

**WESTERN ILLINOIS UNIVERSITY
RECRUITMENT AND RETENTION PLAN
OFFICE OF THE PROVOST & ACADEMIC VICE PRESIDENT**



**ACADEMIC COLLEGES
ARTS & SCIENCES
BUSINESS & TECHNOLOGY
EDUCATION & HUMAN SERVICES
FINE ARTS & COMMUNICATION**

2014 – 2015

Through Western Illinois University's core values, *Academic Excellence, Educational Opportunity, Personal Growth, and Social Responsibility*, the University empowers students, faculty, and staff to lead dynamic and diverse communities. WIU provides student-centered academic programs characterized by innovative teaching, research, and service, grounded in interdisciplinary, regional, and global perspectives. WIU is committed to engaging students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners. As a part of this commitment, this recruitment and retention plan outlines strategies that are utilized by WIU's academic enterprise for recruiting and retaining students pursued by the University. The primary objectives for this report are to provide the academic campus community with information that can be utilized to recruit new students into selected majors or recruit current students who have not declared a major, recruit international students, recruit graduate students, retain our current students, and expand diverse student populations. Many academic departments engage in recruitment activities and have established various retention initiatives to provide educational opportunities and educational experiences for students who attend WIU. This recruitment and retention plan includes detailed information for many of these activities and initiatives.

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Western Illinois University Academic Departments and Schools

Accounting and Finance

The department provides information at Discover Western and SOAR events.

The department holds an Accounting Challenge each spring for area high schools and provides scholarships to those students winning awards who elect to attend WIU and major in accounting.

The accounting program began providing \$1,000 scholarships to students who intend to declare accountancy as a major. Students receive \$500 during the first semester of their freshman year and \$500 during the first semester of their sophomore year. Students who receive the awards must major in accounting, have an ACT score of 25 or higher and maintain a GPA of 3.0 or greater while attending WIU.

To enhance community college recruitment, the accounting program initiated a similar scholarship program for transfer students who complete associate degrees at community colleges. Students who receive the awards must have completed an associate degree with a 3.5 overall GPA and declare accountancy as a major.

The accounting program created online courses in the business core accounting classes. The courses are also offered in a traditional format at the Riverfront campus to the Quad Cities Honor students.

The chairperson writes a follow-up letter to each applicant to the accounting and finance programs.

The chairperson engages in fundraising activities under the direction of the development officer and the head of the WIU foundation to support scholarships.

Based on successful new efforts in raising funds for finance scholarships, new scholarships were created from unrestricted gifts similar to those offered in the accounting program.

The department is actively recruiting freshmen and transfer students who have demonstrated their potential for success by objective measures. Additionally, the accounting program actively recruits to retain its top students for the Masters of Accountancy program. The enrollment has increased, and it has led to increased interest in recruiting WIU accounting graduates.

Free tutoring in accounting and finance courses is available at both the Macomb and the Quad Cities campuses. The tutoring GA position is funded with unrestricted gift funds from the foundation account.

The department chair, the leaders of the departmental clubs and organizations, the advisor for the graduate program, and the MBA committee member speak with current and prospective students seeking information about the accounting or finance majors and graduate studies.

During student recruiting events at WIU, the department has student volunteers and a finance faculty volunteer attend each Discover Western with the Department Chair. Typically prospective students want to get current students' perspectives as much or more than they want to learn about the course requirements or course sequence at this event. Generally, parents want to learn about the course requirements, course sequence, and career opportunities.

African American Studies

The department will:

- Update the website bi-monthly
- Update and redesign flat sheet
- Develop articulation agreements with at least four community colleges
- Develop a public service announcement for television and radio
- Develop a department brochure
- Develop a newsletter (African American Studies Star)
- Develop relationships with regional African American Studies Departments
- Develop relationships with local and regional high schools
- Develop relationships with local and regional media outlets
- Highlight faculty experts and expertise with local and regional media outlets
- Promote and celebrate faculty and student achievements
- Develop department Speaker or Lecture Series
- Implement schedules and timetables to our recruitment efforts
- Partner with other internal units and sponsor campus events
- Feature articles on faculty and students in Alumni Magazine
- Develop a newsletter (African American Studies Star) electronic/hard copy
- Strengthen relationship with Office of Admissions
- Provide information at Discover Western and SOAR events
- Hold a "major" day twice during semesters
- Provide department t-shirts to all students who express an interest in the major
- Encourage an African American Studies student ambassador to talk with potential majors

The department chair calls each student who is interested in the major, and sends a follow up email to the student with an invitation to come to campus for a visit

Volunteers from the student organization call each interested student

The department will meet with our current international students and ask them for contacts at their high schools in their home countries.

The department will identify feeder schools in other countries, beginning with the schools our current international students attended and develop agreements with those schools to bring more students into our program.

The department has worked closely with the Center for International Studies and has followed up with all students who have expressed interest.

Agriculture

The department provides information at Discover Western and SOAR events.

The Ag vocators or student recruiter will contact, via phone or email, each interested student that fills out an interest card at one of the recruiting events we attend.

The Ag vocators will contact at least five “feeder” schools in an attempt to arrange a visit to their agricultural programs.

The school will host an open house each semester to bring potential students on campus.

Allow prospective students to opportunity to shadow a student in an agricultural class while visiting WIU.

Representatives from our department will attend the following events:

- Participation in college fairs at selected high school venues
- National FFA Convention – Louisville, KY
- State FFA Convention – Springfield, IL
- Participation in Career Fairs at junior colleges
- Local, State, and National Livestock Shows and Contests
- State, National, and International Professional Organization meetings and conferences

Maintain an up to date website and Facebook page to keep current students and potential students informed of the happenings within the School of Ag.

Welcome emails are sent personally from the advisor beginning in January once students have been accepted. This email highlights the steps students need to take to set up a registration date and become a student at WIU. Follow-up is done periodically throughout the summer to encourage both freshmen and transfer students to get registration dates set so they can register for Fall classes.

The school is updating their recruitment materials to make them more visually appealing and informational for prospective students.

The school invites junior/community college agricultural faculty to WIU School of Agricultural events (i.e. Farm Expo, Organic Field Day, Agronomy Field Day, WIU Bull Test, etc.)

Assign an agriculture vocator liaison to contact junior/community college agricultural faculty to inform them of the opportunities available for their students at Western Illinois University.

Prepare a “care” package containing WIU recruitment materials (for students) and items (for faculty and staff) to be sent to junior/community college departments of agriculture.

The department hosts contests and workshops for youth organizations (i.e. 4-H and FFA).

Faculty will host prospective students and their families while they are in town visiting WIU.

Prepare and host professional development opportunities for agricultural education teachers across the state of Illinois.

The school will organize a study abroad trip during spring break each year and meet with students from universities in the host country.

A review of transfer students shows that the Top 5 feeder schools for agriculture are:

Spoon River College
Black Hawk Community College
John Wood Community College
Lincoln Land Community College
Lake Land Community College

The school will begin developing 2+2 Agreements with these 5 schools to assist Community College staff and students in making the Transfer Process as seamless as possible. The school would also like to develop Transfer Guides to be placed on the www.wiu.edu/ag webpage.

The school attempts to keep curriculum current and up to date by meeting on a regular basis and discussing new trends, ideas, and updates to the classes and offerings.

The school of agriculture will continue to place emphasis on recruiting minorities into the school of agriculture, by conducting school visits in urban environments (i.e. Chicago School of Agricultural Sciences) and showcasing the numerous opportunities for all students within the agricultural industry.

The School of Agriculture has developed a Facebook page to assist in keeping students informed of deadlines and activities taking place. Additionally, the School of Agriculture has a departmental website where students can obtain information. The school wants to ensure that students are well informed of dates and deadlines. This should help the school to with retention.

Most faculty members are also involved with students outside of the classroom as advisors to the 15 student organizations in the School of Agriculture.

Every student is required to meet with the advisor prior to registering for classes to ensure that they will be meeting the requirements for graduation and/or are on the right path.

Email communication is used with students on an ongoing basis to keep them informed of important happenings/dates in the School of Agriculture.

Faculty members are utilized to help encourage students to set up advising appointments and/or to get registered for classes.

Individualized attention from faculty and staff is given to those students labeled as “at risk” at scheduled points throughout a semester.

The School of Agriculture has a recruitment committee that is composed of several faculty members, the academic advisor and a student recruiter. The farm manager also assists with recruiting students.

All faculty within the School of Agriculture, particularly the faculty teaching introductory courses, work with prospective students who are interested in majoring in an agricultural major.

Art

The department provides information at Discover Western and SOAR events

The department provides a bag with the words THINK ART THINK WESTERN printed on the side to all students who express an interest in the major. Within the bag is a uniquely designed and shaped poster from the department of Art.

The chairperson and faculty members of the department’s Recruitment Committee call each student who can be identified to be interested in the major. Another call to the prospective student from a current student is made. A follow up in the form of an email is sent with an invitation to the student to come to campus for a visit.

Volunteers from Kappa Pi, the Student Art League, and some Talent Grant Tuition Waiver students will call each interested student.

Current freshmen students have been asked for the names of their High School Art teacher, so that a note of thanks could be sent by the department to their old high school thanking the teacher for preparing a good student, and to praise the program and WIU.

The department has identified the top “feeder” high schools for art students, and faculty volunteers visit these schools.

Faculty participated in a college fair at Naperville North High School during one of their Portfolio Review Nights.

Faculty represented COFAC at Harold Washington College

Some published materials were redesigned. A new poster was developed.

Up-dates were made to the Website

The department offers a \$1,000 Tuition Waiver to the first 25 incoming students to help recruit students to the program.

When prospective students are contacted, the department's social media such as Facebook and the Art Blog are used as tools to help these students see the level and kind of activity that happens in the department. This has been a direct and effective means to keep in touch with alumni, and a good way to communicate with incoming students.

A "Living Learning Community" for Art majors has been developed. Freshman Art majors will live together in designated space in Tanner Hall. Students will have access to studio space and other art accommodations in Tanner Hall. This program is designed to foster a sense of community and belonging among freshmen art majors. This will help with both recruitment and retention.

Any contact in either direction, from us or from the prospects, will be documented. That information will be sent to the office for inclusion in the spreadsheet so that one central source of information exists for prospective students. Faculty are encouraged to maintain some sort of email folder to document all contacts and communications with potential students.

The Department will identify several outstanding students to assist in recruiting efforts. These students will make email contact with prospective and accepted students. These contacts are reported to the Chairperson.

The Chairperson receives weekly PDF lists of students who have been accepted into the Art program. As new names appear on the list, the Chairperson sends out a "welcome and congratulations on your acceptance" email to each student, with additional contact messages over time.

Student Recruitment Ambassadors will also do follow-up emails and/or phone calls to all newly accepted students. Names of accepted students will be distributed to faculty and staff as needed. In an effort to recruit international students, the department will engage in the following activities:

Continue working on the Cardiff program, so students from Cardiff, Wales can study at WIU for a semester or more.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in our programs.

The department is establishing a study abroad scholarship which we hope will be ready by Fall 2014

The department has agreements with several area community colleges; however, the development of more formal 2+2 relationships with the following area and regional community colleges is being finalized:

Lincoln Land Community College
John Wood Community College
Southeastern Community College

Black Hawk College

The department will get the BFA/BA in Graphic Design option approved by the IBHE as an approved degree.

The department is seeking approval for a 4+1 Department of Art and Museum Studies degree track.

The department is developing a Masters in Art Education program that will be focused in the Quad Cities.

The department will review the course content of foundation level courses in order to insure that they meet the criteria established for such courses by the Illinois Articulation Intuitive.

The department is working with faculty from the following programs to develop a new Digital Design Media program that combines course elements from each of the following areas:

- Graphic Communication
- Instructional Design Technology
- Broadcasting

The Department of Art is helping to cover the cost of a full-page advertisement for the Figge Museum and the Museum Studies program. This ad will appear in the Conference booklet of the College Art Association's 102nd Annual meeting. This is a significant publication that will reach over 30,000 university art faculty nationally and internationally, and to a similar number of museum professionals throughout the US and world-wide.

Efforts are being taken to increase minority enrollments; however our minority enrollment reflects that of the university. Efforts to attract foreign students will be increased.

The following initiatives will help to improve retention:

- Clarifying the advising process
- Contacting students that are close to graduation and encouraging them to earn a degree

A "Living Learning Community" for Art majors has been developed. Freshman Art majors will live together in designated space in Tanner Hall. Students will have access to studio space and other art accommodations in Tanner Hall. This program is designed to foster a sense of community and belonging among freshmen art majors. This will help with both recruitment and retention.

Maintaining the Figure Painting Fridays workshop, Throwing Thursday ceramic event, and considering developing a Saturday Morning Art Project or similar program that connects the Department of Art with the local Art community.

Events such as Throwing Thursday, Art Rock in Bowl, and Pumpkin carving are all being done to help with student satisfaction.

Biological Sciences

The department will provide information at Discover Western and SOAR events

The department will provide an annual “Biology Day” where high school students from around the region are invited to the department for a day-long event. The department provides information and hosts fun activities for the students.

The department will visit West Prairie and Canton High Schools with the Office of Undergraduate Admissions.

The department will host an event similar to “Biology Day” that specifically targets students who have been accepted to WIU, but who have not committed.

The department will ask minority students who have been successful as model in their recruitment efforts (tell their stories!). For example, the department will create videos of the students describing their experiences at WIU and present the videos during recruitment activities. The department will recognize students’ accomplishments at major university activities and request active press releases.

In an effort to increase international enrollment, the departmental faculty will make presentations to high schools when they are traveling overseas.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in their programs.

The department will propose a new option “Environmental Biology” that will appeal to those interested in a more integrative track in the biological sciences.

The department will develop a capstone research course to create a sense of community and develop good practices in time management, ethics, and research activities.

Graduate students will be recruited by department faculty during conference networking opportunities, and poster and platform presentations. Faculty attending conferences will be provided with business cards and flat sheets if funds are available. Graduate students will also be recruited by faculty giving presentations at other undergraduate institutions such as small private colleges and other potential undergraduate feeder institutions. Funding for speaking opportunities may be arranged through recruitment funds.

The department will encourage Biology undergraduates to continue at WIU and enroll as graduate students in the program. Faculty will be encouraged to incorporate visits to their labs or field research sites into their curriculum so students will be exposed to the types of research in the department.

Email notices will be sent by the Biology Department Chair to Biology faculty to alert them of graduate applicants to increase faculty awareness of graduate student opportunities.

The chair or volunteer faculty will attend recruiting fairs.

The department will currently update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, examples of professional opportunities of recent graduates through social media including Facebook and Twitter.

The department provides free tutoring for all Biology courses for students. Freshman students are contacted twice per semester to be advised by academic advisors. Additionally, academic advisors contact students when Early Warning Grades are posted.

The department will invite family and members of the community to important events such as the Biology Symposium with a special letter to parents of minority students.

The department will identify students with good GPAs that are underrepresented minorities and offer a welcoming activity (Day at the Kibbe for Cultural Diversity in STEM).

The department's advisors will meet with and accept phone calls from incoming potential students.

Broadcasting

The department provides information at Discover Western and SOAR events

The department will hold a Broadcasting day during three of the Discover Western events. Prospective students are given a tour of our facilities, exposure to a brief student-produced television newscast, lunch with faculty and Broadcasting students, a tour of the Broadcasting Living Learning Community floor, and hands-on experience with the live production truck. During the events, parents and students have the opportunity to interact with department faculty and staff and get a feel of what it means to be a WIU Broadcasting student.

