

Graduate Enrollment Compared to Last Year

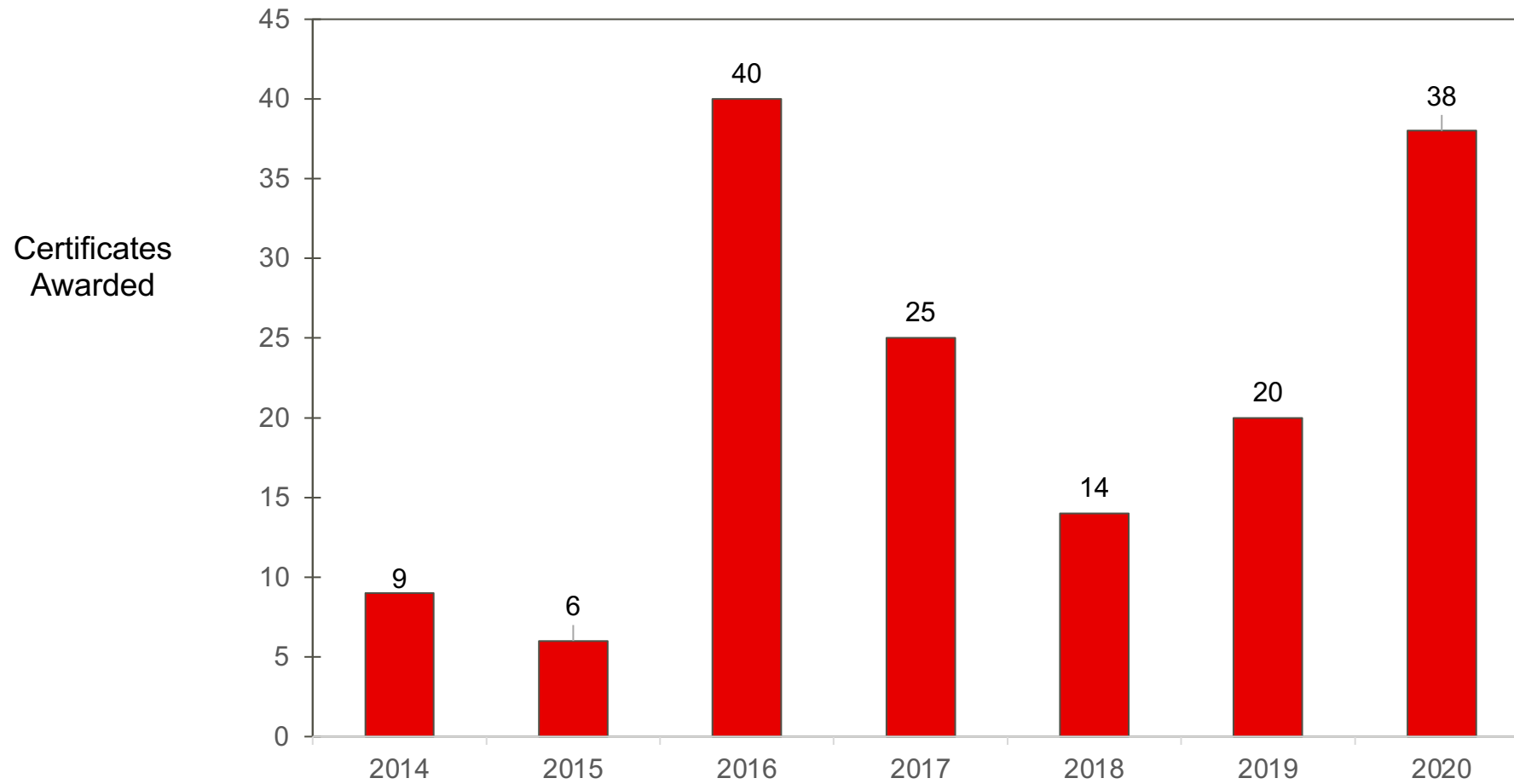
| Program | Fall 20 | Fall 21 | Winter 21 | Winter 22 | Spring 21 | Summer 21 |
|-----------------|---------|---------|-----------|-----------|-----------|-----------|
| MSE | 66 | 62 | 67 | 65 | 64 | 44 |
| MAT | 78 | 72 | 96 | 75 | 92 | 56 |
| Special Ed | 70 | 64 | 66 | 63 | 65 | 31 |
| Info Tech | 14 | 5 | 10 | 3 | 8 | 3 |
| Ed. Tech | 11 | 19 | 16 | 19 | 17 | 8 |
| MIS | 6 | 1 | 7 | | 1 | 1 |
| RC | 40 | 44 | 40 | 42 | 40 | 28 |
| CJ | 14 | 18 | 15 | 21 | 16 | |
| | | | | | | |
| MAIS | 34 | 36 | 25 | 29 | 18 | 37 |
| DHHE | 15 | 1 | 16 | 1 | 15 | |
| MAT - Elem. | 8 | | 8 | | 8 | |
| Music | 8 | 6 | 7 | 5 | 8 | |
| Org Leadership | 35 | 38 | 36 | 37 | 35 | 16 |
| End/Auth/CTL | 6 | 6 | 7 | 7 | 7 | 10 |
| Specializations | 3 | 5 | | 4 | 3 | 4 |
| Certificate | 8 | 10 | 8 | 8 | 10 | 7 |
| Total | 416 | 387 | 424 | 379 | 407 | 245 |

Total Graduate Degrees Awarded at WOU by Year



Mike Soukup, GRE survey (4th week research table)
Data: A. Deets, Sept. 9, 2021, SWDRDAY
10-year average: 2010 to 2020

Total Graduate Certificates Awarded at WOU by Year



Mike Soukup, GRE survey (4th week research table)
Data: A. Deets, Sept. 9, 2021, SWDRDAY

Questions?

