

WESTERN ILLINOIS UNIVERSITY

BOARD OF TRUSTEES

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Report No. 13.10/8 Fiscal Year 2014 Long Term Plan Update

This is the first annual update on implementation of the *Long Term Plan for Western Illinois University 2013-2033*. The Western Illinois University Board of Trustees received the completed *Long Term Plan* at its June 7, 2013 meeting. This 20-year plan was based on an assessment of trends effecting and influencing higher education in general and Western Illinois University in particular. The *Plan* provides six action-orientated recommendations to advance and sustain WIU in the competitive global market place of the 21st century.

Western Illinois University engages in continuous improvement for short-, mid-, and long-term planning, budgeting, and accountability reporting processes.

- Annual Consolidated Reports document accomplishments from the current year as well as plans and budgetary requests, reductions, and reallocations for the next year.
- *Higher Values in Higher Education* is a ten-year vision for the University that is updated every five years. The Board and campus community receives two annual reports on strategic plan implementation. The fall Board meeting includes an annual *Strategic Plan Update*, providing accomplishments and plans. The winter Board meeting includes an annual Performance Report benchmarking institutional progress and performance compared to peer institutions on university-defined performance indicators.
- This new report documents progress and accomplishments on the 20-year plan for the University.

The source of data for this *Update* is information from Consolidated Annual Reports and the *Fiscal Year 2014 Strategic Plan Update (Western Illinois University Board of Trustees Report No. 13.10/9)*. As shown in this report, Western Illinois University is positioning itself well for the future.

To distinguish itself from other Illinois public and national competitor institutions, WIU is:

- Revising consolidated annual reports to analyze and enhance institutional strengths.
- Enhancing integrated marketing to increase awareness of educational opportunities and signature programs on both campuses.
- Evaluating the effectiveness and success of students admitted through the Office of Academic Services.
- Applying for Higher Learning Commission-North Central Association of Colleges and Schools approval for the Ph.D. in Environmental Science.

To emphasize and enhance educational opportunities and decrease time-to-degree, WIU is:

- Reinvigorating dual enrollment partnerships with local high schools.
- Submitting Commission applications for “Blanket Approval” to offer all distance learning programs via distance modalities (However, this is due to a federal definition change rather than

rapid proliferation of distance education), and institutional participation in a new four-year Academy on Student Persistence and Completion.

- Advancing course based civic and service learning opportunities and the number of study abroad participants.
- Increasing the number of course sections by 33 percent between summer 2010 and summer 2013.
- Introducing internal marketing for academically qualified students to apply for integrated degree programs the junior year.
- Expanding international student recruitment.

To form new and expanded partnerships with education, business, industry, and the not for profit sectors, WIU is:

- Increasing Linkages agreements with community colleges.
- Creating Graduate Linkages agreements.
- Developing a dual degree partnership program where students will earn a Bachelors of General Studies degree from WIU and a baccalaureate degree from Trinity College of Nursing and Health Sciences at the same time in four years.
- Forming a Task Force on experiential education coordination.

To enhance enrollment planning, WIU is:

- Working with all departments, schools, and colleges to form University enrollment goals.
- Creating an Enrollment Management Team.
- Conducting a comprehensive space study to identify opportunities for enhanced efficiency and utilization in regular and electronic classrooms.

To advance fiscal planning, WIU is:

- Positioning the University for the next comprehensive fundraising campaign.
- Engaging in public-private partnerships to avoid \$82 million in costs associated with development of restaurants, retail, and housing next to the Western Illinois University-Quad Cities Riverfront Campus.

To help eliminate financial barriers that prohibit college enrollment, WIU is:

- Applying for new sources of revenue that the University may award as financial aid and/or scholarships.
- Implementing AmeriCorps grants in Macomb (Peace Corps fellows) and Quad Cities (Preschool teacher development and student readiness).
- Supporting tuition discounting to attract high achieving and diverse students through Western Commitment Scholarships, Centennial Scholarships, and Transfer Commitment Scholarships.

Additional information on University progress on the six recommendations from the *Long Term Plan* is displayed in the pages that follow.

Recommendation 1: Distinguish WIU from other Illinois public and national competitor institutions.

Quality, distinctiveness, value, environment, and experience affect college selection and continuation. Therefore, we must articulate our strengths to attract students and live those strengths to support student success.