In conjunction with Broadcasting day activities, Broadcasting Commitment Scholarships (\$500 tuition waiver amounts) were designated for distribution. Students registered cards for the drawing, which occurred at the conclusion of Broadcasting Day. Winners will be given the waiver if they meet all of the eligibility requirements (major in Broadcasting at WIU, sign up for the Broadcasting Living Learning Community floor, and are a regularly admitted student). The department will host students at sporting events throughout the year. All prospective students are sent a list of scheduled truck productions so they can come and participate. Students can be part of the television crew, watch in the TV truck, or observe our TV and radio announcers at work.

“Come and Visit Us” link: A new link is located on our department homepage to allow prospective students to personalize their visit to the university and department.

“Where are they now? Broadcasting Alumni”: The department posts pictures and brief biographies of many alumni on two large boards on the third floor of Sallee Hall. The boards are popular stopping points for parents and students when they visit.

The department will provide department t-shirts to all students who express an interest in our major.

Parents are given “WIU Broadcasting” notepads.

A “Welcome to the Department of Broadcasting” congratulatory postcard will be sent to every student accepted to WIU.

Volunteers from our student organization will call each interested student and write 10 new senior students at their old high school praising the program and WIU

The department will identify five potential “feeder” high schools and five community colleges and the chair or faculty volunteers will visit these schools and talk about our programs with teachers, advisors, and students.

Prospective students are provided “Career Map” handouts displaying possible jobs for Broadcasting graduates. The handout was designed by faculty and features a picture of select current majors. The handout has the potential to help with recruiting and retention by linking our program with career opportunities.

Broadcasting Peer Mentor students will call accepted students to answer any questions about housing, registration, or the program.

Representatives from our department will attempt to attend the following events:

- Participation in college fair at Chicago School of the Arts
- Broadcast Education Association in Las Vegas, Nevada

The department offers a select number of Broadcasting Freshmen Tuition Waivers. A \$1,000 waiver for eligible freshmen is applied to the student's account in the fall and in exchange, the student performs a broadcasting activity that adds to his or her experience. Additional waivers and grants are given to Broadcasting students who use their talents (announce, direct, camera, radio station officers, etc.) to help promote the University throughout the year. The financial reward program aids in our recruiting and retention.

In an effort to recruit international students, we have worked with the Study Abroad program in exploring trips to China, Germany, and Brazil. If the department can establish relationships with people in other countries, agreements to bring more students into the program may be developed.

The department developed a new class (BC 247 Introduction to Studio Production) that should improve the curriculum and make the program more attractive to potential majors. This course also allows incoming students more hands-on experience in television production right away.

The department's 4+1 Integrated Baccalaureate and Master's Degree Program provides undergraduate students majoring in Sports Broadcasting an opportunity to earn both a B.A. in Sports Broadcasting and an M.S. in Sport Management in five years. Once accepted into the program, undergraduate students can start taking graduate courses in Sports Management during their senior year.

In an effort to increase female enrollment, the department has made a special effort to represent females in promotional materials and top performing female students serve as peer mentors.

In an effort to retain students, the department has implemented a student peer mentor program for our underclass students. The department also provides study sessions on the Broadcasting Living Learning Community floor.

The primary contact person for potential students is the chairperson of the department and the academic advisor. Select faculty members have also volunteered to be available to accept calls and meet with students.

Chemistry

The department's faculty members actively recruit students during Discover Western. The Chemistry Club students assist faculty in presenting information and with departmental tours. Also, follow up letters are sent to prospective students.

The department will join other WIU science departments in offering a Science Summer Camp for high school students. High school science camps increase recruitment of science majors to WIU.

The department will recruit for the forensic chemistry program by designing a new poster for regional high schools and through assistance in the annual "Forensic Program" by the Physical Science Library.

Two forensic chemistry courses (CHEM 451G and CHEM 551) have been developed as online courses. Online forensic chemistry courses will increase recruitment and retention.

NIH ARRA grant was funded by the National Cancer Institute 2009-2010 to support a summer research program for undergraduate and high school students and teachers.

The department submitted a proposal for the establishment of a "Women in Science" initiative at WIU. The proposal described the development of a campus wide initiative as a program to foster the academic careers of women in science, health science, mathematics, and engineering disciplines at Western Illinois University. As an academic initiative, the associated programs would gain stronger support and involvement from faculty and students in the scientific

disciplines. Possible WIU-WIS program initiatives include: Peer Mentoring Program and Affinity Groups-mentored by a faculty member, Girls Summer Science Camps, Residence Hall Living/Learning Community Program, Monthly Career Seminar and Skill-building Workshop Series, Seminar Award Program, Scholarship Programs, Research Support, and a Travel Grant Program. The Provost approved the proposal in FY13 and cited the establishment of an initiative to support Women in Science and Politics as a goal for FY14. Once the campus initiative is established a NSF-ADVANCE proposal will be submitted to provide research support and travel grants to those who foster women's involvement in STEM projects. A NSF-ADVANCE grant could provide a significant amount of external support for scientific research at WIU, as well as provide student scholarships and increase recruitment and retention.

The traveling seminar program was established to increase recruitment of U.S. students to better serve the region as well as international student populations. Under this program, a brochure listing WIU Chemistry faculty willing to travel to nearby regional four year campuses and give seminars, and their seminar topics, is sent to regional chemistry/science departments. While there, faculty members provide chemistry flat sheets and other recruiting information to students interested in our undergraduate and graduate programs. The traveling seminar program will be increased to include community colleges.

The department has recently fostered two Integrated BS-MS programs, B.S. Chemistry-M.S. Chemistry and B.S. Forensic Chemistry-M.S. Chemistry, which will allow qualified students to complete both a B.S. and M.S. degree in five years.

The department has established a relationship with Savannah State University, as part of their NSF-HBCU program in STEM disciplines. As part of this collaboration, the department has committed to providing 1-2 summer research experiences each summer to qualified graduate students from SSU into our Summer Research Program.

In an effort to accommodate more transfer students, the department has established a staggered course schedule. This schedule makes it possible to offer multiple sections of lower division courses during the fall and spring semesters.

In an effort to recruit minority students, the department chair represents the department at the Louis Stokes Midwest Alliance for Minority Participation in STEM (LSAMP). LSAMP is a 2.5 million dollar grant funded by NSF to increase minority recruitment in STEM disciplines in mid-western colleges and universities. Through this grant the Chemistry chair will partner with other institutions to develop a regional plan to enhance minority enrollment in STEM disciplines at colleges and universities in the Midwest.

In an effort to retain students, a Chemistry Resource Center was developed and combined with the Chemistry Tutoring Center. The new center provides online tutoring, as well as drop in face to face tutoring, from 8:00 am to 6:00 pm Monday-Friday. The department provides study guides for national exams, molecular modeling kits, and many other resources.

Undergraduate research greatly improves retention. Students who are involved in undergraduate research gain a sense of accomplishment as contributors to scientific knowledge. They become

excited working with a faculty mentor on a cutting edge research project, such as developing new anti-cancer agents, or providing a new “green chemistry methodology.” Greater support will be provided by the department to fund undergraduate research. Faculty are also encouraged to include undergraduate research funding, including student wages and travel support, into all external grant applications.

The primary contact person for potential students is the chairperson of the department and the academic advisor. Select faculty members have also volunteered to be available to accept calls and meet with students and to speak to Discover Western groups.

Communication

The department engages in the following activities to increase the yield rate of students interested in the programs:

The department provides information at both Macomb and QC Discover Western and SOAR events.

The department regularly supplies information and promotional materials to high-school counselors and community college advisors promoting the Communication major at WIU.

The department conducts an annual Career Preparation Day exclusively for Communication majors and minors to enable them to better understand and promote the value of their degrees to family, friends, and future employers.

The department has operationalized their recruitment plan based on four target audiences as explained below:

Target Group #1: New Freshmen

Develop Patron Mail highlighting degree flexibility and professional opportunities to be sent to all prospective students indicating an interest in appropriate career code on ACT.

The department uses the admissions lists identifying students who have applied to and have been accepted by WIU, and sends greeting messages from the Chair introducing them to the major, the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the academic advisor. This message provides students with some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society will send them a message extending his/her greetings and talking a little bit about the department from a student’s perspective.

The department makes an appeal for the major in general education courses, and includes departmental activities (i.e., Career Preparation Day, Thompson lectures) to in-class assignments and extra-credit opportunities.

The department maintains and updates website information.

The department maintains a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

Target Group #2: New Transfers

The department uses the admissions lists identifying students who have applied to and have been accepted by WIU, and sends greeting messages from the Chair introducing them to the major, the department, and the benefits of attending WIU. Approximately one week later, an additional message is sent to these prospective majors by the academic advisor. This message provides students with some background on opportunities within the major. Approximately one week after that, the current President of the Communication Student Society will send them a message extending his/her greetings and talking a little bit about the department from a student's perspective.

The department maintains updated website information.

The department maintains a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

The department developed a more specific presence in targeted community colleges.

Target Group #3: Internal Transfers

The department makes an appeal for the major in general education courses, and includes departmental activities (i.e., Career Preparation Day, Thompson lectures) to in-class assignments and extra-credit opportunities.

The department increased visibility of the department and "positive talk" among current students. The primary means for doing this was to increase the number of students attending Communication Student Society events and functions, and to increase membership and participation in CSS.

The department maintains updated website information.

The department maintains a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

The department participates in all academic majors fairs (i.e., COFAC Festival).

Target Group #4: Current Majors

The department increases visibility of department and "positive talk" among current students. The primary means for doing this will be to increase the number of students attending Communication Student Society events and functions, and to increase membership and participation in CSS.

The department maintains and updates website information.

The department maintains a dynamic and evolving social media presence (i.e., Facebook, Linked-In, and Twitter).

The Department has begun to lay the groundwork for proposing a new B.A. in Public Relations. It is expected that this new degree would significantly increase the visibility and reputation of the Communication program and the university as a whole, and would attract students to the major who otherwise would enroll at other institutions to pursue this popular degree.

In an effort to recruit graduate students, the department will add a one hour program discussing the graduate program that operates in tandem with the general graduate program presentation. The Graduate Coordinator will be responsible for being present, answering any questions about the program, and following up with prospective students.

The department's faculty will maintain a presence at the Graduate Program Expo. Typically, the presence here will be conducted on a rotation.

The department will seek to promote the program through advertisements.

The department is exploring the idea of streaming a monthly Brown-Bag lecture series to local colleges. The purpose of this program would be to cultivate relations, to showcase the scholarly proficiency of the graduate faculty, and to alert prospective graduate students of the research/scholarly possibilities associated with the graduate program.

The Graduate Faculty are considering instituting a brief lecture series run. The lectures would delve into cutting edge communication research in an effort to attract interest. At present, the plan is to make this lecture series a monthly series and the Graduate Program will try to stream it to local colleges in an effort to attract potential recruits to the graduate program. If this lecture series is successful, it may become permanent or be offered as a one hour class.

Communication Sciences and Disorders

The department chair and undergraduate advisor will attend Discover Western events and show students the department.

On select dates, the department will have enhanced activities at Discover Western including the opportunity for prospective students to sit in on part of a class, observe a clinic session, see equipment that they will learn to use in classes, and have lunch with current students and faculty.

All students on the weekly prospects list will receive an informational email from COFAC describing the opportunities in the college.

All students on the weekly prospects list who have an email address will be emailed an invitation to both of CSD Days dates at Discover Western. Emails will be sent approximately 3 weeks prior to each CSD Day.

All students on the weekly prospects list who have made contact with WIU will receive via mail, a letter from the chair and an invitation to CSD Day.

Each Friday, newly admitted freshmen and transfer students will be mailed a hand written congratulatory note from the chair.

Two weeks after acceptance, admitted students will be mailed an informational letter from the chair and undergraduate advisor. This letter will focus on highpoints of the department and why students should consider WIU.

Four weeks after acceptance, admitted students will be mailed a letter from a current undergraduate student who is president of our student organization. This letter will focus on the student perspective of WIU and opportunities for students to get involved in the department.

In late January, all admitted students will receive a phone call from a current undergraduate or graduate student who was previously a WIU undergrad. The purpose of these phone calls will be to answer students' questions and invite them to attend our CSD Day.

The department will attempt to pilot a program linking admitted students with WIU alumni who live in the student's area and are currently working as speech-language pathologists or audiologists. Students would then contact the assigned alumnus and arrange to meet them at their workplace. This would provide students an opportunity to observe a clinic session (and reinforce their choice of major) and also hear the alumnus talk about how WIU benefited their professional career.

CSD coursework has been planned so that all courses in the major can be completed in two years with some additional credit hours available for coursework in the minor. Therefore, transfer students who enter meeting the CSD and COFAC general education requirements are able to complete the program in two years.

The department will host a CSD Grad Open House for all prospective students. Invitations will be emailed and mailed to all students on the grad contact list.

The department will host a CSD Grad Open House for admitted students. Invitations will be mailed to students two days after they receive their acceptance letter.

The department will set aside time each day during the fall semester for students to visit campus individually. These times will be posted online. Students can schedule a visit during any of these times and meet with two faculty members, current students, tour the clinic, and attend a graduate class.

Prospective students who contact the department via email will receive personal responses from the department chair or grad advisor as appropriate.

Students on the grad contact list will receive a mailed letter from the department chair and graduate advisor highlighting the reasons for attending WIU. This mailing will also include an invitation to the Open House in November.

Each admitted graduate student will receive a phone call from a current graduate student. These phone calls will allow students the opportunity to ask questions and get advice from peers.

The department will publicize the availability of GA positions and CSD scholarships. Typically, graduate students' primary concern is the cost of graduate school. By publicizing these awards, the department may become a more attractive option to students who have financial concerns.

The department will be represented at the national convention of the American Speech-Language-Hearing Association which will be held in Chicago this year and also at the annual conference of the Illinois State Speech-Language-Hearing Association.

In an effort to diversify the CSD student population, the department will try to obtain the names of current regional undergraduate students who are from underrepresented backgrounds. The department will add these students to the contact list and provide them the same correspondence as with other prospective graduate students.

To enhance the retention of CSD students, undergraduate courses will each hold tutoring hours with a faculty member or graduate student. These hours will be advertised in the undergraduate study room.

Faculty and current students will informally interact with undergraduate students who are studying in the lobby or study room and will offer help if needed.

The department will organize community building events aimed to increase the sense of connection students feel to the department.

The CSD student group will host a welcome pizza party at the beginning of the year and a Halloween party.

The faculty will host a breakfast in late September for new undergraduate students (freshmen, new transfers, and students who recently switched majors).

The department will host a movie night in spring semester. The movie that is shown will be related to CSD (such as Temple Grandin or Diving Bell and the Butterfly) and an informal discussion will be facilitated.

The department will continually maintain and upgrade the undergraduate work room and lobby which we hope will encourage students to interact with their peers within the department and focus on academic success.

The department will identify faculty/staff from the department who will speak with incoming students and current students who may want to change major.

The undergraduate advisor has time each day available to speak with prospective students.

Computer Sciences

The school will participate in Discover Western, SOAR, etc.

The school's focus in all areas except Network Technologies has been primarily on scholarships. The school has created scholarships open to all degree programs for new freshmen, new transfer students, and for new female students – the last one was established to help address concerns regarding low numbers of female students in STEM disciplines.

