

**Fact Sheet for Faculty Senate
April 25, 2017**

To remain relevant, WOU must build mechanisms for change that balance respect for:

- Our students
- The quality of our programs
- The realities we all face

Who are our (undergraduate) students?

- In 2016, 42% were transfer students
- In 2016, 47% of our students were Pell Grant eligible
- In 2016, 45% of our students were first generation college students
- In 2016, 16% of our students at least 25 years old

What else do we know about our students?

- Between 2011-2015, the mean credits at graduation for first-time freshmen was 200; 218 for transfer students
- Between 2010 and 2013, more students graduated with in excess of 210 credits than with fewer than 190 credits
- Students face a financial burden of nearly \$525 for every additional credit they complete
 - The total cost of 20 additional credits = \$10,469 (based on \$23,556 total yearly in-state cost)

What is WOU's current situation?

- Our undergraduate FTE has declined by more than 20% since 2011
- With the decreased state support, we are increasingly tuition dependent in a market of students/potential students who have limited financial resources
- WOU is not an island
 - We depend upon a pipeline of students (i.e., from high schools and community colleges) and revenues from state and federal sources (i.e., Oregon state funding, Oregon Opportunity grants, Pell grants, federal student loans) to support our operations
 - We compete for students with other public and private institutions, including a growing OSU-Cascades campus and Oregon's community colleges
 - We are accountable to the needs and expectations of our students, NWCCU and those who fund us

What do we know about the quality of programs?

- Assessment of degree programs and institutional learning goals continues
- WOU faculty are deeply committed to the quality of their academic programs
- We are not sustainable as a loose association of autonomous programs; we must coordinate across units and bring "university-mindedness" to our culture and practices

Informed by these realities and influences, WOU Academic Affairs developed the 30-60-90 framework.

In doing so, three decisions were made:

- WOU student will have 30 free electives
- WOU programs will be self-contained and will consist of (up to) 90 credits, including prerequisites
- "Entanglements" between the programs and General Education will be severed; programs can no longer prescribe coursework to be completed in the gen-ed (and vice-versa)

Additional Requested/ Pertinent Data

What types of minors are our students taking?

Between 2013-2016:

- 21% did not complete a minor
- 32% of students minored in an area within their major division
- 8% of students minored in a related area in a different division
- 39% of students minored in a distinctly different area

How are the minors distributed across programs?

2015-16:

- Eight LAS majors each served over 100 declared students, accounting for over 65% of all students majoring in LAS fields
- Nine of the 13 largest LAS minors are delivered by these eight programs, and account for 46% of all minors in LAS. Spanish, Social Science, Mathematics and Humanities comprise the remaining largest minors in LAS, accounting for another 14% of all declared
- Other than Spanish and the Arts, no major with fewer than 20 declared students has more than 10 minors

How many programs will have to make adjustments to conform to the 30-60-90 framework AND the 62 upper-division credit requirement??

- No change needed 44%
- Unclear 4%
- Changes needed 20%
- ED/BFA/BM 32%