- a) Engage in discipline-specific and university-wide discussions about the application of our strengths in academic and administrative units.
 - The President's Leadership Team will revise Fiscal Year 2014 Consolidated Annual Report forms to include questions regarding institutional strengths.
- b) For all vice presidential areas and areas reporting to the president, identify evaluation methods used to ensure institutional effectiveness in applying our strengths. For example, in Academic Affairs, identify opportunities to increase engagement in Program Review and explore the Program Review process, including analyses of our strengths in the review process.
- c) Invest in opportunities that make WIU nationally known for our strengths and signature programs.
 - University Marketing and Quad Cities Marketing are implementing an integrated marketing campaign to increase awareness of educational opportunities and signature programs on both campuses.
- d) Continue to build a culture of mentoring that supports personalized attention, undergraduate student success and graduation. Recent examples include establishment of undergraduate and graduate research days, mentoring programs on both campuses, expanded tutoring, including one-on-one tutoring, and the recent hiring of an Assistant Director of Retention and Student Success in Student Development and Orientation on the Macomb Campus.
 - Academic Affairs will complete a comprehensive review of the effectiveness and success of students admitted through the Office of Academic Services during academic year 2013-2014.
- e) Support high need, viable programs to meet student and regional needs and ensure that new programs include our strengths in design and practice. For example, academic year 2012-2013 Presidential Initiatives include short- and long-term goals to establish new doctoral programs in Environmental Science, Law Enforcement and Justice Administration, and undergraduate degree in Pharmacy.
 - The Illinois Board of Higher Education approved the Ph.D. in Environmental Science on August 6, 2013. The University applied for Higher Learning Commission-North Central Association of Colleges and Schools approval to offer the new doctoral program on August 16, 2013. Commission decision is currently pending.
- f) If WIU adds doctoral programs, the number of programs and number of graduates can effect the University's classification with the *Carnegie Classification of Institutions of Higher Education*. From a planning perspective, it will be important to establish a task force to maintain currency of Carnegie classification standards and study the implications of potentially transitioning from a regional institution to a national doctoral university. Whether agreed with ranking systems or not,

rankings influence perceptions of institutional quality. WIU could change from a top tier national master's granting institution to a lower tier national doctoral institution if a transition is made. Therefore, we should have a strategy in place to emphasize the strengths and value of a WIU education and an understanding of where we would place in the rankings to help define benchmarks for organizational effectiveness.

Recommendation 2: Emphasize and enhance educational opportunities to decrease time-to-degree.

The strengths and value of a WIU education attract students to the University from around the world. WIU can grow enrollment by exercising innovation and by increasing educational access to opportunities other than the traditional 16-week semester and through distance education (2). Changing economic circumstances and issues of price sensitivity and elasticity may inhibit enrollment in the traditional eight, 16-week semester model (3). Traditionally students saved money during the summer to pay for fall and spring costs. It may now be that students need more time to save for college expenses.

- a) Reinvigorate dual enrollment partnerships with local high schools.
 - The Director of Admissions and Assistant Director of Quad Cities Admissions are developing plans to reinvigorate awareness of dual enrollment partnerships with local high schools.
- b) Receive blanket approval from the Higher Learning Commission for all WIU programs to be approved as distance education programs.
 - WIU submitted a Higher Learning Commission application for all of its programs to be approved as distance programs on June 25, 2013. A decision by the Commission is pending.
- c) Articulate which WIU programs will be actively promoted as distance programs.
 - The University currently promotes degrees and certificates that can be fully completed on-line: the master's in business administration, master's in instructional technology, bachelor's in general studies, M.S. Ed. in Elementary Education, RN to BSN completion, and four certificates in Instructional Design and Technology. The University does not promote degrees that are supplemented by two-way, audio-video as distance degrees.
- d) Form college task forces to evaluate alternative semester lengths as well as January and May Term opportunities.
- e) Integrate more fully into major and minor requirements (where appropriate to the discipline) new and existing service learning, student involvement and leadership experiences, experiential learning, and education abroad opportunities to make students even more competitive in the global marketplace and for advanced study.
 - Provost Hawkinson established a priority for Academic Affairs to increase course based civic and service learning opportunities, while helping to spur community development. Fiscal Year 2014 Consolidated Annual Reports prepared by schools, departments, colleges, and the Provost will document progress on this priority.
 - WIU provides the opportunity for study abroad experiences on six continents and more than 60 different countries through exchange and affiliate partnerships. The number of students participating in Study Abroad programs increased from 159 in academic year

2011-2012 to 184 in academic year 2012-2013. The academic year 2013-2014 goal is 220 participants for the 20 faculty-led offerings planned this year.