The school has taken additional steps specific to the Network Technologies program. One of the identified issues is visibility of the program. Hopefully, the new minor in Network Technologies will result in new majors.

The honors curriculum for both Networking and Information Systems was developed to make those majors more attractive to our best students. The department has also made curriculum changes, including new classes and adjustments to existing classes, in order to make the program more transfer-friendly for community college students. Social media is used to reach students in a way that is easy and appealing.

In an effort to recruit graduate students, the school participates in the Graduate Merit Scholarship pilot and funded two \$500 scholarships for international students. While the undergraduate enrollment of international students is relatively small, the vast majority of graduate students are international.

The school has asked Rick Carter to distribute information and attract students when he travels internationally. Additionally, nearly one third of the faculty members are international, from Korea, India, and China. When faculty members return home they use some of the time as an opportunity to recruit for the program(s).

The school has a 2+2 program with Blackhawk, and is currently pursuing additional 2+2 programs with Sauk Valley.

The school has made extensive changes to CS and Net programs to make them more attractive to new freshmen and more transfer friendly for students at community colleges. An internship was added to the graduate program so that international graduate students can do CPT. The BB to BS change for the IS degree was a tremendous change, and it has worked well.

The school has an integrated BS-MS program.

The school implemented a tutoring program, providing tutoring in an open lab for approximately 20 hours per week. The tutors are undergraduate student employees, and are well-utilized.

The school director and the academic advisor are available to assist prospective and current students.

Counselor Education

The department will assertively recruit students for the graduate program. The Grad Director or other graduate faculty will meet with undergraduate seniors and post-bachelor graduates.

The chair or volunteer faculty will attend recruiting fairs when invited and adequate financial and personnel resources are provided.

The department will develop partnerships with regional private 4-year schools, and invite prospective students to campus. Six potential "feeder" colleges/universities will be utilized. The chair, alumni, GAs, or faculty volunteers will visit these schools and talk about the department with undergraduate programs, students, and advisors.

The department will partner with employment sites (i.e. school districts, police departments, individual job sites, etc.). Faculty from the department partner with the following agencies:

- Martin Luther King Center
- Casa Guanajuato
- Rick's House of Hope
- Quad Citians Affirming Diversity
- Most elementary, secondary, and high schools in the greater QC area
- Gilda's Club

The department will conduct exit interviews/surveys with graduating students to solicit feedback on their graduate experience.

The department will provide guest lectures in major courses at feeder schools and for other departments at WIU.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.) through contacts such as the Black Hawk Chapter – Counseling Association. The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements that are free of charge.

The department will provide information for Discover Western events when requested.

The department will call potential applicants and invite them for a campus visit.

Graduate assistants and invited student volunteers from the department will contact their former undergraduate programs and request visits with faculty and students.

The department will plan to host a one-day symposium each year for regional teachers and counselors to attend and receive professional training.

The department chair and select faculty have volunteered to be available to speak to or meet with potential students.

Curriculum and Instruction

The department engages in the following activities to increase the yield rate of students interested in our programs:

The department provides information at Discover Western and SOAR events. The department chair has created a power point presentation that provides information to potential students while discussing programming with interested students and their parents.

The chair emails potential students identified from participation at Discover Western events and the admissions office. The email includes an invitation to come to campus for a visit.

The department will identify ten potential “feeder” high schools and five community colleges and the chair or faculty volunteers will visit these schools and talk about programs with teachers, advisors, and students. The department plans to identify those schools located along rail lines as potential places for contact and visits.

The department in conjunction with regional professional organizations (e.g., WIRC, KDP, QCAEYC, etc.) has hosted or participated in regional conferences. At each of these events, the chair or faculty volunteer will be present to discuss programs and options to interested individuals.

The departmental website has been re-designed so that access to information about programs and majors, life on campus, student organization, careers, research opportunities, etc. is improved. Further, a Facebook page has been created for the department that provides current information regarding programs and events.

The department will have representatives at these events:

- Participation in college fairs at selected high school venues.
- Quad Cities Association for the Education of Young Children
- Faculty volunteers have agreed to share promotional and marketing materials at the state, regional, national, and international conferences they attend.

To enhance international recruiting, the department intends to establish a partnership with Jeju National University in Korea. The department chair will travel to Korea in February to participate in training and to further build bridges with this school.

The department may create “tracks” or “options” in undergraduate programs to address the needs of international students (i.e., a degree in education).

The department will identify schools in other countries in which international partnerships may be developed.

The department will work closely with the Center for International Studies and follow up with all students and schools who have expressed interest in our programs.

The department will assertively recruit undergraduate students into the graduate programs. The Grad Director or other graduate faculty will meet with all undergraduate seniors with GPAs over 3.5. We will provide information to highly qualified students in similar majors.

The chair or volunteer faculty will attend recruiting fairs.

The department will raise money from donors for graduate assistantships.

The department will develop partnerships with regional private 4-year institutions of higher education and invite prospective students to campus for an open house.

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experience.

The department will provide guest lectures in major courses at feeder schools.

The department will make personal calls to gatekeepers and prospects.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.)

The department will contact professional organizations for advertising space and to connect with student members.

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will send information about courses being offered in the upcoming semester in the thank you/waiver letters to mentor teachers who have students for pre-student teaching and student teaching experiences.

The department is working to redesign the graduate website to make it more user-friendly. The website will include well-displayed contact information for all three programs (i.e., Elementary Education, Special Education, and Reading).

The department will market changes and new initiatives devised to meet the needs of all teachers (i.e., the reading teacher endorsement).

The department will identify one course each year (preferably in the summer session) that would interest a variety of teachers to use as an entry recruitment course.

The department will develop long term schedules for course offerings with identified formats of offering (i.e., traditional, online, hybrid, etc.) to use as a planning and advising tool.

The department has more females than males. Therefore, special effort will be made to represent males in promotional materials, and to encourage them to apply.

The department's retention efforts include: creating connections with students (e.g., department/major events; professional development offerings in which undergraduates might participate); the early identification of students experiencing difficulties so that interventions might occur, clarification of program outcome, closer alignment with advising office, etc.; and forming connections/bridges to pre-elementary education majors in their first year students in the form of chair socials (invites to a gathering with chair and faculty members) to encourage students to stay in the major and at WIU.

As part of the marketing and recruiting process, the department has created an ad hoc committee charged with marketing and promoting programs at undergraduate and graduate levels.

The Marketing and Recruitment Committee has:

Adopted a new promotional slogan for materials to be distributed and shared. *WIU the new Normal: The past...the present...the future of education.*

Created a new brochure for marketing programs—one for undergraduate, one for graduate, one for both.

Contacted AEAs (Iowa) and ROEs (Illinois) for ways to distribute information to practitioners

Worked to create a “speakers bureau” of faculty members to facilitate interaction and relationships with the community.

Further, the department will seek the attainment of the recruitment grant made available by the Graduate College (i.e., \$500 grant). This money will be used to visit schools and districts located along the rail lines and to make connections with other interested schools/districts.

The chair and select faculty have all volunteered to be available to accept calls from Admissions and to speak to, or meet, with potential students.

Dietetics, Fashion Merchandising Hospitality

The DFMH department plans to engage in the following activities to increase the yield rate of students interested in the programs:

Pursue 2+2 partnership with selected feeder community colleges.

Provide information at Discover Western and SOAR events.

The department will continue to send a “Patronmail” (email) to students that declare interest in our programs at Discover Western. The patronmail provides information about chosen major and names of faculty and the advisor. It also has a follow up mechanism (email) for tracking interaction with potential students.

The chair has developed brochures to send to high schools and community colleges.

The department will ask ambassadors to visit their high schools and present materials about DFMH majors.

The department will participate in Career Fairs at Community Colleges; Western Area Career Fair, Spoon River College, Careers in Fashion/WACS at Spoon River, and Careers in Hospitality/WACS at Spoon River.

The department will re-design the DFMH Website and add information to the website about Occupational Outlook.

The department will add simplified program accreditation information for creating awareness about professional recognition of DFMH programs.

The department will maintain a DFMH Face Book Account

The department will identify potential “feeder” high schools and community colleges and the chair, faculty volunteers, or students will visit these schools and talk about the programs with teachers, advisors, and students.

To enhance the recruitment of international students, the department will develop partnerships with universities in other countries (e.g. University of Botswana) and reach potential students that may qualify for DFMH undergraduate programs.

The department will meet with current international students and ask them for contacts at high schools in their home countries. An email that includes information about the programs will be sent to their former teachers.

The department will work through international faculty to establish connections in their home countries and the department faculty will work closely with the Center for International Studies and follow up with students who have expressed interest in the programs.

The department has proposed four unique degree programs (Dietetics, Apparel & Textile Merchandising, Hospitality Management, and Nutrition & Foodservice Management). Hopefully, these programs will likely attract more students for each major.

The department will develop a one-hour course in fashion merchandising or hospitality subject area for non-degree seeking students, in an effort to attract students to the major.

The department has more females than males. Therefore, special efforts to represent males in the promotional materials will be made.

The chair and the academic advisor will be available to speak to, or meet, with potential students.

Economics and Decision Sciences

The department writes a letter to all high school students who declare economics as a major.

The department offers a \$1000 scholarship to high-ACT incoming students who are economics majors.

Select faculty send emails and make phone calls to all high school students who declare an interest in economics, inviting them to visit campus and discuss further the field of study.

The department operates the Center for Economic Education, which coordinates outreach programs for area high schools and community colleges.

The Center for Economic Education maintains and enhances relationships with area high school and community college teachers and students.

The department hosts “Economics Day” on the Macomb campus. We invite area high school students and teachers and community college students and instructors.

During Economics Day, the department offers campus tours for prospective HS and community college students.

The department identifies ten “feeder” high schools and five community colleges. The Director of the Center for Economic Education and faculty volunteers visit these schools and discuss the programs with teachers, advisors, and students.

The department has representatives at Discover Western, Economics Day at WIU, area college and university fairs, and Economics Day at area college and universities.

Faculty who travel internationally will bring promotional material to disseminate at universities where they visit.

The department will aggressively promote the new Graduate Merit Scholarships to financially assist students from countries from which we have not had any students for at least three years.

The department will send more descriptive letters to assistantship recipients highlighting their achievement and how much we value their enrollment at WIU. These letters may be helpful to students as they seek a student visa as the embassy wants to be assured that the student has financial support and that they are highly qualified and desired students.

The graduate advisor will continue to cultivate relationships with officials at foreign embassies and cultural missions to maintain the flow of students from the countries from which we currently draw students.

The department is currently in the process of developing 2+2 or 2+3 programs with target community colleges: Black Hawk Community College, Carl Sandburg Community College, Illinois Central College, John Wood Community College, and Southeastern Community College.

The department has many on-line sections of courses.

The department has a complete on-line minor.

The department contributes to a post-baccalaureate in business analytics.

The department offers an internship option for graduate students, which is appealing for many of our foreign students.

The department will actively recruit their undergraduate students into the graduate program. Faculty teaching the core theory courses (Econ 330 and 331) will recommend selected students who perform exceptionally well in these courses to talk to the graduate advisor about applying to the graduate program.

The graduate advisor will attend recruiting fairs and/or visit area colleges and universities to promote the program.

The graduate advisor will continue to cultivate relationships with faculty in other disciplines related to economics to encourage their students to see economics as an option. (Math, political science, finance, etc.).

The department will cultivate relationships with regional private 4-year schools and invite prospective students to campus for "Economics Day" in the spring (see #4).

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experience.

The department will make personal e-mail contacts with applicants soon after admission decisions are rendered.

Positive experiences among the Fulbright fellows has resulted in more Fulbright fellows being matched with WIU, the graduate advisor will continue to maintain a relationship with the Fulbright office in Chicago to stay at the top of their list for placing economics students.

The departmental website will be updated with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities for recent graduates.

The department will use social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The chair and select faculty will be available to speak with prospective students.

Educational and Interdisciplinary Studies

The department provides information at Discover Western.

The chair or a faculty volunteer will call each student who can be identified to be interested in the major and follow up with an email to the student with an invitation to come to campus for a visit.

Volunteers from student organizations will visit students at their old high school praising the program and WIU.

The department will host two field trips a year to model bilingual programs so students can see what types of career possibilities exist for them.

The department will identify ten potential “feeder” high schools and five community colleges and the chair or faculty volunteers will visit/contact these schools and talk about the programs with teachers, advisors, and students.

The department will continue to create more recruitment materials in Spanish.

The department will advertise our major in Spanish publications such as the “Latino Guide to the Quad Cities.”

The department will expand the Bilingual/Bicultural major to the Quad Cities campus where there is more linguistic diversity and likely candidates.

The department has identified the following feeder schools: Macomb High School, Moline High School, Rock Island High School, Monmouth Roseville High School, United High School, Beardstown High School, Rushville High School, Rudy Lozano High School, Chicago; Dwight D. Eisenhower High School, Blue Island, IL; and Dundee-Crown High School, Carpentersville, IL. Additionally, feeder community colleges where the department has 2+2 agreements are:

Joliet Junior College, Elgin Community College, John Woods Community College, Illinois Valley Community College, and Illinois Central College.

The department will create an undergraduate minor in TESOL, which will enhance international student participation in our program.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in our programs. For example, the department is currently in conversation with Gwangju University regarding the TESOL coursework for their undergraduate student population.

The department will create an integrated degree to recruit undergraduate bilingual majors into the Language, Culture and Education track of the MS degree.

The chair or volunteer faculty will attend the WIU Career and Graduate School Fair, WIU Graduate School Open House, general recruitment meeting with all Macomb School District Administrators, Lincoln School Elementary Faculty meeting, Macomb Jr. High School Faculty meeting, Macomb High School Faculty meeting, etc.

The department will develop “Meet the Faculty” interviews to post on our website and Facebook so that students gain a more personal view of faculty in the department.

The department will develop “Meet our Graduate” interviews to post on our website and Facebook.

The department will partner with employment sites (i.e. school districts) to deliver our degree and/or endorsements to cohorts of students.

The department is streamlining our Graduate Tracks this year to increase marketability of program.

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experience.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.)

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in departmental programs.

The department has submitted a feasibility study for a MA TESOL degree. This type of a degree will be aimed at international students and those students who wish to teach English to speakers of other languages in domestic or international settings.

The department will continue to raise scholarship monies to help students study abroad and complete their program at WIU.

The chair or graduate coordinators will be available to speak with students.

Educational Leadership

The department meets with current international students to determine the effectiveness of the program and to seek ideas on how to better meet the needs of international students.

The department will explore offering a MSED program without certification/licensure for international students.

The department has asked an international faculty member to visit schools to recruit the next time she returns to her home country.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest.

The department is exploring the development of a master's degree in Teacher Leadership (see below for more information).

The department will assertively recruit current practicing educators (teachers and administrators) as graduate students into the program.

A faculty member will attend recruiting fairs and have a presence at professional conferences (Illinois Principal's Association, American Association of School Superintendents, School Administrators of Iowa, National Council of Professors of Education, Illinois Association of School Business Officials, Illinois Association of School Administrators, and American Educational Research Association, Illinois Association of School Boards, National Association of School Boards, and the Rural Schools Association).

The department will explore raising more money from donors for graduate assistantships; however, the vast majority of students are practicing educators rather than full-time students so obtaining graduate assistantships is not a high demand for this student population.

The department will invite prospective students to campus for an open house.

The department will conduct exit interviews and/or an exit survey with graduating students to solicit feedback on their graduate experience.