EAB Investments

Amber Deets, Director of Graduate Student Success and Recruitment

Hillary Fouts, Dean of Graduate Studies and Research

Sue Monahan, Associate Provost for Program Development

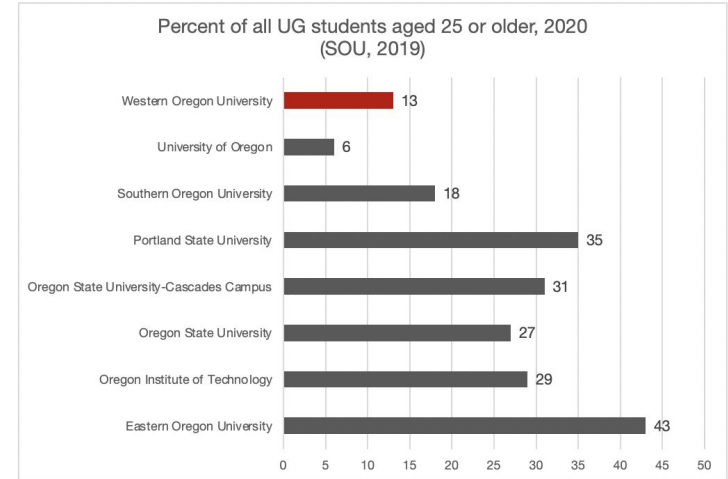
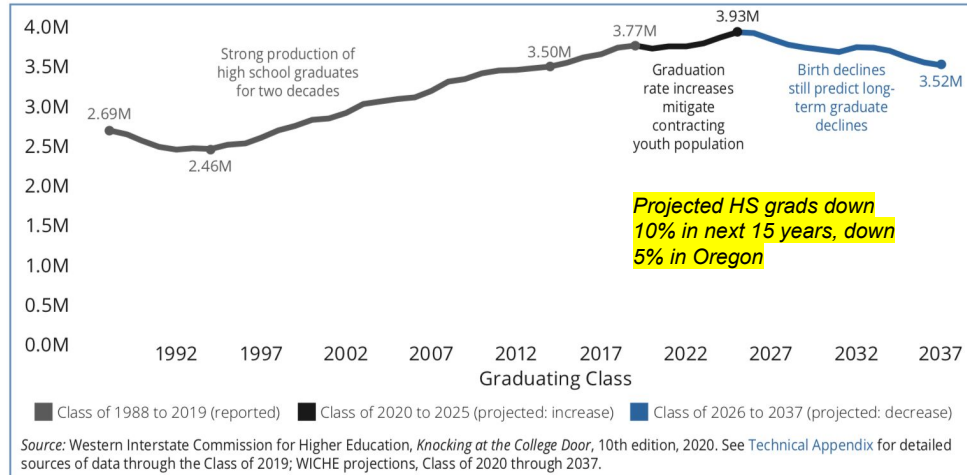
EAB

University Council

March 4th, 2022

Our reality: The pipeline of traditional undergraduate students is shrinking while WOU still relies heavily on such students.

Figure 1. Slowing Growth in Number of U.S. High School Graduates, then Decline (U.S. Total High School Graduates)



<https://www.wiche.edu/wp-content/uploads/2020/12/Knocking-pdf-for-website.pdf>

<https://nces.ed.gov/ipeds/use-the-data>

In Fall 2021, undergraduate students comprised 89.7% of all WOU students; **10.3% were graduate students.**

<https://wou.edu/institutionalresearch/enrollment/>

EAB's Adult Learner Recruitment services

- Drawing on expert assistance as we evolve to serve a wider range of students
- Reaching new audiences
 - Graduate students
 - Adult Degree Completers (Gen Z'ers, older working adults)
- Invest in visibility, recruiting and enrollment
 - Move past being Oregon's best kept secret
 - Develop a richer and more diverse pipeline of prospective students
 - Understand educational needs in our region

Finding Prospective Students

Marrying Your Data with Our Consumer Database

Each data set fills in the gaps of the other, allowing us to have a deeper understanding of your students to identify similar prospects.

WOU's Data

Sources

- 6,073 records from **2016-2021**
- 2,877 applicants
- 3,196 students

Information Obtained

- Date of birth, name, address, phone number, email address
- Admit and enroll status

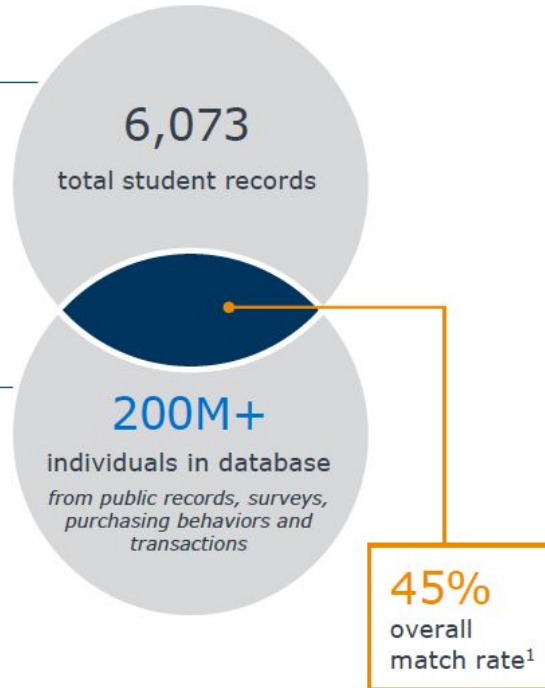
EAB's Data

Sources

- Census, state, and municipal records
- Consumer surveys
- Purchasing and transaction history from large retailers and financial institutions

Information Appended

- Demographics: income, marital status, children in the home
- Psychographics and personal interests
- Purchasing behavior: online vs. mail



Prospective
Student Persona



Creative strategy
marketing to that
persona

Student Journey

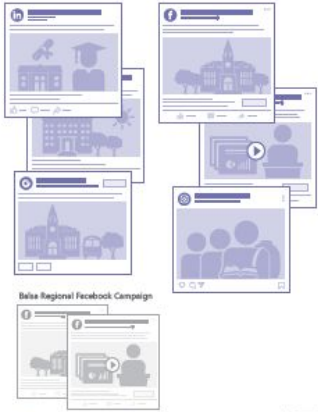
- High Affinity
- Google Affinity
- LinkedIn
- List Sources
- Undergrad Seniors and Alumni
- Old/Inactive Inquiries
- Active Inquiries
- App Starters
- Deferral Inquiries
-
-

Awareness

Consideration

Decision

Digital Marketing/Targeting



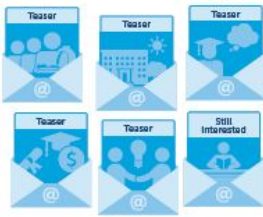
Welcome Campaign (1x/wk)