- f) From item e (above), identify those opportunities in which students may participate during semesters, breaks, and alternative terms.
- g) Increase summer course offerings and related academic and student support services.
 - The number of course sections increased by 151 sections or 33 percent, from 462 course sections in summer 2010 to 613 course sections in summer 2013. Distance courses accounted for 60 percent of the growth in course sections.
- h) Expand educational access in the Quad Cities. Examples include expanding the enrollment target beyond 30 freshmen for fall Honors Cohorts and allowing admission of non-OAS, full- and part-time, freshmen to WIU-QC. Limiting cohort enrollment to full time freshmen who meet Western Commitment Scholarship criteria denies access to full- and part-time students eligible for enrollment and represents foregone revenue to the University.
 - The Vice President for Quad Cities and Planning will present an evaluation of WIU's Linkages Program and Honors Cohort to the President's Leadership Team and campus community during academic year 2013-2014.
- i) Study the appropriateness of increasing accelerated degree programs. For example, WIU offers 18 integrated baccalaureate and master's degree programs where students can earn two degrees in as little as five years, and the accelerated degree in Recreation, Park and Tourism offered in the Quad Cities earned national best practice status by the *Wall Street Journal* and *University Business Journal*.
 - Western Illinois University-Quad Cities admissions staff will start internally marketing and recruiting academically qualified students to apply for integrated programs the junior year beginning in fall 2013.
- j) Participate in innovative national initiatives aimed at increasing retention and graduation rates.
 - WIU submitted a Higher Learning Commission application for institutional participation in the Commission's new Academy on Student Persistence and Completion. A Commission decision is pending.
- k) Engage in strategies to meet the long-term goal of enrolling 1,000 international students at Western Illinois University.
 - The School of Distance Learning, International Studies, and Outreach developed and is implementing a strategic plan to achieve the University's goal of enrolling 1,000 international students. International student enrollment is now over 400 students, with 100 students from the Kingdom of Saudi Arabia.

As part of WIU's *International Strategic Plan*, this past year the University hosted the ambassador from Botswana, Minister of Education from Thailand, and welcomed Royal scholars from Thailand. President Thomas and Dr. Carter had great success in visiting embassies, developing personal relationships with ambassadors, and visiting other countries. These initiatives will continue. All together, WIU enrolls international students from 56 countries and will make every effort to increase the number of countries and students in the coming year.

Recommendation 3: Form new and expanded partnerships with all levels of the educational system, business and industry, and the not for profit sectors.

The strengths of Western and commitment to advancing state, national, and professional standards in the discipline help make WIU the university of choice for students and employers. For example, the university-wide signature teacher education program supports teacher education and graduate education programs; links field and clinical (student teaching) experiences; and serves the needs of students, graduates, and professional communities. As noted above, changing social and economic climates lead to an increase in students who want to begin their education with WIU, but are unable to finish. With institutional innovation, these same students will be able to persist and graduate from WIU.

- a) Establish new and enhanced K-12 partnerships to increase enrollment and professional preparation. One such action will be implementation of actions to support the new Council for the Accreditation of Educational Preparation (CAEP) standard for teacher education programs to establish PreK-12 partnerships. The final standard will be released in early 2014.
- b) Extend the Linkages (dual enrollment) model used with Black Hawk College and Eastern Iowa Community Colleges to Spoon River College and other community colleges.
 - WIU developed new Linkages partnerships with Spoon River College and Sauk Valley College. Linkages student enrollment increased by 477 percent, from 26 students in fall 2011 to 137 students in fall 2013.
- c) Follow WIU's success in community college relations to develop articulation agreements with other four-year institutions. Examples include earning one degree at WIU and a second degree at a partner institution whether through traditional timeframes or integrated degree programs; 3+1 agreements; 2+1+1 agreements, and other forms of innovation.
 - WIU is developing a new Graduate Linkages model and piloting its development with liberal arts institutions that do not have graduate programs (e.g., Augustana College, Monmouth College, and Illinois Wesleyan University). The Graduate Linkages model has two variants (discussed below). However, in both variants the student must meet WIU admissions and continuation requirements for integrated degree programs and the administration of the WIU Cost Guarantee is consistent with existing university policy and procedure.