The department will make personal calls to prospects and current school administrators seeking their suggestions for potential students.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, schools and school district).

The department will contact professional organizations for advertising space and to connect with current practicing educators.

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will utilize the department's website to provide additional information, PDFs of brochures, and an update of faculty biographies.

The department will compile a list of our recent graduates (the last five years) and send a brief email and include a personal letter and MSED flat sheet. The letter has two purposes: to ask the recent graduates to consider talking to teachers in their buildings about the principal preparation program and to encourage them to consider coming back and enrolling in the EdS or EdD program.

All faculty members in the department will be available to speak with potential, incoming, and current students concerning any aspects of our three programs.

Engineering

In order to gain interest and also retain prospective student's interest in the program, providing tours of the classrooms, equipment, and labs will allow students to experience the WIU-QC campus and develop a relationship with the faculty. Along with viewing the facility, students and parents will be allowed an opportunity to ask questions and receive further information, in turn, opening the door for continued contact.

Every effort will be made to satellite off of "Discover Western" tours especially in the Quad Cities but additional "mini" tour dates will be scheduled starting in September every 2-3 weeks on Friday afternoons.

The school will work with surrounding area high schools and community colleges when working toward increasing program growth. For optimum results, the school will target advanced math and science instructors who can relay program information to potential students. By utilizing

high school and community college resources, the engineering program's faculty will be able to develop positive connections with instructors of potential students.

Developing a social media site, specifically a School Facebook page, the engineering program at WIU-QC can provide a means of connection for interested and potential students through their computers and mobile devices. Students will view the engineering department Facebook to gain a sense of student life as an engineering major at WIU-QC. The Facebook page will encourage interaction with the page, and will provide an internal view of the activities and opportunities within the engineering school.

Improving the school website will help to provide information clearly and easily to potential students. By providing an interesting and easy to use layout, the school website will promote department tours and social media sites.

The school will contact prospective students and follow up on inquiries. A personal contact develops rapport and keeps the WIU-QC engineering program in student's minds. Inquiries and prospects have indicated interest in the university, and it is vital to develop their interest by providing financial information, directing them to an advisor, offering a campus visit, or answering general questions to encourage action.

The school will inform qualified students of the availability of scholarships. Financial assistance may encourage additional interest in the engineering program as well as suggest opportunities to overcome potential financial barriers to higher education. Financial assistance is an important feature of the university, thus providing information to prospective students may urge them to select WIU-QC for their engineering degree. While student contact is essential, marketing efforts targeting parents by providing scholarship information may increase recruiting effectiveness as many parents make the financial decisions for traditional students. This is especially true concerning the WIU "Challenge Scholarship" which is currently awarded to HS Seniors starting with an ACT score of 22 or above.

The student – advisor – faculty relationship will be a fundamental piece of the retention process. Communication between the Engineering Advisor and faculty to ensure students are scheduled for advising sessions each semester will help to ensure proper course placement and attention to the structure of the program and course offerings. These meetings between advisor and student will allow for an assessment of need that may inform faculty of the need for additional course offerings in order to better serve the students. Additionally, communication via student degree planning will allow for the Director to assess enrollments in upcoming semesters to better plan and prepare for the number of students in attendance and in each level of the program.

The development of linkage agreements with area community colleges and continued communication between the school and Community Colleges allows for a smooth transition for incoming students. When communication is established at the point of entry to community college, and it is able to continue prior to enrollment in courses at WIU, a positive student experience can be cultivated, encouraging the long term goal of attendance at WIU to be realized.

The structure of course schedules takes into account the rigorous curriculum and allows for faculty supported study halls each Friday, providing students an opportunity to seek help in their studies. This is an essential piece for retention, as it demonstrates the atmosphere that Western strives to deliver, personal attention in education and achievement.

The development of an Engineering Club has increased opportunities for students to become involved in the field of Engineering and to learn first-hand in a small group from our faculty sponsor.

Program evaluations are conducted at the end of each semester, allowing students the opportunity to provide constructive feedback focused on the further development of the program. The implementation of constructive suggestions from students extends their participation both within the school and the University.

The school is committed to providing career advisement, direct from faculty with experience in the field. Meetings are scheduled between students and their faculty advisor (dependent on their level in the program) to ensure that career aspirations are considered and encouraged appropriately throughout their studies here at WIU. Connections to community and business leaders are in place, and continue to expand. Internship opportunities are another attractive quality of this program, allowing students to gain valuable on-the-job experience prior to graduation from the program.

The relationship between school and the Quad Cities Manufacturing Lab provides unique opportunities for students to expand their education in Engineering Research and Development. Internship opportunities are available at QCML, and tours are available for interested students.

Engineering Technology

The department will host an Open House during the Spring Semester.

The department will send letters to teachers in the state of Illinois.

The department will attend Recruiting Nights/Career Fairs at Neuqua Valley Technology Week Career Fair, Rock Valley Community College, John Wood Community College, and the Ralph Dirksen Engineering Technology Exhibit.

The department will conduct workshops/classes for Student clubs (as needed/requested).

The department provides a scholarship for a freshman in each major.

The department will send letters of congratulations to each student upon acceptance (weekly).

The department will send personalized emails to each accepted student from faculty.

The department will send a letter from Chair personally inviting them to an Open House.

The department will advertise articulation agreements through 2 year institutions:

2+2 agreements

2+3 agreements

The department will send letters to undeclared students and place Table Tents in the Union, dining halls, and entry areas in the residence halls in an effort to recruit majors.

English and Journalism

The department continues to provide information at Discover Western and SOAR events.

English Education hosts a one-day conference each year for regional teachers to attend and receive Continuing Professional Development Credits (CPDC).

English Education has begun to host an annual Writing Festival for high school students.

The department has begun to compile a list of high schools where alumni of the English Education program teach. The goal will be to contact the secondary education teachers and encourage them to consider talking with students about their experiences at WIU.

Journalism hosts a one-day conference each semester, called Journalism Day, for high school students to attend.

The department has identified five regional community colleges for transfers, including Spoon River College, John Wood Community College, Carl Sandburg College, Illinois Central College, and Southeaster (IA) Community College. We are in the process of developing 2+2 agreements with all of these institutions, and will also visit each of them in the Spring.

The department has asked several undergraduates to survey the website. The results from this work will lead, hopefully, to a friendlier student-centered media presence for prospective students.

The chair, advisor, or faculty member calls each student who has expressed interest in a program.

The department will increase attempts to contact the communities surrounding WIU, and will begin to invite this wider group of people to all of our events, like the Lola Case Writer's event, the Magliocco Lecture, etc.

The department will continue to develop QC programs, and thus increase student numbers in the short term.

The department is developing a new departmental newsletter, called *The Mirror and the Lamp*.

This newsletter will be one of our chief recruitment documents.

The department will ask international faculty to begin to use contacts abroad to recruit students.

The department will meet with current international students and ask them for contacts at their high schools in their home countries. The department will write their favorite teachers and send them information.

The department has met with the Center for International Studies and discussed the possibility of developing a scholar-in-residence program, which will hopefully be a first step in developing a feeder program for students.

The department has a 2+2 program in place with Spoon River College, and is working on establishing others at:

- Black Hawk College
- John Wood Community College
- Carl Sandburg Community College
- Illinois Central College
- Southeastern (IA) Community College

The department is also working to develop 4+1 programs with Augustana College and St. Ambrose University.

In an effort to recruit graduate students, the department will compile a comprehensive student profile for graduate students over the last 10 years – including undergraduate institution, geographical hometown, undergraduate major(s), or previous occupation or employer, etc. Additionally, the department will compile longitudinal programmatic data on numbers of applications, rejections, acceptances, and enrollments. Students will be surveyed on why they attended and asked to share their experiences.

In an effort to recruit undergraduate students, the department will develop and implement a communication plan for prospects and inquiries that includes multiple points of contact, including emails and phone calls.

The department will increase recruiting visits to schools in the Macomb region. These institutions will include Monmouth College, Illinois College, Culver-Stockton College and others. Additionally, the department will:

- Continue effective recruiting visits to Augustana College and St. Ambrose University.

- Explore possible recruiting visits at 4-year colleges and universities in the Peoria and Chicago areas.

- Assertively recruit our undergraduate students into our program by contacting all English majors with major GPAs over 3.00 and cumulative GPAs over 2.75.

Assertively recruit the best undergraduates by meeting individually with all English majors with GPAs over 3.5.

Offer guest lecture opportunities from graduate faculty at regional 4-year schools, particularly those schools identified as feeder schools.

Contact the individuals who wrote recommendation letters for excellent students to help establish pipelines and closer relationships with those institutions.

Attend the annual meeting of the Midwest MLA conference to network with faculty from regional colleges and universities and regional (and perhaps national) undergraduate English conferences to recruit students.

The department will consider implementing an integrated curriculum program here at WIU.

The department will explore possible integrated curriculum projects with Augustana College, St. Ambrose University, and possibly Monmouth and Knox Colleges.

The department will explore development opportunities for externally funded assistantships with external colleges (such as Black Hawk) and institutions.

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and updates on alumni.

The chair of the department, the program advisor, and select faculty members have volunteered to be available to speak to, or meet, with potential students.

Foreign Languages and Literatures

The department provides information at Discover Western and SOAR events. The Department Chair attends all Discover Westerns.

The department schedules class visitations for students at Discover Western who have expressed an interest in foreign languages.

The department schedules and administers foreign language placement exams at all SOARs and encourages students to enroll in a foreign language.

The department sends a congratulatory letter via regular mail to all students admitted to foreign languages. This letter includes a description of the newly established Diane Kline Scholarship, which provides between \$2000 and \$4000 annually to multiple students. The letter encourages our admitted students to apply for this scholarship and states that they will receive a follow-up call from the department.

The chair or a faculty volunteer will call each student who can be identified to be interested in the major and follow up with an email to the student and with an invitation to come to campus for a visit.

The department will plan a “major” day to introduce our new major in Foreign Languages and Cultures to current and prospective students.

The chair will create a mailing list of all students who transfer in foreign language credit in order to send an e-mail to such students with information about our programs and encouraging them to enroll in foreign language at WIU.

The department is currently in the process of working with the Center for International Studies and Residence Life to establish a Living Learning Community for foreign language students and international students entitled Global Linc. The community will be housed on the international floor of Olson Hall and will require students to participate in activities related to foreign languages and intercultural communication and to enroll in a course either in foreign language or intercultural learning.

The department will work with the Center for International Studies to identify students who come from countries where the languages taught in the department are spoken. Students will be invited to departmental events and they will receive information on course offerings and programs.

The department reorganized separate majors in French and Spanish into a new major in Foreign Languages and Cultures. The requirements of the new major allow students to complete it easily as a second major. The new major will include options in French, Spanish, and now: in German. Since German was previously only offered as a minor, this offers the potential to attract new majors who are interested in German.

The department is pursuing multiple interdisciplinary opportunities with other departments.

The department will regularly update the website and Facebook site with information on our programs, scholarships, and news items related to foreign languages.

The department has just completed a multi-year reform of its curriculum and major programs with the specific intent of making the program more attractive and relevant to students in the twenty-first century. The most effective recruitment, will be to market the new major, entitled “Foreign Languages and Cultures,” to existing students, advisors, the university community, and prospective student populations, along with the excellent new scholarship opportunities that are available (Kline fund).

The department chair and select faculty have volunteered to be available to speak to, or meet, with potential students.

Geography

The department will visit schools to publicize the department and offer opportunities associated with a Meteorology or Geography degree.

The department will communicate directly (letters, emails, and phone calls) with prospective applicants and/or newly admitted students.

The department will invite prospective students to visit the department and campus.
The department will respond to inquiries and follows up to the initial inquires.

The department will contact community colleges locally or in the Chicago area (feeder and non schools).

The department will conduct Meteorology, Geography and GIS outreach at local and regional schools.

The department will use geography courses to attract future majors (Ex. Geog 108, a new gen-ed course).

The department has created a Geography Ambassador Program which consists of students who will support recruitment efforts.

The department will use current students to support faculty during recruitment events (campus visit, Discover Western, etc.).

The department chair or faculty member(s) is available to talk with prospective students and parents during Discover Western or any campus visit.

The department will hold a “major” day, during one of the Discover Western events.

The chair or a faculty volunteer will call each student who can be identified to be interested in the major and follow up with an email to the student and with an invitation to come to campus for a visit.

The department chair/faculty will invite prospective students to come and sit-in-on a class or classes in the department.

Faculty and staff participate in other events to assist with future recruitment (Geography Bee, Science Olympiad, Girls Math, etc.)

The department has developed a 100-level course to help recruit undergraduate students to the major.

The department is revising its Geography curriculum to make it attractive to in-coming undergraduate students.

In an effort to enhance international enrollment, the department will build networks that are supportive of international students socially and culturally, use alumni to assist in recruiting international students, ask faculty to help with recruitment during international travels, and work with the Center for International Studies on prospective and admitted students.

In an effort to recruit graduate students, the department will: communicate (letters, phone calls, brochures, posters) with department chairs and advisors at undergraduate geography programs, contact regional liberal arts schools such as Quincy University, Monmouth College, Ambrose University, Augustana College, and Culver Stockton College for potential graduate students; actively recruit some graduating undergraduates into the MA program in Geography, establish contacts with potential employers for internship placements, continue to update department flat sheet and other brochures to make them as current as possible, increase department's visibility on-campus and in the community, promote both undergraduate and graduate programs at conferences, use Facebook and other social media to promote the department, create and disseminate CDs or DVDs of the department, join professional organizations to publicize the department programs, make contact with alumni who are in positions to assist with recruitment, and department website to publicize the following:

- Graduate Program and Scholarship.

- Thesis/ applied projects and/or two paper option completed.

- Capstone research papers of undergraduates.

- Highlight student awards on the web.

- Announcement of student events.

The department uses an exit interviews with graduating students to solicit feedback on their graduate experiences.

The department provides free tutoring to all majors in a designated space in Tillman Hall.

Faculty members provide additional support for students experiencing academic difficulties.

The department will monitor students' academic progress (especially freshmen and sophomores) and devise appropriate interventions if warranted.

Faculty must strive to provide one-on-one mentoring for students in the department.

Geology

The department provides information at Discover Western programs, and students and/or parents are given tours of the department where individuals have an opportunity to meet with faculty. Topics discussed include: career opportunities, undergraduate research opportunities including presentations at National geology meetings, in-class field trips, Geology Club and Sigma Gamma Epsilon (National Honorary Society for the Earth Sciences). Follow-up letters are mailed to participants.

The department draws the majority of the majors from the beginning Geology classes. Faculty discuss the Geology program and career opportunities in these classes, and letters are sent to those students who perform well and have a natural aptitude for and interest in Geology.

The department mails a letter of congratulations and an informational packet to all accepted freshmen and transfers. Students are invited to come to campus for a visit and a tour of the department. A follow-up email message is sent asking if there are any additional questions or concerns.

The department's Geology Museum offers tours and provides vital information to both current and prospective students.

The department teaches a portion of the Summer Science Camp for high school students. The department maintains an up-to-date website which offers worldwide access regarding Geology careers, scholarship opportunities, undergraduate research opportunities, field trips, etc.

Faculty volunteer to speak with Boy Scouts of America troops to help them earn their Geology badges and increase their interest in geology.

The department is well into the process of developing two 2+2 Degree Programs and will attempt to contact more schools.

The department recently added a Paleontology Option and is working on a Teacher Education Program.