Newsletter Campaign (1x/month)



Nurture Campaign (1x/2wk)



Application Campaign (1x/2wk)



Deadline Campaign



Application



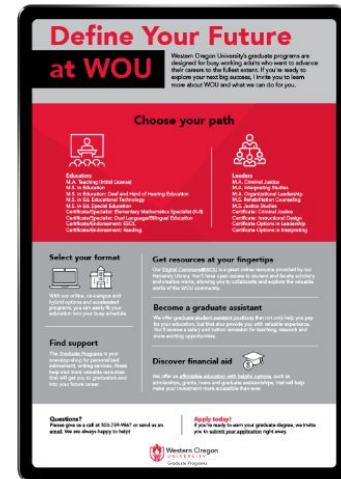
Communications Workshop



NOTES

Communicating with Prospective Students

- Interactive Application Page: <https://go.grad.wou.edu/apply>
 - Prospective student can apply, complete a survey, or gather information.
- Content Give Page: <https://go.grad.wou.edu/discover>
 - Prospective student provides their information and is given access to interactive PDF.
- Deferral/More Information Page: <https://go.grad.wou.edu/discover>
 - Prospective student has initiated an interaction that asks for more information. Communication strategies become more interactive to include monthly newsletters, emails, and updates about WOU.



Refining our Portfolio of Academic Programs

Market Insight Project Types

*Growth through
New Opportunities*

*Growth through Repositioning
and Optimization*

*Examining multiple
programs*

1 Market Opportunity Scan

- Prioritized list of top 3-5 new growth opportunities
- Matched to regional labor market needs
- Analysis of market saturation and size data
- Peer program analysis

3 Portfolio Health Check

- Evaluates select academic portfolio's performance against workforce demand and competitive field
- Plots high performing programs and low-performing programs based on growth potential

*Examining a single
program*

2 Program Feasibility Study

- Validates market demand for new program
- Identifies top employers and in-demand job knowledge and skills
- Evaluates peer programs
- Provides curricular or marketing guidance

4 360° Program Assessment

- Evaluate existing program through four angles:
 - Workforce intelligence
 - Regional competitive profile
 - Prospective student inquiry audit
 - Web and mobile presence

- Portfolio Health Check for Adult Learner UG programs
- Portfolio Health Check for Graduate programs
- Market Opportunity Scan for UG programs
- Market Opportunity Scan for UG programs
- Fall term: Sustainability Committee proposing new analyses

Bilingual Teacher Scholars
Maria Dantas-Whitney
Professor, Division of Education and Leadership

Bilingual Teacher Scholars & Diverse Teacher Scholars

Maria Dantas-Whitney (dantasm@wou.edu)

- Overview of the Bilingual Teacher Scholars program
 - Grown Your Own Program; Partnership with Oregon school districts; Goal to grow and diversify teacher workforce; Currently in its 7th year
 - Current stats: 45 grads; 92 active students
- New initiatives this year
 - Expansion to 100 scholarships per year
 - Expansion of eligibility: Diverse Teacher Scholars
 - Expansion to Graduate students – MAT and Special Education
- Program promotion and recruitment strategies
 - Flyers, press releases, increased partnerships with school district superintendents, ESDs
 - Support from Education Advancement Council (Oregon Department of Education) and Meyer Memorial Trust
 - Expanded partnerships: Recruitment events: Visits to Community Colleges, ESDs, School Districts. Focus on non-traditional, place-based, transfer students (in addition to traditional freshmen who move to Monmouth) – school staff, community members
 - Collaboration with Admissions – letters to admitted students declaring an education major
 - Senator Patterson: \$250,000 gift
 - Unitus Credit Union scholarships for 8 students
 - Legislature testimonial – committee chaired by Rep Alonso Leon
- Number of Scholarship Applications (March 1st deadline):
 - **71 total applications** submitted (undergraduate students; combined Bilingual and Diverse Teacher Scholars)
 - (Compared to 46 applications submitted last year)
 - Graduate deadlines upcoming (according to specific program deadlines)
 - Optimistic that we will get to 100 students!

RNL/Financial Aid updates
Kella Heyler
Director, Financial Aid

Western Oregon University Awarding Steps – 2022-2023

Western Oregon University has contracted with RNL for financial aid optimization. The Class Optimizer program looks at the history of students who have applied to WOU, their financial need, our competitors and their offers and then provides us with data of our incoming class of what the probability will be for the students to attend WOU based on a specific financial aid award. Essentially it helps us predict how much aid we need to award a student for them to attend WOU. In order to have the necessary funds available, and make sure we maximize awards, we have centralized the fee remission funds with the financial aid office.

What has been happening is we have allowed many areas to give students a tuition discount (remission) without knowing whether the student would attend WOU with or without this discount.

However, current students who are receiving renewable awards are not affected by this change.

So, on December 15, 2021 RNL did a stakeholders presentation here at WOU, outlining the process and the impact that the awarding will have for student enrollment.

The goal of the project is to:

- manage discount rate while improving net revenue
- help develop an effective leveraging approach
- increase headcount
- maintain academic quality

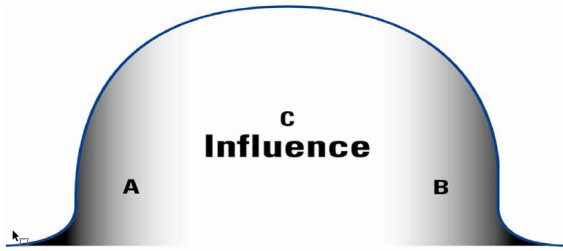
The importance of establishing an effective financial aid and scholarship strategy

- makes the program affordable to students who are willing to pay without spending more than is necessary to enroll or retain each student

RNL states there are three elements that must be present for a student to enroll

- Students' ability to pay
- Students' willingness to pay
- Strategic financial aid plan

A Known Fact About Student Choice, Interest, and Behavior



- A**—Will not enroll at your school no matter what you do
- B**—Will enroll at your school no matter what you do
- C**—Influence of opinion in either direction



RNL uses two-year of historical data to create a comparison. There are hundreds of data points used including:

- Yield rates
- Parental income and family contribution
- Admitted vs enrolled students
- Need and academic quality groups
- Fall-to-fall retention
- Students with similar characteristics

Benefits:

- Consistent packaging
- Complete and accurate data
- Modeling/simulations
- Informed decision making and strategy development
- Long-term planning
- Ongoing evaluation
- Impact of aid on retention
- RNL just a phone call away

The awarding goal should be to ensure that students with similar academic and financial (and geographic) characteristics have similar aid.

