**PROVISIONAL Access and Affordability Definition and Goals**

Willamette University College of Liberal Arts Sub-Committee on Access and Affordability -- Presented to the Trustees May 16, 2015

**Values Statement on Access and Affordability**

*Non nobis solum nati sumus - Not unto ourselves alone are we born*

Willamette’s motto is at the core of our vision of this University. Willamette is dedicated to helping our graduates prepare for lives of achievement, contribution and meaning. We are committed to ensuring access to Willamette, its academic programs and the full range of its opportunities to qualified students from groups that are economically or historically disadvantaged. We recognize that all of Willamette University benefits when we are able to attract and support the bright and talented students who are best prepared to benefit from and contribute to our diverse learning community.

**Goals**

We commit to making steady progress toward the following measurable goals in order to establish a shared definition of access and affordability and to hold ourselves accountable for advancing our stated values.

1. **Willamette University's College of Liberal Arts will match or lead our NW peer group* and our aspirant group* in percent of U.S. students that are Pell eligible and the percent of the U.S. student body that are 1-generation college students.**

   Data snapshot we will use to measure progress:

2. **Willamette University's percentage of the student body in CLA who are U.S. students of color (and the various racial and ethnic groups within) exceed that at NW peer and aspirant institutions and at least equal the proportion of these students graduating “UC eligible” from public high schools in California and/or are graduating from public high schools in the West (as defined by WICHE).**

   Data snapshot we will use to measure progress:
   - WU CLA percentage of the student body who are U.S. students of color (and relevant racial/ethnic subgroups) / the percentage of similar students who are

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1. *Students in the top eighth (12%) of those graduating from California public high schools are described as UC eligible. This is typically determined by a student completing a core set (A-G) of rigorous college preparatory courses with a minimum GPA (3.3) and related test scores.*
UC eligible/ the percentage of students who are U.S. students of color graduating from public high schools in the Western States (as defined by WICHE).

- Trending data for the last five years of Willamette’s percentage of CLA U.S. student body who are a) Black, b) Hispanic, c) Asian/Pacific Islander, d) American Indian/Alaska Native, e) multi-racial.

3. The 4-year graduation rate of all cohorts of CLA students, regardless of racial composition or socioeconomic status (as measured by Pell Grant), should be comparable and should consistently meet the university’s stated goal for 4-year graduation percentage.

Data Snapshot we will use to measure progress:

- WU College of Liberal Arts 4-year graduation rate: graduation rate for U.S. students of color (and relevant subgroups)/Pell eligible students/1st generation college students/other students/all students

4. We seek to have Willamette University’s College of Liberal Arts students who obtain loans for education graduate with an average student debt that is less than at comparable colleges.

Data Snapshot we will use to measure progress:

- Average debt for graduates at NW Peer Group/Willamette graduates
- Average debt for graduates at aspirant group/Willamette graduates
- Average debt for graduates at liberal arts colleges/Willamette graduates

ADDENDUM

Notes on Measurement of Goal No. 1

- Willamette counts 1st generation college-educated students as those who report that neither of their parents has a degree from a 4-year institution.

- As a matter of information for the board, the Admissions office will try to determine what percent of U.S. 4-year college or university freshman are Pell Grant eligible. For current comparison purposes, we will gather data and compare ourselves to NW universities and a selection of 4-year schools that the board, in consultation with the Admissions office, determines is our aspirant group.

- We will include a racial breakdown of data when looking at WU, aspirant and peer groups.
The NW peer group includes L&C, Reed, UPS and Whitman. A possible aspirant group might include Carlton, Occidental, Davidson, Bowdoin (list to be refined.)

Notes on Measurement of Goal No. 2

- In regard to comparing Willamette University’s percentage of the student body in CLA who are students of color to the proportion of these students graduating from public high schools in the West (as defined by WICHE) we recognize that not all graduates of public high schools are college ready, but we believe it is useful data nevertheless because it shows Willamette compared to a set of prospective students and shows the racial trending lines of high school graduates.

- Likewise, we recognize that the California percentages will differ from ours but since that number does reflect college-ready applicants by the California definition we believe it provides a good indicator for us.

- In order to have sufficient population within ethnic and racial groups to help those students feel comfortable and to make a vibrant community, we believe that we may need significantly more than the national or West averages.

- We seek to measure and meet our regionally stated goals for enrolling students of color, understanding that reflecting the make-up of the national population is an aspiration.

Notes on Measurement of Goal No. 3

- Within the subgroups we will equate our success over several years at a time because some subgroups will be so small that a minor change in number can change the percentage significantly.

- We will consider reporting the differences between male and female students’ 4-year graduation rates and setting a goal, but we have not yet discussed this within the subcommittee.

- In this, and possibly other goals, we will consider the best ways to address the success and inclusion of veterans, LGBT students, disabled students and other groups that historically have been disadvantaged and/or faced discrimination.

Notes on Measurement of Goal No. 4

- At some point, should we measure and find comparative data for the number of defaults on student loans of Willamette students compared to similar universities?

- We will determine whether a qualitative measure of Willamette graduates’ debt load is appropriate given our commitment to have Willamette graduates live lives of achievement and contribution.