The department is investigating the possibility of adding an Environmental Geology option.

The department provides tutoring to majors. All Geology freshman and transfer students are assigned a faculty mentor to follow them through their Geology program to completion.

The department hosts an annual Bonding Night each fall, at which Geology students, faculty and staff meet each other and interact in a relaxing atmosphere. Faculty share information about the courses they teach and their research interests.

The Geology Club hosts an annual spring picnic for all majors, minors, faculty and staff. Of the students that have attended Discover Western and met with Geology department faculty, nearly 100% chose to attend WIU.

The department chair and faculty are available to take to and assist prospective and current students.

Health Sciences

The department provides information at Discover Western and SOAR events (The department is considering having faculty rotate the responsibilities of attending and participating in these events.)

The department hosts a Career Night and invites alumni to campus to share their experiences as former students in the department and in their current field of employment. This allows current students to make connections with alumni who share their career interests and it is an opportunity to highlight the accomplishments of program graduates.

The department will hold a “major” day, during one of the Discover Western events – (The department can develop a program to host such an event.)

The department will provide department t-shirts to all students who express an interest in our major (this can be done if funds are available to support this effort).

The department chair or a faculty volunteer will call each student who can be identified to be interested in the major and follow up with an email to the student and with an invitation to come to campus for a visit (This has already been initiated in the department.)

Volunteers from the departmental student organization will call each interested student and write 10 new senior students at their old high school praising the program and WIU.

The department will identify potential “feeder” high schools and five community colleges and the chair or faculty volunteers will visit some of these schools and talk about the programs with teachers, advisors, and students.

The department will develop a one-hour course in the subject area for undeclared students, in an effort to attract students to the major.

Representatives from the department will attempt to attend the following events:

- Participation in college fairs at selected high school venues.
- National Hispanic Leadership Institute
- National conferences (discipline specific)
- Eta Sigma Gamma events/programs
- Illinois Emergency Management Student Association events/programs

In an effort to recruit international students, the department will meet with current international students and ask them for contacts at their high schools in their home countries, their teachers will be sent information on the programs. Also, the department will identify feeder schools in other countries, beginning with the schools current international students attended and develop agreements with those schools to bring more students into the programs. We will work closely with the Center for International Studies and follow up with all students who have expressed interest in the programs while enhancing an agreement that has been established by an international faculty member’s home country.

The department will assertively recruit undergraduate students into the graduate program. The Graduate Director or other graduate faculty will meet with all undergraduate seniors with GPAs over 3.5.

The department chair or volunteer faculty will attend recruiting fairs.

The department will raise more money from donors for graduate assistantships.

The department will develop partnerships with regional private 4-year schools, and invite prospective students to campus for an open house.

The department will partner with employment sites (i.e. school districts, police departments, individual job sites, etc.).

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experience.

The department will provide guest lectures in major courses at feeder schools.

The department will make personal calls to prospective students.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.).

The department will contact professional organizations for advertising space and to connect with student members.

The departmental website will be updated with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will provide tutoring services and a floor in the residence hall for majors. All students identified as having academic difficulties will be assigned a senior mentor.

Currently, our retention rates appear to be similar to the university rates. Efforts are being made to better identify accurate retention rates for the majors in the department.

The primary contact person for potential students is the chairperson of the department and the academic advisor. Select faculty members have also volunteered to be available to accept calls and meet with students and to speak to Discover Western groups.

History

The department provides detailed information and hosts informational sessions at Discover Western and SOAR events.

The Chair corresponds with every student who has expressed an interest in the major and follows up by email.

The department identified six potential “feeder” high schools and four community colleges and will visit these schools to discuss the programs with teachers, advisors, and students.

The department hosts a one-day conference each year for regional teachers to attend and receive professional-advancement training.

The department is currently in the midst of a full-scale curriculum revision which will prove attractive to students by offering a simplified 100-level course selection (United States and World History); by creating popular courses for non-majors at the 200 level on topics such as Sports History and Policing Through the Ages; and by carefully defining the differences between 300- and 400-level courses.

The department will work closely with the Center for International Studies and follow up with all international students who have expressed an interest in our programs.

The department chair is in the process of creating a multi-disciplinary United States Studies Minor which should prove attractive to international students across the University.

The Director of the Graduate Program meets with undergraduate seniors with GPAs over 3.0 and provides information to highly qualified students in similar majors.

In response to student demand, the department created a 500-level course to prepare graduate students for teaching at Community Colleges.

The department chair or graduate director will attend recruiting fairs.

The department will develop strategic partnerships with regional private 4-year schools, and invite prospective students to campus for an open house.

The department conducts exit interviews with graduating students to solicit feedback on their graduate experiences.

The department will cultivate connections among alumni, faculty and colleagues at other universities, and teachers at feeder schools to recruit students.

The department uses Facebook for communications and targeted advertisements.

The department plans to launch a marketing campaign built around the theme of “History as a Time Machine.” The message will be taking students back into the past to understand the present.

The chair and select faculty will be available to assist prospective and current students.

Instructional Design and Technology

The department provides information at Discover Western and SOAR events.

The department will hold a “major” day, during one of the Discover Western events.

Departmental t-shirts are given to all students who express an interest in the major. The chair or a faculty volunteer will call each student who can be identified to be interested in the major and follow up with an email to the student and with an invitation to come to campus for a visit.

Volunteers from the student organization will call each interested student and write 10 new senior students at their old high school praising the program and WIU.

The department will identify ten potential “feeder” high schools and five community colleges and the chair or faculty volunteers will visit these schools and talk about our programs with teachers, advisors, and students.

The department will host a one-day conference each year for regional teachers to attend and receive professional advancement training.

Representatives from the department will attempt to attend the following events:

- Participation in college fairs at selected high school venues
- National Hispanic Leadership Institute
- Chicago Public Schools (held at Harold Washington College)
- Future Business Leaders of America (FBLA) Leadership Conference (Decatur)

The department meets with current international students and asks them for contacts at their high schools in their home countries. Their former teachers are sent information about the program. The department will identify feeder schools in other countries, beginning with the schools current international students attended and develop agreements with those schools to bring more students into the program.

The department’s international faculty members have agreed to visit schools the next time they return to their home countries, and the department will work closely with the Center for International Studies and follow up with all students who have expressed interest in the programs.

The department intends to develop a one-hour course in the subject area for non-degree seeking students, in an effort to attract students to the major.

The department will develop an internship program.

The department will assertively recruit undergraduate students into the program. The Graduate Director or other graduate faculty will meet with all undergraduate seniors with GPAs over 3.5.

The chair or volunteer faculty will attend recruiting fairs.

The department will raise more money from donors for graduate assistantships.

The department will: develop partnerships with regional private 4-year schools, and invite prospective students to campus for an open house, partner with employment sites (i.e. school districts, police departments, individual job sites, etc.), conduct exit interviews with graduating students to solicit feedback on their graduate experience, provide guest lectures in major courses at feeder schools, make personal calls to prospective students, cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.), contact professional organizations for advertising space and to connect with student members; update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, examples of professional opportunities of recent graduates; and will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The departmental minority enrollment reflects that of the university; however, more males than females are represented. Therefore, we will make special efforts to represent females in our promotional materials, and ask our top performing female students to serve as mentors to potential female students.

The department will provide tutoring and a floor in the residence hall for majors. All students identified as having academic difficulties will be assigned a senior mentor.

The primary contact person for potential students is the chairperson of the department and the academic advisor. Select faculty members have also volunteered to be available to accept calls and meet with students and to speak to Discover Western groups.

Kinesiology

The department provides information at Discover Western and SOAR events.

The department will host a “major” day, during one of the Discover Western events.

The department provides water bottles and pens to all students who attend Discover Western events or visit the department individually.

The chairperson sends an individual letter to each accepted student (from the Thursday admissions lists) and faculty send a follow-up email to all accepted students in early February.

The department will send faculty/student volunteers to talk about the programs with teachers, advisors, and students.

The department will send representatives to the following events:

Participation in college fairs at selected high school venues

National Hispanic Leadership Institute
Chicago Public Schools (held at Harold Washington College)
Future Business Leaders of America (FBLA) Leadership Conference (Decatur)

The department will participate in the WIU graduate expo both spring and fall semesters.

The department sends formal letters in response to students inquiring about the graduate programs.

The department hosts booths at various professional conferences.

The department actively engages with young professionals at international and domestic conferences.

The department is working together with WIU athletics to recruit and fill graduate assistant positions with Kinesiology graduates.

The department is working together with the WIU campus recreation to recruit and fill graduate assistant positions with Kinesiology graduates.

The department is connecting across campus with student services programming.

The department will work closely with the Center for International Studies, and follow up with all students who have expressed interest in the programs.

The department is currently working on finalizing a 2+2 agreement in Athletic Training with Southeastern Community College.

The department developed a 4 + 1 integrated program with Broadcasting.

The department is in the process of revising the undergraduate curriculum in Physical Education in order to provide the students with additional field experiences prior to student teaching.

The department designed a new program with five areas of study that reflects the current academic needs for professional opportunities in the areas of corporate wellness, cardiac rehabilitation, strength and conditioning, sport psychology, etc.

The department created a “hybrid” option for students to pursue a Kinesiology degree in combination with another area (i.e. Sport management, Health Sciences, Recreation).

The department is beginning to expand course offerings that will include courses that are a combination of traditional and distance education.

The department is beginning to schedule courses in a non-traditional format (i.e. weekends).

The department will identify potential feeder schools to partner with in the recruitment of graduate students (both public and private 4 year institutions).

The department will seek external funding to support additional graduate assistantships.

The department will promote the departmental brand through social media and paraphernalia.

The primary contact person for potential students is the chairperson of the department and the academic advisor. Select faculty members have also volunteered to be available to accept calls and meet with students and to speak to Discover Western groups.

Law Enforcement and Justice Administration

The school is utilizing patrol mail to reach and engage students and potential students.

The school participates in the faculty mentoring program through the Office of Student Affairs.

The school utilizes mass e-mails to all LEJA students to keep them informed and engaged.

The school has been calling accepted students to convince them to register for classes.

The school regularly participates in all Discover Westerns, both Macomb and Quad Cities campuses.

The school works with the athletics department to recruit and retain student athletes.

The school makes presentations at various high schools and community colleges as part of the marketing, branding, and recruitment goals.

The school will be visiting regional high schools and tech centers to advertise and market the fire science gateway courses.

The LEJA faculty will continue to market the program to high school students.

The school will increase advertising of degree programs (especially the fire science program) in professional journals and on professional websites and search sites.

The school will increase the number of alumni events in hopes of attracting more students through word of mouth.

The school will continue its open door policy of accepting walk in prospective students from Admissions.

The school will continue to advertise and market degree programs through participation in professional organizations and associations.

Representatives from the school will continue to attend events at regional high schools, community colleges, career fairs, college fairs, and professional organization meetings.

The school is committed to the following activities to attract more international students:

Creating an international committee to foster international collaboration and research, faculty and student exchanges, and partnerships with schools abroad

Working to develop additional study abroad programs

Faculty making presentations and marketing the LEJA program in foreign countries

Continuing partnership with the Russian Federation, which includes a joint exchange of faculty and students

Participation in the international criminal justice conference held each year in Vladimir, Russia. The school uses that opportunity to solicit degree seeking students, forge study abroad exchanges, and pursue internship opportunities.

The school continued relationships with the Criminal Justice School (CJS) at East China University of Political Science and Law and with Sapir College (Israel) and forged new partnerships with additional international universities.

The school is working closely with the Center for International Studies to bring students here from Universities in England, Ireland, and Australia

The school hosted four international presentations through the Homeland Security Research program and the Center for Applied Criminal Research, and will continue to do so.

The school has instituted 2+2 agreements with the top ten feeder community colleges in the region, as well as with the new market community colleges. In addition, the school has identified 22 community colleges to initiate 2+2 agreements with for the new fire studies program.

The school will put the entire law enforcement graduate degree program on-line.

The school has proposed 3 new gateway courses in fire science to attract high school freshmen.

The school will soon be proposing a master's degree in fire administration. Currently, there are only seven (7) schools in the country offering a secondary degree in fire.

The school has developed a new criminalistics minor to attract students.

The school is integrating more hands on practical education that is designed to help students get a job and compete with other schools. Such efforts include mock trials, mock crime scenes, archeological digs, and etcetera.

The school is exploring putting more undergraduate programs on-line, and offering these courses during the summer to test them as well as attract more summer students.

The school is beginning a total curriculum review at the graduate level.

The school will offer sections of all of the LEJA graduate courses on-line to reach a broader audience.

The school will aggressively market the undergraduate program to regional law enforcement agencies, and once all courses are on-line, marketing will reach a national audience.

The school is in the process of developing a Post Baccalaureate Certificate in Fire Administration.

The school is seeking approval for a Master's Degree in Fire Science. There are currently only seven (7) schools in the country offering a master's degree in fire science.

The school is now aggressively recruiting LEJA undergraduates from the undergraduate program.

The Graduate Coordinator will meet with all undergraduate seniors twice a year to promote the LEJA graduate program.

The school plans to advertise on-line and in professional journals and send LEJA lapel pins to all graduate alumni in hopes they will wear them resulting in advertising for the LEJA graduate program.

The school will contact more law enforcement agencies and professional organizations to promote the graduate program.

The school will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The school will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The school identified markets for recruitment of underrepresented groups (including, but not limited to; Chicago Citywide Community Colleges; Rockford, Illinois; Peoria, Illinois; East St. Louis, Illinois, and West Englewood).

The school identified new undergraduate markets targeting mainly 4-year students (freshmen). The school participates in the COEHS Recruitment through historically black colleges and universities.

The school is researching community colleges with diverse student populations for new 2+2 agreements.

The school conducted recruitment sessions with Chicago High Schools through the Admissions Office.

The school conducted graduate recruiting at Chicago, Illinois and tri-state area police, corrections, probation, and parole agencies.

The school met with prospective athletes interested in LEJA as a major.

The school attended professional career fairs.

The school conducted graduate student recruitment via professional training.

The school conducted on-campus LEJA undergraduate meetings for recruiting potential graduate students.

The school met with prospective students/parents.

The school recruited prospective faculty at state and national conferences.

In an effort to retain students, the school will continue to participate in the faculty mentoring program, contact students with high absenteeism, review curriculum to provide students with courses that are interesting, beneficial and engaging, promote faculty development opportunities to train faculty on how to better engage students, hire additional graduate assistants to be tutors, and engage more with students through LEJA student organizations.

A number of faculty volunteer in recruitment and retention efforts, some are done via Discover Western campaigns, some volunteer for telephoning potential or undecided students, some volunteer in the mentoring program, and some have participated in new marketing campaigns outside of the traditional University recruitment efforts.

Liberal Arts and Sciences Program

The program provides information at Discover Western and SOAR events, including a folder with materials to assist students with thinking about curriculum and career development. The interim director attends the table fair at each Discover Western in Macomb, while the interim associate director attends the university-wide events in the Quad Cities.

On the Quad Cities campus, the program collaborates with other programs to host Discover Arts and Sciences as an open house that also features a college-wide faculty discussion panel.

The interim director emails each student who can be identified to be interested in the major with information about the program and an invitation to come to campus for a visit.

The program has established a Facebook page and is working to continuously update the website and Facebook page.

The program has updated flat sheet materials on both campuses and plans to keep these updated annually with new quotes and photos from current students.

The program is working a first fundraising campaign to establish foundation funds that could be used for student support.