First Year In-State Students Process

- 1) Award merit scholarship based on new Merit Grid
- 2) Award state and federal grants
- 3) Determine financial need and target gift aid total
- 4) Award Foundation scholarships
- 5) If student applied for DCS, BTS or DTS, review and award up to the scholarship amount but also based on where their other aid places them on the awarding grid

2022-2023

| WOU | 3.95+ | 3.75-3.949 | 3.6-3.749 | 3.00-3.599 |
|-------------|--------------|-------------------|------------------|-------------------|
| Resident | \$5,000 | \$3,000 | \$2,000 | \$1,000 |
| WUE | \$5,000 | \$3,000 | \$2,000 | \$1,000 |
| Nonresident | \$12,000 | \$10,000 | \$8,000 | \$5,000 |

Destination Western
Megan Haberman
Director, New Student and Family Programs



Western Oregon University's new Summer Bridge



Destination Western is a two week residential orientation program aimed at serving underrepresented students who may have academic or social concerns leading into their first year of college. It is funded by a state grant that allows us to provide the program completely free of charge, as well as pay the students a \$1000 wage replacement stipend.



Wage replacement- as many of our students work over the summer to afford to attend

Intentional cohorting- SEP, TPSSS, MSSP, ASL users and majors. Hoping to expand intentionality to out of state students and transfers



96% Retention from Fall to Winter, compared to 89% for non DW first year students

Students took between **1.65 to 1.8** more average credits than non DW students

Students self reported a **30%** confidence increase in ability to do college level math and a **27%** increase in ability to do college level writing

Additionally, students reported being **34%** more prepared to access resources like tutoring

Additional Stats:

- DW students started College with an average GPA .15 lower than their peers yet had an increase of .11 during Fall term while their peers only increased by .04
- DW students have an average of 4.25 more total hours earned then their non DW freshman admits



"I really like the way our days were structured to keep us busy, and I really appreciate our cohort leaders always being there to help us. This was an awesome experience, thank you!"



"...everyone involved in the program was kind, productive, and very approachable. Extremely pleased with Western's positive attitude; It makes a substantial difference."

"I think it was great overall I really enjoyed it and it really helped me create more friends and bonds just how I wanted to do so before coming here."



Last year had 38 Student Peer Advisors, about to hire 40 for next year!

Student Employment is another avenue for retention, as it builds community and supports student financially



Questions?

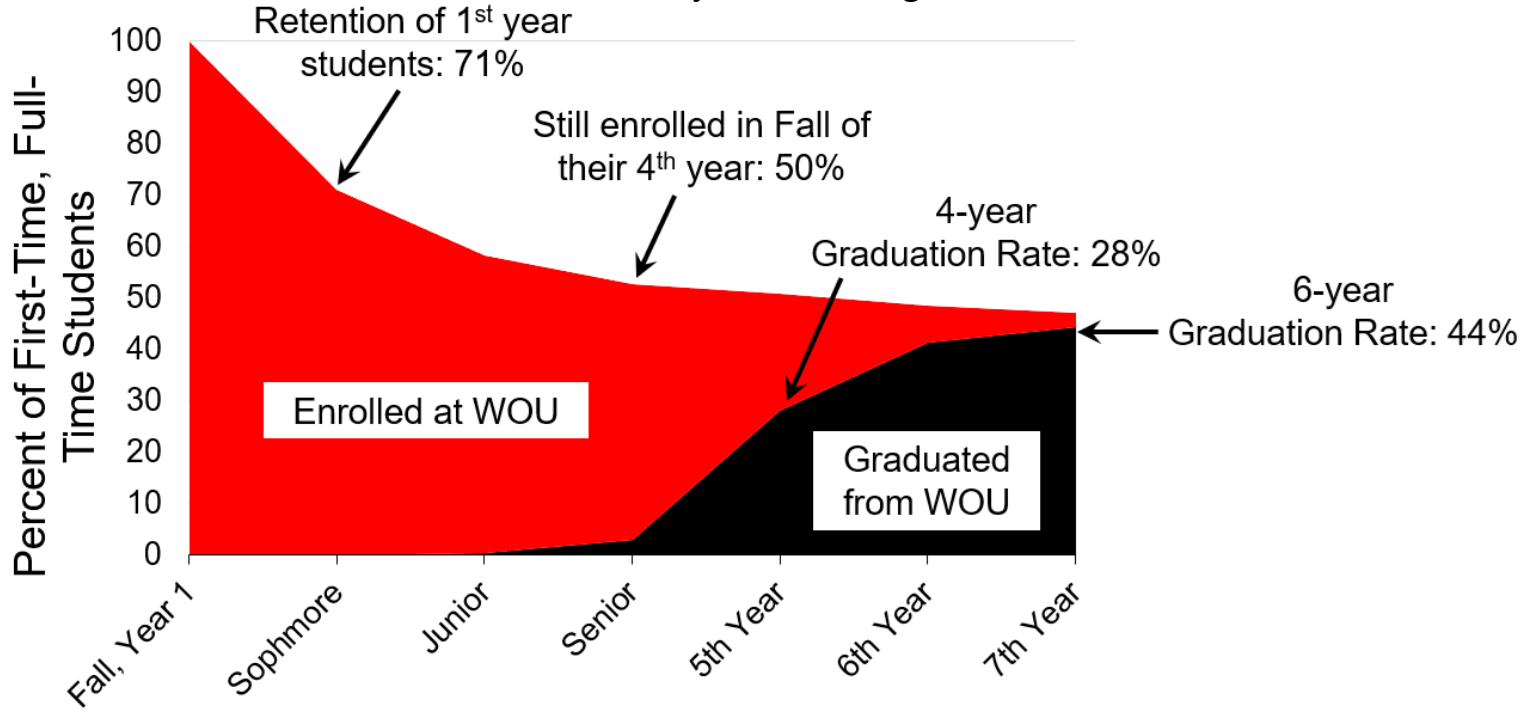
Check us out on YouTube with our [Student Highlight Reel](#) and our [Staff Highlight Reel](#)