In the first model, students will take all of their undergraduate courses at their home institution and through articulation agreements developed by program faculty, certain courses will be designated for graduate credit. The primary benefit to participating students is reduced time-to-degree as selected graduate level requirements were completed while the student was an undergraduate at the home institution.

In the second model, undergraduate students in their senior year will take courses at their home institution and WIU graduate course work at the same time. Since they are undergraduate students they will be assessed undergraduate tuition and fees. If the student graduates in one year they will pay graduate tuition and fees in the same plan for which they were assessed undergraduate tuition and fees. If the student takes longer than one year to achieve graduate student status, they will be guaranteed the tuition plan that was in effect the semester that the student was admitted to a graduate program. Primary benefits to students are financial savings and dual enrollment programs, according to the literature, support higher retention and graduation rates.

- d) Implement new and innovative articulation agreements with other types of accredited institutions (e.g., foreign universities, vocational/technical institutions, and the armed services) to establish dual, integrated, and other types of articulation agreements.
- Collaborations between the School of Distance Learning, International Studies and Outreach and academic colleges, departments and schools resulted in new relationships with institutions in Brazil, Iraq, China, and India. For example, Dr. Mandeep Sing piloted WIU's new Faculty Ambassadors Program this summer in India. Targeted fall recruiting efforts include institutions in Singapore, Jakarta, Kuala Lumpur, Bangkok, Vietnam, Shanghai, Iraq, and Costa Rica.
- e) Develop new partnerships between institutions that have not traditionally sent students to WIU.
- f) Identify opportunities to provide lower division courses to degree completion (junior/senior only) institutions.
- Western Illinois University-Quad Cities and Trinity College of Nursing and Health Sciences are developing a Linkages agreement that will allow students to earn a Bachelors in General Studies (BGS) from Western and a bachelors degree in Nursing or Health Sciences from Trinity in four years provided that the student maintains concurrent fall/spring enrollment at both institutions. Students will also have the opportunity to earn an associates degree in Radiography or Respiratory Care and a BGS degree in this partnership. All of these agreements will require approval by the Higher Learning Commission-North Association of Colleges and Schools because this Linkages agreement represents a consortium relationship.
- g) Support partnerships that prepare students for graduate education, advanced study, and employment in the global economy. Examples include internships, service learning, and field placements. As WIU continues to grow in these areas, institutional coordination will be important to make experiential opportunities available to students and to provide access to WIU interns for external businesses, agencies, and organizations.
- The President's Leadership Team is forming a task force to benchmark best practices from leaders in experiential education, Western Illinois University benchmark institutions, and Illinois public universities. Mr. Marty Kral, Director of Placement, and Ms. Audrey Adamson, Assistant Director, Quad Cities Student Services will chair the Task Force and provide experiential education coordination recommendations to the President's Leadership Team by the end of the Spring 2014.

Recommendation 4: Enhance enrollment planning.

There is identified institutional need for macro short- and long-term enrollment planning. This need increases as we innovate to increase enrollment. Organizational effectiveness will require evaluation of successes and challenges, and to take advantage of unique opportunities that promote WIU's personalized educational experience.

- a) Designate institutional office(s) responsible for collecting departmental and college five-year enrollment targets by campus to form one institutional enrollment plan. It is important that the University have clearly defined and articulated enrollment goals for all programs, departments, and colleges at both campuses. Such actions are necessary for demand and capacity planning across the University and this includes facilities space planning.