The program has met with chairs in other departments that have minors that complement the liberal arts and sciences program and have begun discussing optimal minor pairings for the paired minor emphasis that can be marketed to students.

The interim director will participate in post-table fair sessions for undeclared students and work with the University Advising and Academic Services Center to contact prospective and accepted undeclared students who may have interdisciplinary interests that are within the Liberal Arts and Sciences program curriculum.

The program plans to collect data on employment options for persons with this degree, as well as data on employment placement among our alumni that will be published on the website and flat sheets.

The program has begun discussions with English and Journalism about hosting an event at the Quad Cities campus for high school teachers and guidance counselors to provide information about programs and emphasize the ways in which Western is unique in the region.

The program plans to develop reusable banners that highlight the program's unique features and students; these can be displayed at recruitment events, research days, and other events that celebrate students.

The program will apply for recruitment grants from the College of Arts and Sciences and from the School of Graduate Studies to support recruitment initiatives.

The program plans to work with the Center for International Studies on recruitment opportunities specifically in Asian countries that have students particularly interested in a broad, liberal arts degree that focuses on the Western humanities (national organization, Association for Graduate Liberal Studies Programs, has identified this as a growing student base for these programs).

The program changed the paired minor emphasis to the default option and has worked to highlight it to prospective students.

The program will assertively recruit undergraduate students into the graduate program. The interim director will contact all undergraduate students who meet the criteria for the integrated

bachelor's and master's program via mail and email, and will invite them to apply and/or learn more about the graduate program.

The interim director attends Western's Graduate Expo events and other recruitment events whenever possible.

The program is developing a fundraising campaign to establish foundation funds that could be used for student support.

The program will explore partnerships with regional private 4-year schools, including the possibility of including them in our 4+1 integrated bachelor's and master's degree.

The program will explore partner opportunities with employment sites, especially in the Quad Cities region.

The program will conduct exit interviews with graduating students to solicit feedback on their graduate experiences.

The program will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.)

The program will update the departmental website with student achievements, opportunities for graduate students, and examples of professional opportunities of recent graduates.

The program is piloting an Alumni Mentoring program for underprepared graduate students in an effort to increase student retention and success.

The director and select academic advisors will be available to assist students.

Management and Marketing

The following initiatives have been implemented to recruit for the Supply Chain Management program:

Creation of wiu.edu/scm website

Targeted postcards (both hard copy mailers and e-cards)

Billboards in the QC area

T-shirts for prospective students attending Discover Western events

Guest speakers in business-related classes at area high schools about supply chain management as a profession (not directly recruiting for WIU because of restrictions in place by the University regarding visiting high schools, but speaking about the profession).

Attending Jr. High and High School career fairs when invited, actively searching for more in which to participate.

Full-page advertisement and listing in ISM “Supply In Demand” publication

Participating in Discover Western when possible

The following recruitment initiatives apply to the remainder of degree granting disciplines (MGT, MKTG, HRM):

All accepted freshman and transfer students are contacted by mail, and each discipline has a customized message depending upon the interest of the potential student.

Faculty member attend Discover Western.

The department has an international faculty member who works to recruit international students.

The department has or is working on 2+2 agreements with Richland Community College, Sauk Valley College, Black Hawk College, Eastern Iowa Community Colleges in Bettendorf, Clinton, and Muscatine; Illinois Valley Community College, Northeast Iowa Community College, and Kirkwood Community College.

The department currently maintains internship opportunities in all of the degree granting disciplines (MGT, MKTG, HRM, SCM). Supply chain management is the only program that requires an internship to be completed as a requirement of degree completion.

The marketing area will revise the curriculum to include undergraduate certificate programs in Integrated Marketing Communications and Marketing Technologies.

The department seeks input from an advisory board made up of representatives from companies including: Deere, ADM, CAT Logistics, Dot Foods, DHL, Wal-Mart Logistics, Monsanto, Trinity Logistics, ISM-NAPM, Group O, and the department has begun strategic planning sessions with the advisory board to include student recruitment.

The department is expanding directed electives to include courses within the department and college to allow the students to choose classes that align with their interests, and relate to SCM in some way.

SCM hosts a recruitment event at the Multicultural Center every spring targeting undeclared business students, past events sponsored by ADM & Dot Foods, formerly titled “SCM Diversity-Recruitment Event.”

The following activities will contribute to retaining qualified students in the department:

The Marketing Faculty funds a \$700 scholarship.

Supply Chain Management has created and anticipates expansion of scholarship opportunities for majors.

The department maintains active student organizations and encourages students to engage in these organizations.

When admissions request that a faculty member speaks with a prospective student, the chair will send a general call to faculty in the discipline to identify availability.

Mathematics

The department provides information at Discover Western and SOAR events.

The department will hold a “major/minor” day, during one of the Discover Western events.

The department will provide department t-shirts to all students who express an interest in the major.

The chair will write a letter and a postcard and two student ambassadors will call each student who can be identified to be interested in the major and follow up with an email to the student and with an invitation to come to campus for a visit.

Volunteers from the student organization will write to 10 senior students at their old high school praising the program and WIU.

The department will identify ten potential “feeder” high schools and five community colleges and faculty volunteers will visit these schools or use Skype and give mathematical talks as well as describe our programs with teachers, advisors, and students.

The department will continue to host a one-day conference each year for regional teachers to attend and receive professional advancement training.

Representatives from the department will attempt to attend the following events:

- Participation in college fairs at selected high school venues
- National Hispanic Leadership Institute
- Chicago Public Schools (held at Harold Washington College)
- Future Business Leaders of America (FBLA) Leadership Conference (Decatur)

The department will meet with current international students and ask them for contacts at their high schools in their home countries, and their teachers will receive information on the program.

The department will identify feeder schools in other countries, beginning with the schools current international students attended and develop agreements with those schools to bring more students into the program.

The department has several international faculty and many have agreed to visit schools the next time they return to their home countries.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in the programs.

The department will develop a new minor for business mathematics.

The department will develop a one-hour course in the subject area for non-declared students, in an effort to attract students to our major.

The department will develop an internship program.

The department will consider developing a pre-med preparatory program.

The department will develop possible new minors.

The department will assertively recruit our undergraduate students into our program. The Graduate Director or other graduate faculty will meet with all undergraduate seniors with GPAs over 3.5.

The department will raise more money from donors for grad assistantships.

The department will develop partnerships with regional private 4-year schools, and invite prospective students to campus for an open house.

The department will continue to partner with employment sites (i.e. school districts and industries.)

The department will continue to conduct exit interviews with graduating students to solicit feedback on their graduate experiences.

The department will continue to provide guest lectures in major courses at feeder schools.

The department will continue to make personal calls to prospects.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.).

The department will contact professional organizations for advertising space and to connect with student members.

The department will continue to update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, examples of professional opportunities of recent graduates.

The department will continue to utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will continue to provide tutoring, and a floor in the residence hall for our service courses to enhance retention.

The primary contact person for potential students is the chairperson of the department and the academic advisor. Select faculty members have also volunteered to be available to accept calls and meet with students.

Museum Studies

The department provides information for all graduate visits to college fairs and for all Discover Western events at WIU-QC.

The department hosted a “Find Your Niche” that focused on helping students from high school through graduate school to learn about careers in the fields of cultural and natural resources. Local resources including museums and natural resource institutions provided activities and information. The program also featured overviews from several WIU departments/areas including RPTA, Museum Studies, Biology, Geography, Environmental Studies, and the Zoo/Aquarium Certificate program. Presentations also included department partners from local community colleges to show prospective students how they can build their higher education experiences.

The GEMS (Graduate Experience in Museum Studies) student organization participates at all WIU fairs and open houses, where prospective students can talk with current students and leaders in the program.

The department hosts an annual GEMS workshop weekend every Spring semester. This event is open to everyone to offer hands-on experiences to current and prospective students.

The department has identified feeder undergraduate institutions as well as those in the five-state area (Illinois, Iowa, Wisconsin, Indiana, Missouri) to compile an email list of department heads and professors. Using the CoFAC Patron Mail system, the department has sent out 1 newsletter with more to follow that share, “What Your Graduates Are Doing in WIU-QC Graduate Museum Studies.” The department features short stories on current students and alumni with basic information about the graduate program and photos.

The department maintains an active Facebook page (WIU-Museum Studies) where prospective students can learn about current student activities, alumni posts, and issues in the field. Along with the museum studies website, current students comment that Facebook is still the preferred vehicle for gaining access to information and ideas. The department also has a feed to Twitter.

The department is meeting with Illinois Wesleyan, Wartburg College, and Luther College to develop 4+1 Undergraduate/Graduate programs.

The department is developing an interactive iBook through Community Foundation grants to feature behind the scenes of museum careers. Interactions will feature images of objects from our partner museums, students and their mentors, and activities that will allow users to curate their own exhibition, learn collections processes, and solve an ethical museum dilemma. This will be used at all events and widely distributed at national/international conferences.

The department is placing an advertisement in the College Art Association national conference program.

The Director will speak with more community organizations including an upcoming lecture for the Muscatine Rotary.

The department will meet with Center for International Studies to develop recruitment activities for international students.

The department has taken materials to the International Conference of the Inclusive Museum and will continue to provide materials.

The department has a 4+1 integrated degree program with Recreation, Parks and Tourism Administration, with plans to propose a 4+1 with the Department of Art.

The department is developing area specialties for students that reflect the most current practices and changing demands of museum professionals that also align with the expertise of faculty members.

The department is offering courses designed to encourage undergraduate students to consider museum careers and to stay at WIU for graduate school.

The department will assertively recruit undergraduate students into the program.

The department chair or volunteer faculty will attend recruiting fairs, particularly at feeder schools.

The department will raise more money from donors for graduate assistantships.

The department will develop partnerships with regional private 4-year schools, and invite prospective students to campus for an open house.

The department will partner with community museums and keep them updated with museum studies activities.

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experience.

The department will provide guest lectures in major courses at feeder schools.

The department will make personal calls to prospective students.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.).

The department will contact professional organizations for advertising space and to connect with student members.

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will recruit male students and minorities through community engagement and by offering our interactive iBook to teachers, docents, and community members.

The director follows up with prospective students with personal greetings and program information by email, schedules phone calls and/or personal tours of the Figge Art Museum upon receiving student inquiries.

Music

Each fall a professionally produced and printed poster announcing music scholarship audition dates is sent to all high school band, choir and orchestra teachers in Illinois, Iowa, and Missouri. This poster includes the website link and encourages prospective students and others to go to the website or to call for information. A large percentage of the students who audition for music scholarships at WIU have previously attended one of the music camps (now called Institutes) or other music events. The scholarship audition also serves as the entrance audition for being a major in the School of Music. The school has three audition days on campus (one in December and two in February) and one audition day in the Chicago area (January). The audition day in the Chicago area will be at Naperville Central High School. The Band Director there is a WIU graduate. All prospective students who want to audition are accommodated.

The school participates in Discover Western days organized by the Admissions Office. Almost invariably the students we see at Discover Western are already in our database and have been contacted by us at least once and often multiple times.

The school rents booth space at the Illinois Music Educators Association's (IMEA) All-State Convention in Peoria each year. The school's presence at this convention has proven particularly useful in recruiting students. Last year the school exhibited at the Iowa State Music Teachers Convention and the Indiana State Music Teachers Convention. In addition to the Illinois Convention, the school will also exhibit at the Wisconsin and Missouri State Music Teacher Conferences. In addition to the hundreds of high school and junior high school music teachers who attend these conferences, there are thousands of high school and junior high school students who attend and participate as members of performing groups.

The Recruitment Coordinator maintains a database of prospective student names. The names come from the faculty recruitment activities, recruitment posters, ads placed in professional journals, and the admissions office. Whenever a prospective student name is received, the Recruitment Coordinator sends information about the program to the prospect within 24 to 48 hours. The Recruitment Coordinator, one or more of the ensemble area directors, a studio faculty member in the student's area of instrument or voice, and a program area coordinator (Music Education, Music Therapy, Music Business, e.g.) all follow-up and stay in communication with the prospective student. If the prospective student has not already visited campus, the Recruitment Coordinator arranges for the student and parents to visit. The prospective student has the opportunity to visit music classes and rehearsals and work individually with a studio faculty member while on campus. Additionally, the visit is coordinated with the Admissions Office.

The school is dependent upon the Talent Grants and Tuition Waivers allocated from university student fees. The Music Audition/Talent Grant Committee makes awards to outstanding students. Those talent grant award recipients are then assigned to ensembles that serve the university and the community by performing for numerous on- and off-campus events. Music talent grant offers are made to students by the first week of March each year. This allows the offer to be considered during the time that the prospective students are also receiving offers from other institutions. However, the school is finding that some schools are making offers weeks if not months earlier. To be more competitive, the school is investigating ways that to make offers earlier.

The Recruitment Coordinator as well as ensemble directors and studio faculty remain in touch with the recruited students throughout the summer. They provide assistance to the students as needed and let them know the school has continued interest in them attending WIU.

The Recruitment Coordinator and the Assistant Director of the School of Music ensure that the music students are registered during SOAR. Students who are interested in majoring in music typically make that decision while still in high school. Usually, music is not a "discovery" major for already enrolled college students. Because of the necessary course sequence of music theory, applied music, and music history classes, the music degree curriculum must begin the first semester. Otherwise, the student will not be able to finish the degree in four years. Thus, the school has a very high retention rate for music majors. The retention rate is much higher than the university's retention rate. This is due to the fact that from the very beginning of their college career music students are:

- Taking courses in the major that they are interested in studying;
- Developing a strong connection with their fellow freshmen music majors immediately because they are all taking the freshmen music courses together;

- Rehearsing and performing in ensembles together not only with their freshmen peers but also with music majors from sophomore to senior levels who serve as informal mentors for the new freshmen; and

Working for an hour each week individually (for three or four years depending on degree program) with the faculty member who is teaching them applied music on their instrument or voice. A very strong bond develops between the studio teacher and the student in this type of mentoring environment.

Music students develop a sense of family and community during their first semester in the School of Music. Getting students involved in a meaningful way; in a degree program, is an excellent method to developing strong retention.

The list below is representative and not intended to include every recruiting activity performed by School of Music faculty and staff.

- Senior High School Choir Summer institute (campus)
- Choral Leadership Workshop (campus)
- Horn Field Campus Retreat (campus)
- Holiday Festival of Choirs (campus)
- Junior High School Honors Chorus (campus)
- Senior High School Honors Chorus (campus)
- University Singers fall recruiting tour to regional high schools
- Director of Choral Activities high school clinics and recruitment trips
- University Singers performances at state, region, and national conferences
- Olympic Conference Choral Festival (campus)
- West Central Conference Choral Festival (campus)
- IMEA District IV Choral Festival (campus)
- Quincy Showcase of Excellence
- IHSA Organizational Contest
- Missouri State Solo and Ensemble
- Opera on Wheels (off campus mainly to elementary schools)
- Marching Band Classic (campus)
- Showcase of Bands (campus)
- Brass & percussion studio faculty high school clinics and recruitment trips
- Summer Music Institute (campus), formerly referred to as Summer Music Camps
- Faculty ensemble performances at regional high schools and professional conferences
- Marching Band regional performances
- Band Summer Institute for high school and junior high students (campus)
- Wind Ensemble spring recruiting tour to regional high schools
- Director of Bands high school clinics and recruitment trips
- Wind Ensemble performances at state, region, and national conferences
- Orchestra spring recruitment tour to regional high schools
- Orchestra performances at professional conferences
- President's International String Quartet performances both on and off campus
- Orchestra Director high school clinics and recruitment trips
- Orchestra annual Halloween Concert (campus)
- Orchestra Summer Institute (campus)
- Instrument specific Summer Institutes (campus), such as horn institute, violin institute, etc.
- Jazz Summer Institute (campus)

Jazz Studio Orchestra fall recruitment tour to area high schools
Jazz Studio Orchestra North Shore Festival Chicago
Jazz Festival (campus)
Faculty Jazz Ensemble performances and recruitment trips
SEIBA Jazz Festival Iowa
Rolling Meadows Jazz Festival
Birch Creek Jazz Festival
Jazz faculty high school clinics and recruitment trips
Director of Jazz Studies recruitment trips
Purdue University Jazz Festival
Jazz Combos performances off campus
Annual Brass Festival (campus)
Annual Horn Festival (campus)

The school has a comprehensive network of music faculty, advisors, and the director and assistant director who prospective students can contact for assistance. Also, prospective and current students are welcome to speak with the professor they would potentially be studying with on their instrument or voice.