Retention & Graduation Data Update
Michael Baltzley
Associate Provost for Academic Effectiveness

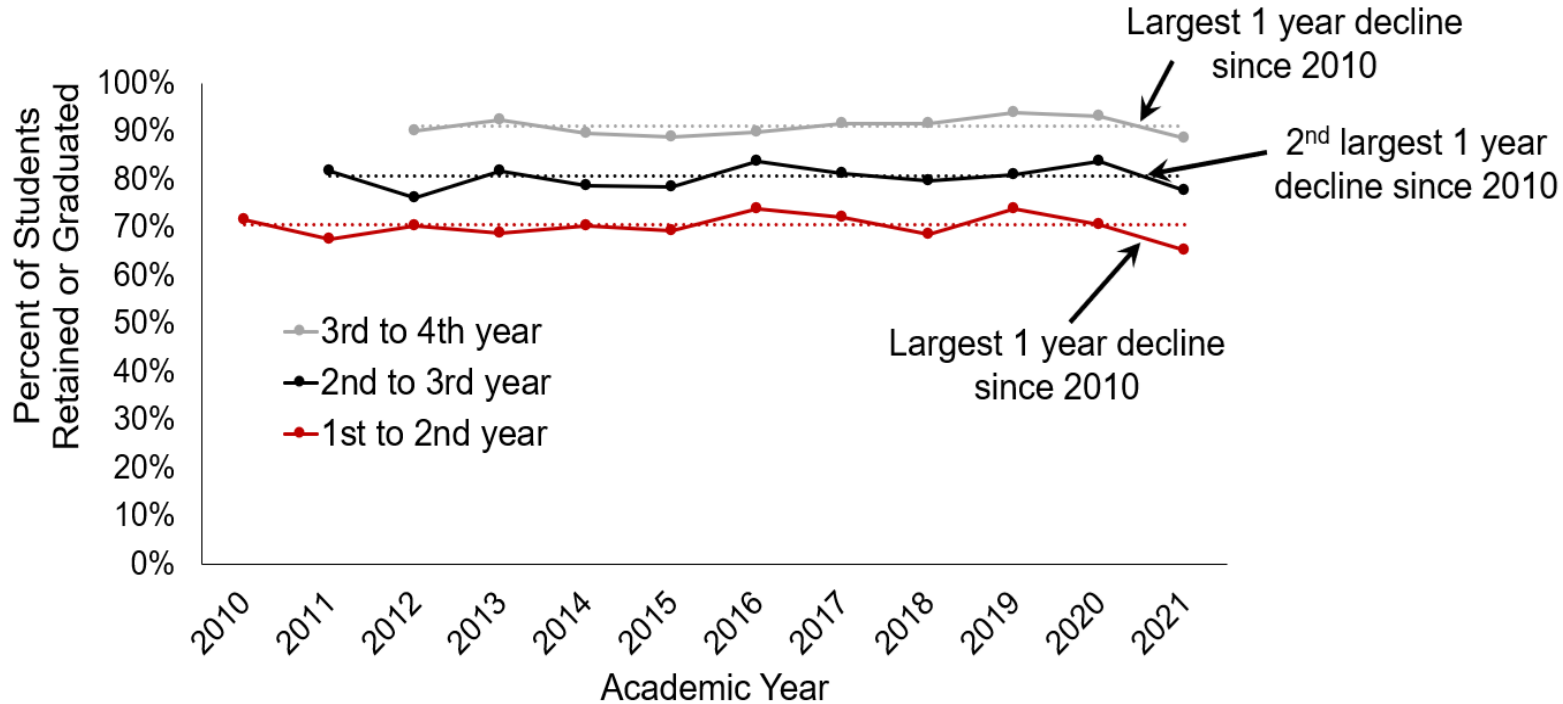


Retention, Persistence & Graduation

3-year Averages

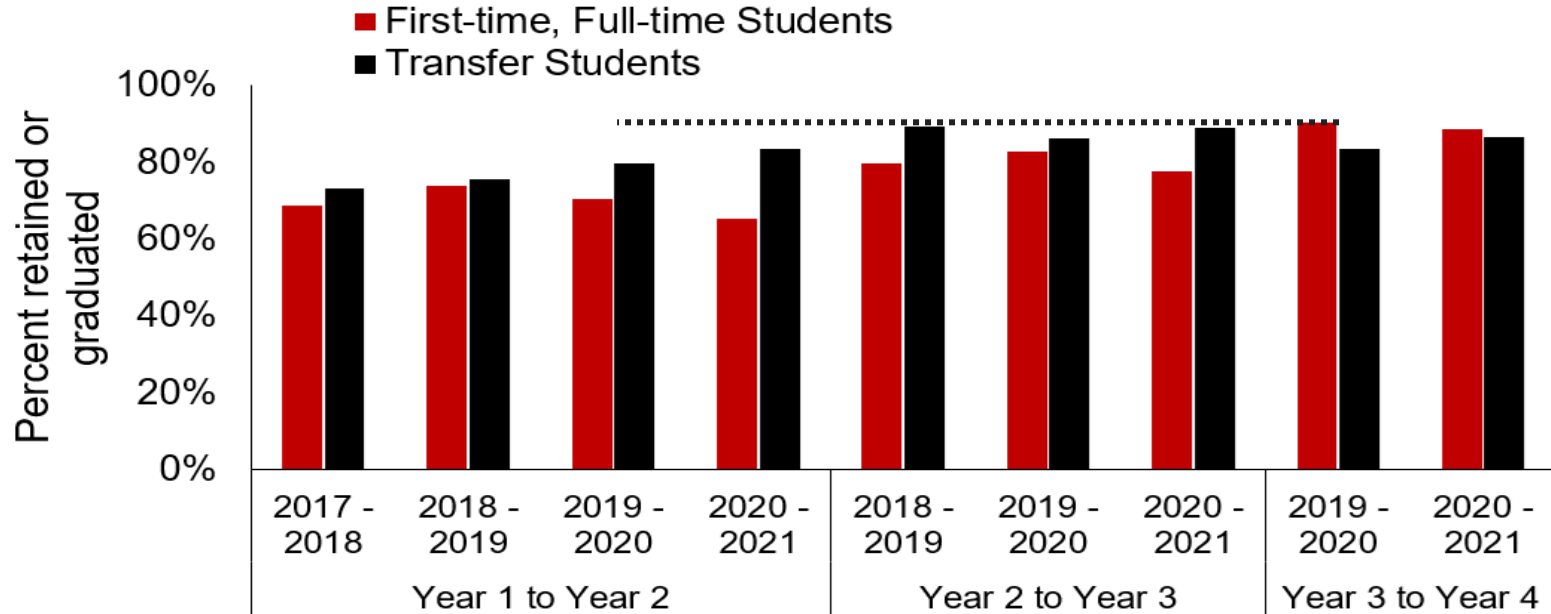