- Assistant Vice President for Academic Affairs Williams and Associate Provost Parsons are meeting with all academic departments and schools to define, implement, and evaluate strategies to achieve enrollment goals.
- b) Establish an Enrollment Management Team to work with the Deans and President's Leadership Team to define, evaluate, assess, and adjust (where appropriate) department, college, and university enrollment and retention goals. WIU has used the term enrollment management to represent shared and coordinated recruitment and retention activities. While these activities benefit from collaboration, the University needs to use enrollment management as defined in action a (above) to advance planning, transparency, and accountability.
 - Vice President Biller chairs an Enrollment Management Team. The Team will be studying, suggesting, and making process improvements related to enrollment barriers, targets, and projections; cost containment, financial aid leveraging, the Building Connections freshmen mentoring program, and orientation.
 - c) Provide WIU's student-to-faculty ratios that support personalized attention.
 - d) Utilize student-to-faculty ratios in recruitment materials to support the distinctiveness of class sizes and engaged learning.
 - a) Centralize classroom and facility scheduling, management and planning on the Macomb Campus to best identify unit needs and areas for enhanced efficiency and improvement. WIU-Quad Cities administration successfully uses these practices at its locations.
 - Facilities Management will lead a comprehensive space study to identify opportunities for increased efficiency and utilization of regular and electronic classrooms during academic year 2013-2014.

Recommendation 5: Advance fiscal planning.

Increasing revenue, decreasing expenditures, and containing costs are all essential to advancing the strengths of Western Illinois University.

- a) Evaluate the appropriateness of differential tuition either by campus and/or program.
- b) Position the University for the next comprehensive campaign.
 - The Vice President for Advancement and Public Services is working with the colleges and administrative units to set post-campaign goals.
- c) Conduct cost-benefit analyses when considering renovation, replacement, or demolition.
- d) Study opportunities for enhanced efficiencies on and between campuses.
- e) Form a long-range bonding plan for facilities, technology, and infrastructure.
- f) Expand public-private partnerships to help decrease institutional costs and to engage in cost savings and avoidance.
 - Renew Moline and the City of Moline selected Three Corners Development from Orland Park, Illinois, to design, build, and manage \$82 million in private development

supporting restaurants, retail, and housing next to the Western Illinois University-Quad Cities Riverfront Campus.

Recommendation 6: Help eliminate financial barriers that prohibit college enrollment.

Together with donors and external funding agencies, WIU will exercise innovation to identify partnerships that result in new and enhanced sources of financial assistance, so students can successfully achieve their goals through the personalized educational experience offered at Western Illinois University.

- a) Increase need-based and merit scholarship opportunities for first year students and beyond.
- b) Apply for new sources of institutional financial aid.
 - Western Illinois University-Quad Cities, Augustana College, Black Hawk College, Community Foundation of the Great River Bend, Eastern Iowa Community Colleges, Palmer College, Quad Cities Chamber of Commerce, and Saint Ambrose University passed initial screening and was invited to apply for a Lumina Foundation Community Partnership grant. The partner institutions and organizations are proposing a new model of financial aid that provides loan forgiveness if a student graduates from a Quad Cities institution and works in the region for at least one year after graduation.
- c) Study opportunities for increased student employment.
 - Western Illinois University-Quad Cities received an AmeriCorps grant to support school readiness. The University is currently recruiting its students to the program. Upon successfully completing 900 volunteer hours over 12 months (19 hours per week), 20 student volunteers will each receive a \$5,900 reimbursement for their service and a higher education voucher of \$5,000.
- d) Apply for external funding to support experiential education.
- e) Support focused tuition discounting to attract high achieving and diverse students.
 - Tuition discounting programs, such as the Western Commitment Scholarship for new freshmen helped to attract more high ability students. With the freshmen program being active through one full recruitment cycle, applications from students scoring above the institutional averages in ACT and GPA have increased 10.3 percent. The number of new freshmen enrolling at WIU, who scored in the top one percent in the nation on the ACT, have increased from eight students in Fall 2012 to 48 students in Fall 2013. The number of total students receiving a Western Commitment Scholarship increased from 454 in Fall 2012 to 469 in Fall 2013. The intent of this discounting program is to influence more high ability students to enroll at WIU and then to use these students' reputations at their high schools to attract more high ability students.

This Fall WIU started a new tuition discounting program for new transfer students. Students who finish an associate's degree with at least a 3.5 GPA receive a one-time \$1,000 scholarship. Other new transfer students who complete an associate's degree, but who don't meet the GPA requirement receive a one-time \$400 book award. The number of new transfers with an associates degree (as of the third day of class) increased from 420 in Fall 2012 to 483 in Fall 2013.
- f) Evaluate tuition options for summer sessions.