Nursing

The school provides information at Discover Western and SOAR events.

The school has placed an ad in *The Illinois Nurse*, a publication which is sent to all registered nurses in the state, focusing on our RN-BSN program.

The school is working with University Relations to put advertising in area publications. The school is working with Broadcasting to develop 60 second spots highlighting the pre-licensure student success stories.

The school has a 2+2 agreement with Black Hawk College, and is in the process of contacting each community college in the area to explore dual enrollment options. However, the structure in place now in the nursing curriculum makes transferring easy for RN-BSN students as well as pre-licensure students.

Nursing is a female dominated profession. The school is recruiting male students, and enrollment is improving.

Incoming and transfer students can contact the director or the advisor. Faculty will speak to students if they are available.

Philosophy and Religious Studies

The department provides information at Discover Western and SOAR events.

The department has created and distributed “table tents” for both philosophy and religious studies.

The department had a representative at the Quad Cities Discover Arts and Sciences event and distributed information about the religious studies minor.

The department is planning to offer at least one religious studies course in the Quad Cities each year.

The department is in the process of developing informational flyers and/or bookmarks about philosophy and philosophy/pre-law to distribute to general education students in philosophy courses.

During registration times, the department routinely distributes detailed information about upcoming religious studies offerings to students enrolled in general education religious studies courses.

The department will participate in the Pella “Lunch and Learn” Series, presenting on the diversity of religion, and will offer to provide a presentation on what is philosophy.

The department sends emails to all accepted students identifying an interest in philosophy and letters with a phone call to those students who may qualify for one of the Mary Olive Woods scholarships.

The department is continually evaluating and revising the curricula in order to make the program more attractive to potential majors.

The department is making more courses available online.

The department is evaluating the possibility of developing one-hour courses in philosophy for non-degree seeking students or those with undeclared majors, in an effort to attract students to the major.

The department is evaluating the possibility of developing a new religious studies course on religion and popular culture for non-majors, in an effort to attract students to the major.

The department is exploring potential internship opportunities in philosophy.

The department’s minority enrollment reflects that of national trends in the specific disciplines. In philosophy, there are very few minorities or females, as is unfortunately common in most philosophy programs. The department is staying current with the professional association on how to improve. Special efforts are being made to represent females in promotional materials, and

top performing female students are being asked to serve as mentors to potential female students.

All faculty members are willing to speak with interested students and those who may want to change majors. The advisor is consistently kept up to date on promotional materials and upcoming curriculum changes.

Physics

The department indicates that physics is not considered a popular major at many universities in the country. Additionally, the department suggests that the chair and the faculty must bring awareness of the value of the program to high school and community college students in the surrounding areas, as well as to freshmen and sophomore students from other majors that take physics courses during their first two years at WIU.

The chair and/or additional faculty representatives always attend the departmental tour portion of Discover Western. During the tour, faculty members share detailed program information, allow students to view the Solar Telescope (if weather permits), make an astronomy presentation, and provide tours of instructional and research laboratories as well as the classroom/physical science library. The chair often attends the table fair portion as well.

The department holds a Physics Research Day that is free and open to the public in the Physical Sciences Library, highlighting the research performed by physics majors. Local area high schools and community colleges are contacted and encouraged to announce to their students and invite them.

The department office manager maintains an updated display screen outside the Physics Department Office in Currens Hall with current happenings/events in Physics, as well as highlighting the research areas available in each physics faculty member's labs, the physics scholarships available to physics majors, and the opportunities for service in student organizations or other department functions. This information is also maintained on the department website by our department laboratory manger.

The chair and the office manager contact each student who can be identified to be interested in the major and follows up with an email to the student and with an invitation to come to campus for a visit. These are usually followed up with a second contact to the student one week later.

Weekly admissions office reports are received and all new listings are contacted at least four times by the physics office manager and the department chair. In addition, high achieving students with an ACT of 25 or above are contacted every month with new information about the Physics Department through regular mail or email. Scholarship information is distributed and students are targeted for freshman scholarships that we have available (more donations and endowments are being sought continually) based on their academic achievement and their financial need, with recommendations from high school personnel also taken into account. The department encourages current students to contact high school seniors at their current schools and recommend the program for students interested in physics or engineering physics.

The department identifies all surrounding high schools within a two-hour driving distance in the tri-state-region, including Iowa, Missouri, and Illinois, and sends them invitations at the start of each semester encouraging them to bring their physics classes to the WIU Physics Department to conduct physics laboratories that they cannot conduct at their schools due to equipment and budget restrictions. Both the chair and faculty volunteers help conduct these labs, with up to 10 high schools visiting each of the past few academic years. During these visits, the department recruits students and distributes program materials. Some of the highest achieving undergraduate and graduate physics students assist with these visits in the lab and make themselves available to the visiting potential students for questions. The department also offers to visit schools where they have insufficient funding for field trips, and the chair and several faculty, have participated in these visits.

The department identifies all surrounding community colleges and undergraduate-degree-granting physics departments within a five-hour driving distance in the Midwestern region and offer to have faculty present a physics colloquium or physics seminar for their program targeting their physics, engineering, or science majors. Faculty members present information about transferring to WIU's upper division undergraduate program and the graduate program. The available graduate research opportunities within the physics department are highlighted and showcased through the faculty member's presentation and their meeting with students.

The department has hosted the Illinois Section of the American Association of Physics Teachers (ISAAPT) for regional physics and science teachers to attend and receive professional advancement training, as well as learn more about the program.

Representatives from the department will attempt to attend the following events:

- Argonne/CSUI Undergraduate/Graduate Research Symposium in Science/Engineering
- ISAAPT Fall and Spring Meetings
- Illinois Academy of Sciences Annual Meeting
- Illinois Student Research Conference Annual Meeting
- Prairie Section of the American Physical Society Fall Meeting

In general, both physics faculty and/or some current undergraduate and graduate students attend the above-cited conferences to present their research projects at appropriate venues. But program information always is distributed at these events and shared by the faculty and students with those attending.

The department has many international students, and as a result much of our international recruiting is conducted through word of mouth from our current students to their friends back home, including Nepal, Nigeria, Malaysia, Uganda, Saudi Arabia, Jordan, China, India, Lybia, and a few others.

The department has several international faculty members, and during their visits to their home countries they visit schools to promote physics.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in the programs.

The department has articulation agreements with the University of Illinois – Urbana Champaign and the University of Iowa, which are seamless transitions from the Engineering Physics program (degree from WIU) to their discipline-specific Engineering programs (degree from that particular school).

The department has modernized the undergraduate core to reflect trends of other B.S. granting physics programs, allowing for an emphasis in Astrophysics, and offering the second semester courses in some key areas such as Electromagnetism and Quantum Mechanics to better prepare them for graduate work.

The department modernized graduate core courses to reflect trends of other M.S. and Ph.D. granting physics programs, and added specialized courses in computational physics, nuclear and particle physics, quantum information, AMO (atomic, molecular, and optical) physics, superconductivity and magnetism, laser spectroscopy, and laser physics.

The department assertively recruits current undergraduate students into the graduate program. The integrated program is a great tool for recruiting students.

During the majors' meetings each fall and spring the graduate program is promoted to those undergraduates attending.

The chair and/or graduate coordinator along with current graduate students attend on-campus recruiting fairs.

The department will continue to raise more money from donors for graduate assistantships.

The department invites faculty from regional private 4-year schools to provide colloquium/seminars, and invite them to recommend prospective students for an on-campus visit, following up with invitations.

The department conducts exit interviews with graduating students to solicit feedback on their graduate experience.

The department provides guest lectures in majors' courses or colloquium/seminars at feeder schools.

The department makes personal contacts to all prospects as well as their advisors/sponsoring faculty as needed.

The department keeps an updated departmental website that highlights faculty and student achievements, opportunities for graduate students to be involved in research or internships, descriptions of faculty research, examples of professional opportunities and placement of recent graduates.

The department utilizes social media e.g. Facebook for communications and targeted advertisements.

The department provides physics tutoring at all levels in the physics' tutoring center which is staffed by upper division undergraduate students and graduate assistants, as well as a faculty member on-call.

Physics students are awarded over \$6,000 in scholarships annually based on a combination of encouraging academic achievement and helping them to meet documented financial need. All students identified as having academic difficulties are approached by faculty on a pro-active basis in their classes, as well as undergraduate majors meeting at least once each semester for mentoring with the department chair, and graduate majors meeting for mentoring with their graduate advisor and/or the graduate coordinator at least once each semester.

The department has introductory meetings for majors at the beginning of each semester to get pertinent information into the hands of students on a timely basis, make them aware of opportunities to be mentored in undergraduate research projects, and give them information about tutoring, internships, library resources, computing resources, departmental seminars, and attempt to acclimate them to the culture of our department. Trainings sessions for resources used in many of the department's courses, including Mathematics and the Science Citation Index, is also provided in correlation with our library liaison.

The chair of the department, the pre-engineering coordinator, and the office manager volunteered to be available to accept calls from Admissions and to speak to, or meet with, potential students.

Political Science

The chair will provide information at Discover Western and SOAR events.

The chair will follow up with students attending Discover Western to make them aware of opportunities to visit classes.

The chair will conduct focus groups with students in Senior Seminar class to generate ideas for recruitment strategies.

Based on departmental input, the chair will revise the welcome letter to admitted students.

Letters to admitted students will include a small "token" from the department.

Admitted/prospective students will be notified of departmental events, when possible, through advisor e-mail and other means.

Faculty will pursue educational programs/guest speaker opportunities at area high schools.

The department will highlight unique opportunities for students, such as Model U.N., Model Illinois Government, Mock Trial Competition, travel to ISU Conference for Students of Political Science.

The chair will contact the Broadcasting Department about arranging production of promotional video for the department.

The chair will work with student organization to solicit volunteers for contacting prospective/admitted students.

The department will continue efforts to advertise our graduate program to foreign universities, especially those where instruction is in English.

The department is exploring the possibility of developing a 3+3 with John Marshall Law School.

The department will expand internship opportunities with a program in Washington, D.C.

The department will make students aware of funding for internship opportunities for experiences that take place outside of Macomb.

The department will add mock trial course to the curriculum permanently.

The department will continue outreach to actively recruit WIU undergraduates for our program.

The graduate director will follow up inquiries about the program with letters/e-mails encouraging students to apply.

The graduate director will continue to send welcome letters to admitted students.

The chair/graduate director will contact accepted students, encouraging them to enroll.

The department will work with regional universities to provide them with information on our graduate program, generate leads on graduate students, and offer to speak with potential students.

The department will contact recent graduates for testimonials about the program that can be highlighted on website and in promotional literature.

The department will study the possibility of a 5 year B.A./M.A. program.

The department chair will be meeting with sections of the senior seminar class to discuss retention issues, among other recruitment related matters.

The chair will assist prospective and current students.

Psychology

The department provides information at Discover Western and SOAR events.

The department sends a letter, signed by the department chair, to every student accepted to WIU and declaring an interest in a psychology major.

The department is planning a Psychology Day, when accepted majors and local high school (and community college) students will be invited to visit the department and learn about opportunities.

Representatives from the department will attempt to attend the following events:

- Participation in college fairs at selected high school venues
- ILLOWA, an annual regional psychology student research event
- Midwestern Psychological Association, an annual conference held in Chicago

The department is in the process of establishing a partnership agreement with Transylvania University to seek mutually beneficial opportunities for teaching and scholarly activities. This agreement is the outgrowth of a study abroad opportunity led by a faculty member. The department will continue to seek opportunities for similar agreements with other institutions in the future.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in the programs.

The department is in the process of developing our first 2 + 2 agreement with Carl Sandburg College and, once finalized, this agreement will serve as a model for future similar agreements.

The department has recently re-established a 1 semester hour course on Careers in Psychology (elective) to better equip students with information about educational and career opportunities in psychology.

The department launched a Substance Abuse Counseling Concentration, which represents a viable psychology career option for students immediately after completing their B.S. degree in psychology.

The department reinvigorated the previously dormant Gerontology minor, which also provides students with a more focused career path in a psychology-related field.

In keeping with students' interests in identifying clear career paths in the field of psychology, the department is currently proposing a forensic psychology option.

The department has sent representatives to graduate fairs at regional undergraduate institutions and events (e.g., ILLOWA, MPA), as well as various events on the WIU campus (e.g., Undergraduate Research Day, Graduate Office open house).

The department is revising its website, and the graduate program pages in particular, to provide a more contemporary and active view of the programs including the addition of testimonials from current students and alumni.

The department is highlighting key features (e.g., often paid internships, 100% employment rate for graduates of select programs, two graduate-level scholarships) in promotional materials.

The department highlights the School Psychology program during School Psychology Awareness Week to attract internal candidates.

The department is modifying some of our exit surveys for graduates and alumni to narrowly focus on acquiring information about the reasons students that selected WIU graduate programs, and what they perceived to be the defining features of those programs.

In some programs, second-year graduate students will be asked to call or email prospective students and applicants.

Student representatives on our graduate committee also expressed interest in creating Facebook groups that could be used to engage applicants, incoming students, and current students in the programs. The department will be exploring that use of social media for creating community among students and, perhaps, as a retention tool.

For enhanced retention, for over 10 years the department has sponsored a graduate student orientation event on the first day of fall classes. Similarly, all graduate coordinators hold routine one-on-one advising sessions with all first-year students at the end of every fall and spring semester. Also for retention purposes, the General Experimental graduate program has recently instituted a weekly brown-bag session for all first-year and second-year students in the program, where students share their research interests and hear from department/university representatives.

The department is committed to providing students with resources that assist in their academic success, and will continue to promote tutoring services for the lower-division courses at the university-level by the Office of Academic Services, and the more limited services available through the Psychology Resource Center. Additionally, the Psychology Club/Psi Chi, has been visiting classrooms to promote their organization which offers to freshmen and new transfers a community of students that will ultimately enhance retention rates.

The chair of the department routinely speaks at Discover Western, and with individual prospective students upon request; and the department's academic advisor will speak to admitted and prospective students, and their families, at SOAR and upon individual request.

Recreation, Park and Tourism Administration

The RPTA Department has a plan for recruitment for each of the pools of potential RPTA majors.

In an effort to recruit students from current WIU undeclared majors, the department presents RPTA as an option in its general education course RPTA 110. This course has been a consistent source of students. The department will continue to offer as many sections of this class as possible. The department is considering changing this course to make it more attractive to students.