Retention and Persistence since 2010: *First-time, Full-time students*

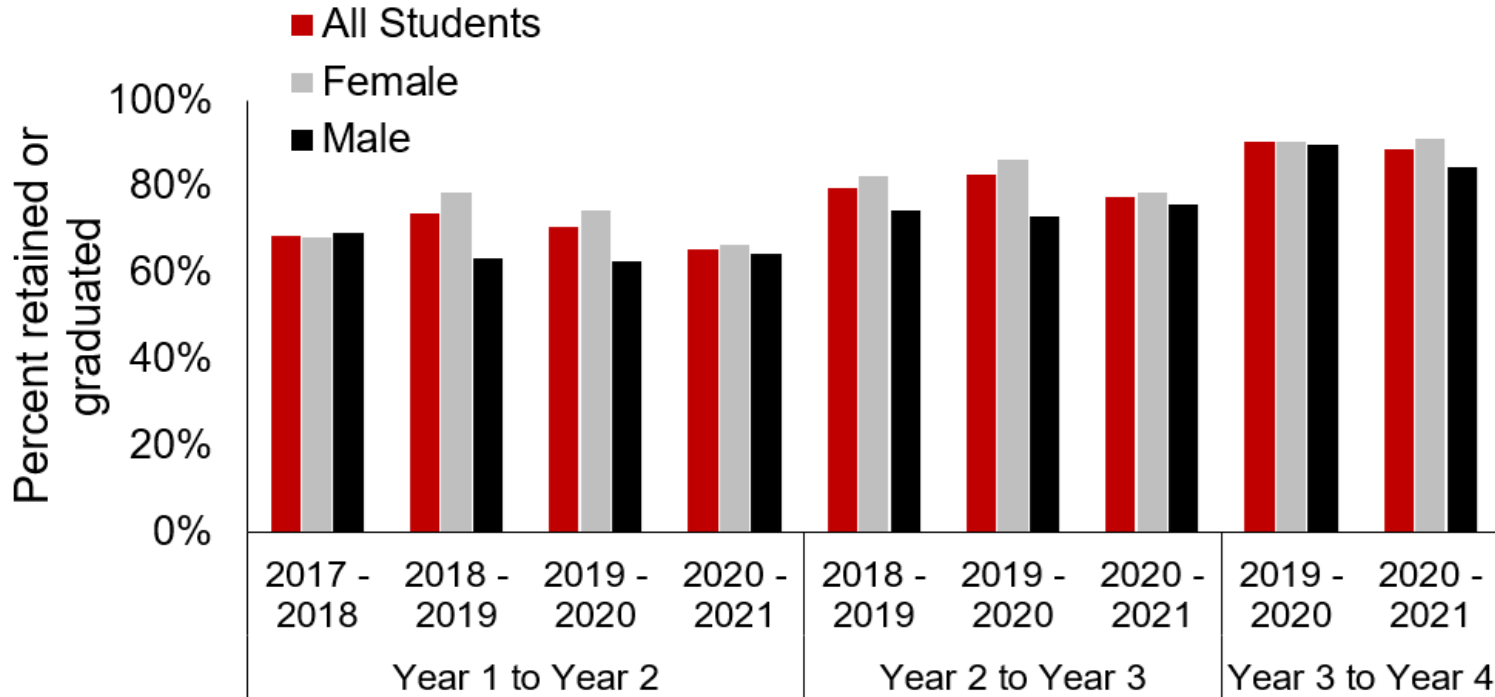




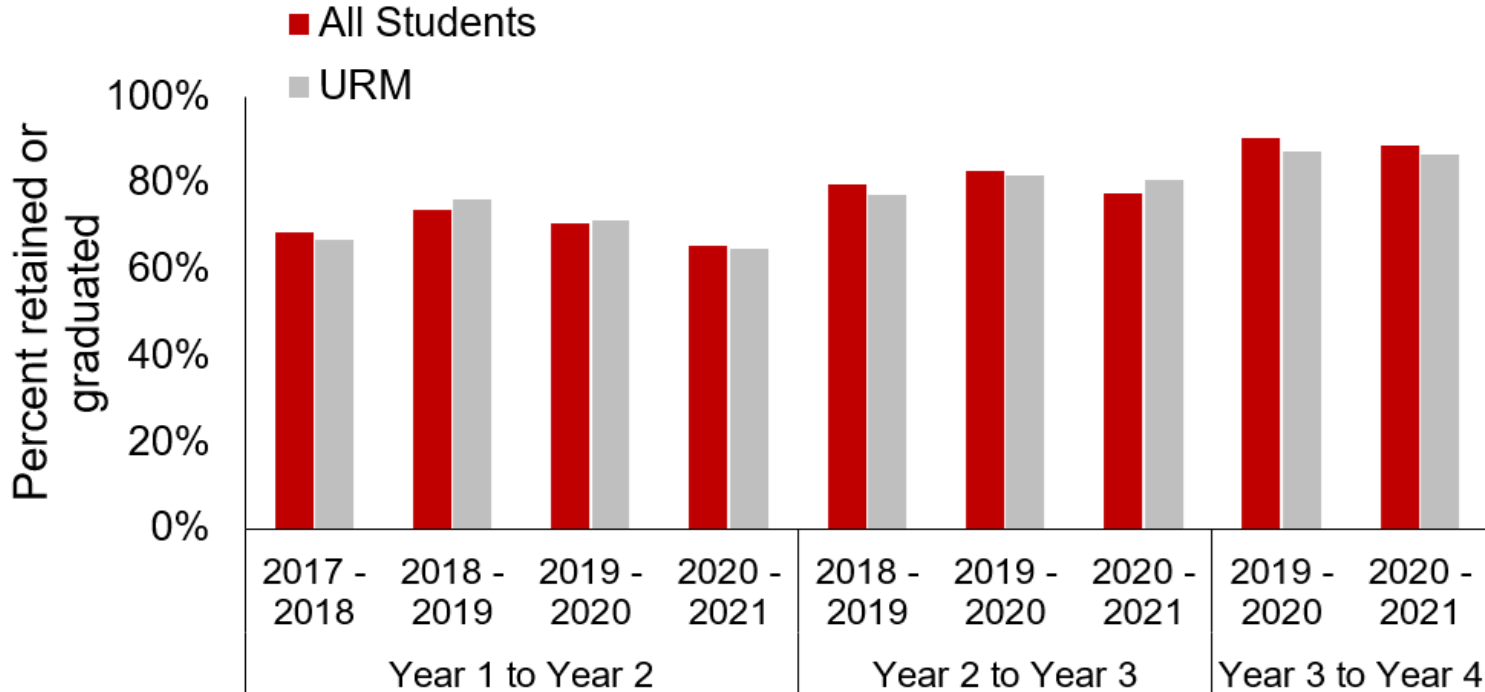
Retention and Persistence: *First-time, Full-time and Transfer Students*



Retention and Persistence: *Sex*

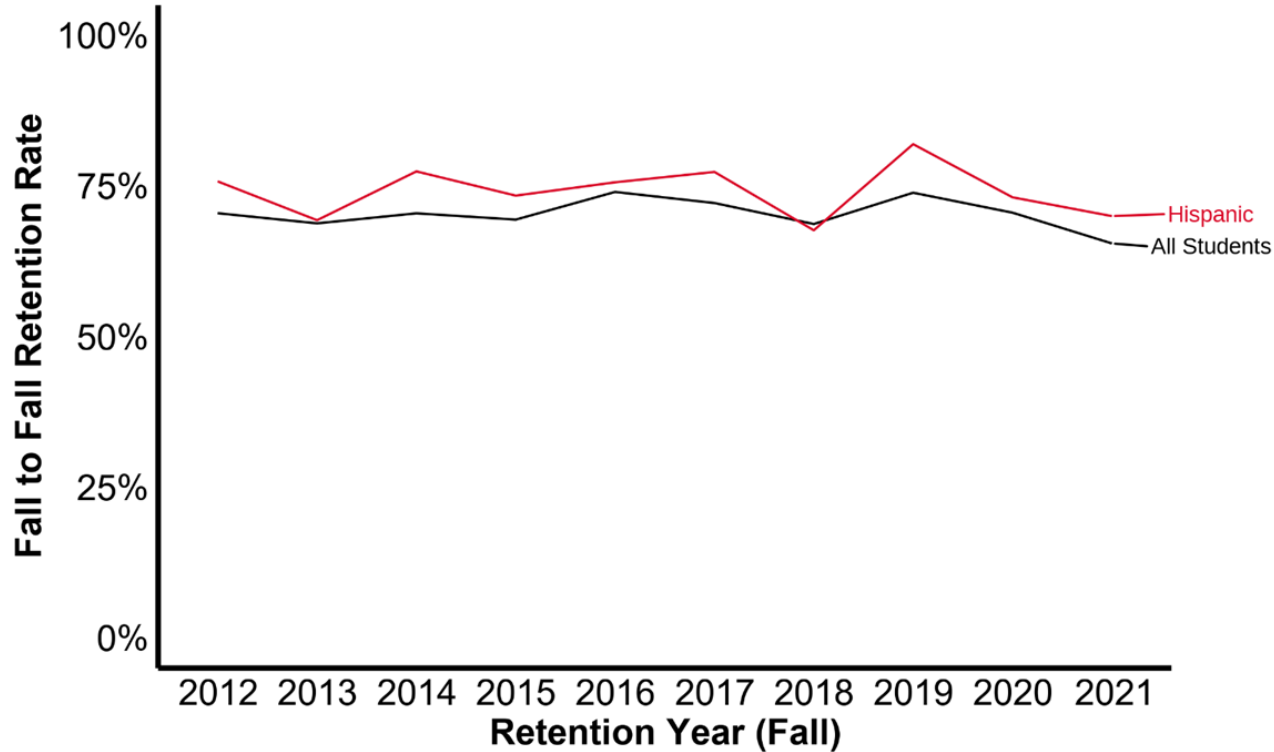


Retention and Persistence: *URM Students*

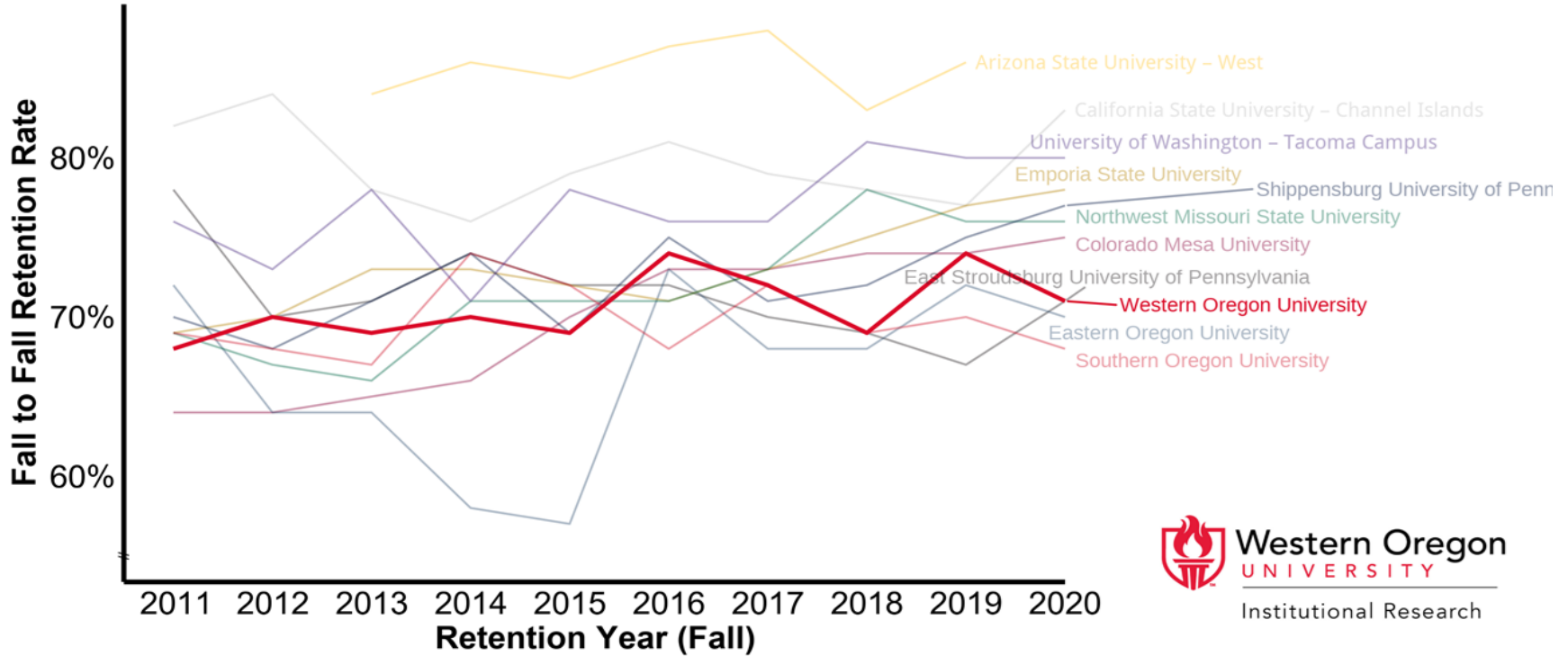




Fall to Fall Retention Rate

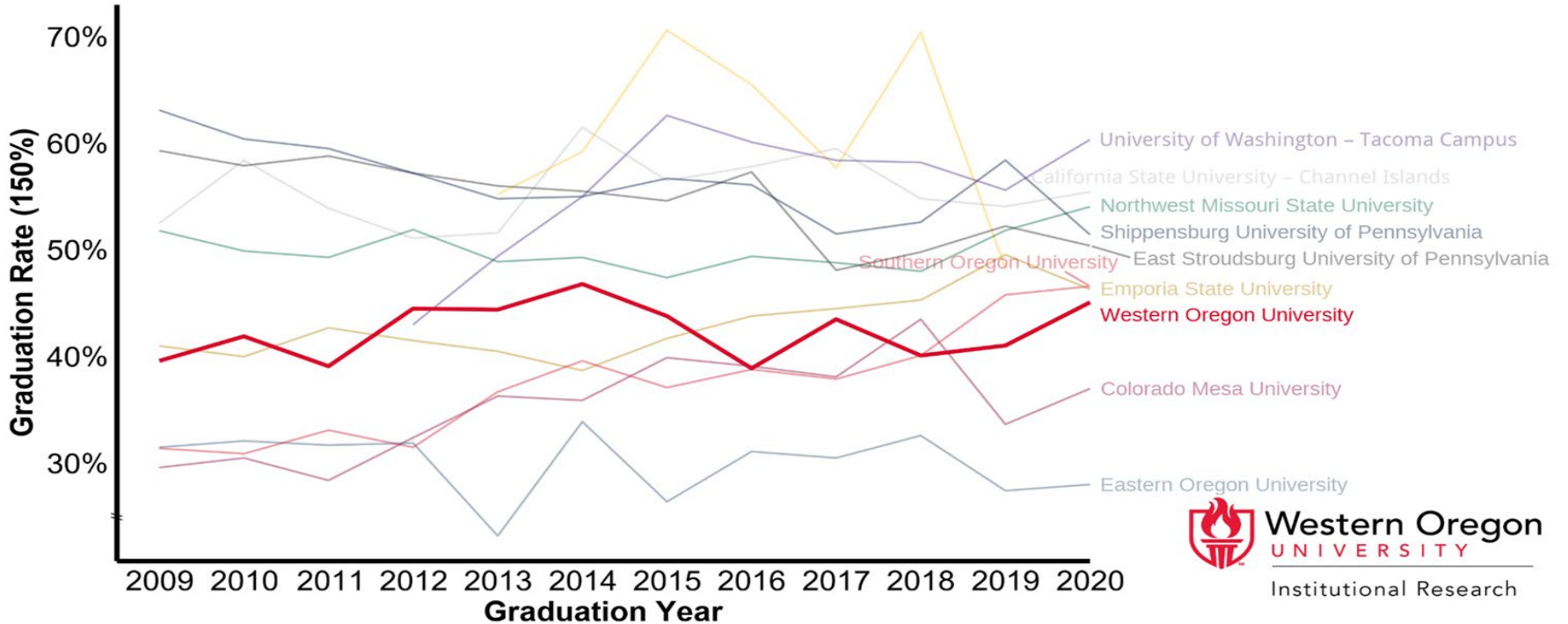


Fall to Fall Retention Compared to Peers





6-Year Graduation Rate (150%) Compared to Peers



DFW Update and SSA Degree Completion Initiative
Paige Jackson
Director, Student Success and Advising



Course Completion Initiative

- % students enrolled at census who receive credit for class
- Nationally, DFW rates are between 15-30%
- Failing or withdrawing from a class can lead to negative outcomes
 - Less likely to be retained
 - Longer time to degree
 - More likely to jeopardize financial aid

Interventions



Automatic early
course behavior alerts

Early Warning System
Relaunch

SEP Learning
Community

Next Steps

- Launch Interventions
- Assess
- Retool and/or scale up



Degree Completion Initiative

Identify

WOU students who are:

- Not enrolled
- Not graduated
- Over 135 credits

Evaluate

- Degree reqs not met
- Advantageous catalog year or major changes
- Unnecessary minors

Outreach

- Email (non WOU)
- Phone calling
- Texting

Support

Assist in identifying:

- Path to graduation
- Financial resources
- Clear next steps

320

Degree Completion students
identified and contacted

- Search parameters
- Email/phone/text outreach
- Case management model

221

Degree Completion students
graduated between FA19-
FA21

- Many received microgrants
- Some graduated through catalog year change, major change, dropping minors, etc.

Next Steps

- Widen the net
- Continue to evaluate ROI & resources
- Identify common barriers and generate proactive solutions