Current RPTA clubs and classes that provide services/activities on the Macomb and QC campuses will provide students with T-shirts that have the message, "RPTA Department: Ask Me About It" written on the front. RPTA students will be encouraged and trained to share the benefits of the department with other students. (Recent research of current student base shows that RPTA students are a very effective method of recruitment.)

The department will take every other opportunity to provide students with the chance to speak with undeclared students. Horn Field Campus offers a very attractive site to market to current students and others.

The department will provide information at Discover Western and SOAR events.

The chair or a faculty volunteer will contact WIU undeclared students who can be identified to be interested in the major with an invitation to come to the department for a visit with the RPTA academic advisor.

The chair, academic advisor, staff and faculty will respond promptly and professionally to WIU students who display an interest in the program.

In an effort to recruit college age students from beyond WIU, the department will target community colleges within a fifty-mile radius of the Macomb and QC campuses. This will include seven different community colleges including Black Hawk College, Sauk Valley Community College, Scott Community College, Spoon River College, Southeastern Community College, John Wood Community College and Carl Sandburg Community College. Most of these community colleges already have 2 + 2 agreements with WIU. The department believes that the key to recruiting students is to develop and support *accelerated programs* whereby students will take either RPTA classes or classes that will articulate into the RPTA program while they are still community college students. Several such agreements are either in place now or are being developed. This model appeals to community college students because it saves time and money. Additionally, it has the potential to lock in WIU tuition rates.

In an effort to recruit high school seniors and juniors, the department will request that alumni assist in the process to recruiting students at the high school level. Illinois Park Districts employ thousands of high school juniors and seniors in their summer programs. This is a potentially rich audience since they are at the proper stage of life to attend college for the first time and they apparently have some interest in the field of parks, recreation and tourism. Discussions have

been held with key alumni in this career area regarding marketing for the RPTA Dept. We are discussing the possibility of making an RPTA class available to this group of young people.

Outstanding students will be asked to take information about the RPTA major to students and the academic advisors at their old high school over fall and spring breaks.

The department hosts a one-day conference each year. RPTA professionals return to campus to deliver information to students and to initiate networking. Students who are undeclared majors will be invited to the conference for educational sessions and the banquet.

Representatives from the department will attempt to attend the following events:

- The Illinois Park and Recreation Association Annual Conference
- College fairs at selected high school venues
- National Hispanic Leadership Institute
- Chicago Public Schools (held at Harold Washington College)

The department will meet with current international students and ask them for contacts at their high schools in their home countries, and write their favorite teachers and send them information on the program.

The department will identify feeder schools in other countries, beginning with the schools our current international students attended and develop agreements with those schools to bring more students into the program.

The department's international faculty member will visit schools in their country.

The department has invited a professor from Gwangju University in Korea as a visiting professor, and will utilize this connection to develop and nurture an ongoing relationship to serve as a conduit for Korean students.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in the programs.

The department will enhance the content and the delivery of the RPTA curriculum and experimental classes will be proposed. Because the field of recreation, park and tourism administration is dynamic, some of the classes are no longer as relevant as they were at one time; and the department recognizes this change.

A greater emphasis will be placed on the use of the software that is important to students who pursue a career in recreation, park and tourism administration.

The delivery of class content will be modified. The department is changing some courses that have been offered in a traditional format to an online format.

Efforts will also be made to move some traditional classes to a hybrid format that captures the advantages of technology without sacrificing the value of face-to-face student and faculty interactions.

The department will assertively recruit our undergraduate students into our program. The Graduate Director or other graduate faculty will meet with undergraduate seniors who show abilities and interests in the RPTA graduate program.

The department will promote the RPTA Bridge program whereby RPTA undergraduate students who meet certain criteria can take up to nine hours of 400 level courses that will count toward the hours for the undergraduate degree and the graduate degree.

The department will provide information to highly qualified students in majors similar to RPTA.

The chair or volunteer faculty will attend recruiting fairs.

The department will attempt to raise more money from donors for graduate assistantships.

The department will develop partnerships with regional private 4-year schools, and invite prospective students to campus for an open house.

The department will partner with employment sites (i.e. school districts, police departments, individual job sites, etc.).

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experience.

The department will provide guest lectures in major courses at feeder schools.

The department will make personal calls to gatekeepers and prospects.

The department will cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools, etc.).

The department will contact professional organizations for advertising space and to connect with student members.

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The chair and select faculty have volunteered to be available to accept calls from Admissions and to speak to, or meet with, potential students.

Social Work

The department provides information at Discover Western and SOAR events.

The department has an annual Fall Fair to showcase opportunities for students to volunteer, get involved in student organizations, and meet with practicum agency representatives.

A letter is sent to all students who can be identified to be interested in the major.

Volunteers from the student organization will be asked to provide information to their high schools about the social work program.

The department will identify five potential “feeder” high schools and five community colleges. The program director, advisor, or faculty volunteers will visit these schools and talk about the programs with teachers, advisors, and students.

Students participate in a Jane Addams essay contest at Macomb High School which increases visibility of the social work program.

Representatives from the department will engage in the following activities:

- Attend career day at Spoon River College.

- Speak to ‘Introduction to Social Work’ classes at area community colleges.

- Share information about the program through Macomb’s Inter-agency Council to recruit non-degreed professionals in the community.

The department is in the process of developing 2+2 partnerships with four schools.

The department developed a schedule so that commuter students can likely get a two or three day schedule. This may make it possible for more students to travel to campus.

The Program Director and others speak regularly with prospective students.

Sociology and Anthropology

The department provides information at Discover Western and SOAR events.

The Student Recruitment and Retention Committee will send out a welcome packet to each student who has been identified to be interested in the Anthropology and Sociology majors.

The department chair or a faculty member will follow up with a call and/or an e-mail to each student interested in the major with an invitation to come to campus for a visit.

Once every semester the department will hold an on-campus orientation session about the programs for all interested in the Anthropology and Sociology majors.

The Student Recruitment and Retention Committee will annually draft an informational brochure/flat sheet about the Anthropology program and Sociology program for students interested in these majors.

The department has charged a member of the Student Recruitment and Retention Committee to assist all students interested in anthropology or sociology courses to achieve academic excellence from enrollment to graduation.

The department and the Western Anthropology/Sociology Club will initiate faculty engagement with students at student-focused events/activities outside of the classroom. For example, the department will continue to develop brown bag presentations and/or host faculty sponsored dinners for students.

The department, the Western Anthropology/Sociology Club, and graduate Sociology majors will host a one-day mini conference each year for regional teachers, community college instructors, and all students interested in the majors to attend and receive an opportunity to gain insight into graduate students' master's theses or non-thesis paper presentations and ways that the faculty are actively involved in conducting research on a variety of topics within Sociology and Anthropology.

The department will continue to enhance the Department Website by possibly incorporating additional technology, (such as podcasts), to further promote faculty engagement with students outside the classroom.

The department will identify ten potential "feeder" high schools and five community colleges and the department chair or faculty volunteers will visit these schools and talk about the programs with teachers, advisors, and students.

Representatives from the department will attempt to attend the following events:

- College Fairs at selected high school venues.
- National Hispanic Leadership Institute.
- Chicago Public Schools (held at Harold Washington College).
- Future Business Leaders of America (FBLA) Leadership Conference (Decatur, IL).

The department will meet with current international students and ask them for contacts at their high schools in their home countries, and their teachers will receive information about the programs.

The department will identify feeder schools in other countries, beginning with the schools current international students attended and develop agreements with those schools to bring more students into the program.

The department has six international faculty members, and all have agreed to visit schools for us the next time they return to their home countries.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in our programs.

Some faculty members recruit students during their Study Abroad courses in various countries.

The department will hold open house sessions for international students with an orientation about how to adjust to their new cultural environment and college life at Western Illinois University.

The department will host a cross-cultural exchange event each semester to enhance all students' understanding of the importance of cultural diversity.

The department will develop a one-to-three hour (s) course in the subject areas for non-declared students, in an effort to attract students.

The department will develop a one-to-three hour(s) credit course on Academic and Career Opportunity in Anthropology and in Sociology.

The department is working on redesigning some courses to provide Anthropology and Sociology students with the ability to gain academic experiences with faculty inside as well as outside of the classroom, which will help students to become competitive in the economic market.

The department will continue to provide financial support for qualified undergraduate Anthropology and Sociology majors.

The department will continue to explore an integrated BA/MA program (3+2) as well as explore partnerships with both private and public universities.

The department will continue to cultivate pipelines (e.g., alumni, faculty and colleagues at other universities, feeder schools).

The department will continue to update the Department Website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, and examples of professional opportunities of recent graduates.

The department will continue to recruit undergraduate students into the program. The Graduate Director/Advisor or other graduate faculty will meet with all undergraduate seniors majoring in sociology or anthropology who have grade point averages over 3.5. We will also provide information to highly qualified students in majors similar to sociology or anthropology

The department will continue to have faculty participate in on-campus Recruitment Fairs.

The department will continue to utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

The department will continue to explore and develop partnerships with regional private 4-year schools, and invite prospective students to campus for an open house.

The department will partner with employment sites (i.e. school districts, police departments, individual job sites).

The department will conduct exit interviews with graduating students to solicit feedback on their graduate experiences.

The department will provide guest lectures in major courses at feeder schools.

The department will make personal calls to Graduate Directors /Advisors and potential students.

The department will contact professional organizations for advertising space and to connect with student members.

All faculty members are willing and able to speak with incoming students and current students who desire to change to Sociology or from Sociology.

Theatre and Dance

Discover Western

- At least one faculty member will attend

- Current student(s) attends whenever possible

- Flat sheet distribution

- Musical Theatre brochure distribution

- Information card given to the COFAC office

- Follow-up:

 - faculty member who attended DW or faculty area head by email or phone;

 - department chair email to every DW prospective student

High School

- Faculty members offering workshops to drama classes

- WIU faculty contact and offer

- High school contacting us

- Theatre and Dance Day on-campus; consisted of students attending and participating in classes as appropriate or we devised activities for them; lunch with current students

- Contacts made by alumni who are teaching in high schools for workshops

- Alumni contacting the department

Departmental Contact

- Attendance/workshops at the Illinois High School Theatre Festival, the Iowa Thespian Festival, the Wisconsin High School Theatre Festival, or Missouri Thespian Festival.

On-Campus Auditions for the Musical Theatre Program

- The department holds three on-campus auditions for recruiting new students yearly.

Accepted New Students and Accepted Transfer Students Lists

Follow-up: email from chair within 48 hours of receiving the list; email may include comments concerning the Western Commitment Scholarship and link to students with appropriate ACT qualifications.

Followup: email from chair to the Illinois students before the Illinois High School Theatre Festival in early January of each year; reminding them to stop by the table or that someone will be viewing the auditions or offering a workshop at the festival.

Followup: email from chair to out-of-state students early January

Followup: email or phone call by individual faculty members in late February

Followup: email or phone call by the department's Honors Program Coordinator to honors-eligible students

Talent Grant and Tuition Waiver Awards

For incoming students, freshmen or transfers, an audition or portfolio review is required. Active contribution to the production program is expected. For continuing students, they must have demonstrated sustained contribution or be judged to have potential contribution to the production program.

New and continuing students must fill out a departmental application for TG & TW and Selective Service form. Continuing students do the same thing every semester. In this way, the nominating committee, who might not otherwise know of specific student contributions can become familiar with what students have done in the previous semester.

Awards will be used to recruit talented incoming freshmen or transfer students

Awards will be used to retain talented undergraduate students

Awards *may* be used to retain talented graduate students

Awards *may* be used to recruit talented incoming graduate students

Applications for awards are taken at any time during the year for new or transfer students as they are recruited. Applications for continuing students are taken near the end of each semester for the subsequent semester. Applications are reviewed during faculty meetings and the award amounts are determined. Applications from new students without an accompanying audition or interview are not considered. Those students are informed that they need to audition or be interviewed. Students are expected to significantly participate in the production program of the department.

Graduate recruitment activities include: attending the Unified Auditions of the University/Resident Theatre Association in Chicago every winter, responding and/or arrange individual visits and auditions on-campus for prospective students, placing an ad in ARTSearch (Theatre Communications Group) for graduate assistants, responding to any inquiry made directly to the School of Graduate Studies, responding to any inquiry made directly to the

department, responding to any inquiry made through GradSchools.com, and following up on responses from prospective students from the activities listed above.

Every new student is highly encouraged to participate in production activity from the first day they arrive on campus. For most theatre and dance students, they definitely want to be involved from the start. By participating in productions, they are drawn into the department family and are made to feel welcome and that they have found a home at the university.

Academic advising and career mentoring are provided by the faculty, instead of centralized advising staff. This is another way our students feel part of the department.

Production directors are encouraged to cast as many students as possible in shows, rather than casting the same students multiple times.

The chairperson attends and advises at SOAR events. Currently, the chair has approximately 45 advisees who are BA and BFA students. All faculty members volunteer at the beginning of the academic year to attend at least one Discover Western event as the department's representative. The chair meets with all campus visitors interested in the BA, BFA or MFA programs. Individual faculty who are area heads meet with prospective students interested in that area. The department's Office Manager is well-versed in all aspects of the department and can handle most inquiries if the chair or a faculty member is not available.

Women's Studies

The department faces some unique challenges when compared to the more traditional liberal arts departments in the college and the other high-profile majors across the university. In short, high school students do not know what women's studies is and it is not on their radar when looking for a major. Among students who start at Western as first year students, these students are recruited heavily to become majors from women's studies general education courses. The department chair also recruits from among transfer students who come to Western with courses that articulate with women's studies courses. When the department chair is sent transfer courses from Transfer Admissions, students who have women's studies courses are written with information about the department and how their transferred courses will apply toward the major or minor in women's studies.

The department has developed a brochure for the Women's Studies minor as coupled with a LEJA major. This is sent to all freshmen LEJA majors on campus each Fall semester. Consequently, the number of LEJA students with a Women's Studies minor, and the number of double majors between the two programs, have increased.

The department provides information at Discover Western and routinely is present for the table fair.

The department will participate in SOAR activities to make students aware of the major.

The department chair contacts current students who are identified by faculty as interested in the major and follows up with an email to them.

The chair contacts every student admitted to the university who has expressed an interest in Women's Studies.

Volunteers from the student organization will be asked to contact interested students.

The department has identified potential "feeder" high schools and community colleges and the chair or faculty volunteers will contact the programs about the Women's Studies Department.

The department has developed good working relationships with university advisors, who recommend women's studies courses to their advisees. This is particularly the case with undeclared students.

The department will work closely with the Center for International Studies and follow up with all students who have expressed interest in our programs.

The department will enhance the internship program with an established, and competitive, internship within the Western Illinois Regional Council Victims Services Office.

The chair or volunteer faculty will attend recruiting fairs.

The department will cultivate pipelines within the university with graduate directors in departments that have historically shown student interest in the post baccalaureate certificate in Women's Studies.

The department will update the departmental website with faculty and student achievements, opportunities for graduate students, descriptions of faculty research, examples of professional opportunities of recent graduates.

The department will utilize social media (e.g., Facebook, LinkedIn, Twitter) for communications and targeted advertisements.

Women's Studies majors are overwhelmingly female, although there is one male major and several male minors. Recruiting men is a key effort by the members of the department and has had some success, especially among LEJA students.

The department chair has volunteered to be available to accept calls from, or meet with, potential students.