

FY10 Planning and Accomplishment Guidelines

Western Illinois University

Due from Vice Presidents April 15, 2011

Public Presentations April 28 & May 29, 2011

Respond to the following questions in ten to fifteen pages. Attach appendices with supporting documentation where appropriate. Please be sure to prepare responses that address Western Illinois University-Macomb and Western Illinois University-Quad Cities as appropriate.

Current Year Fiscal Year 2011

I. Accomplishments and Productivity for FY11

A. Give a brief review of the division's goals and objectives for FY11.

The Office of Academic and Student Services provides academic advising, admissions, and student services functions for the Quad Cities campus. The overarching goals of this unit are to 1) recruit high achieving, motivated, and diverse learners for the Quad Cities campus towards the university enrollment goal of 3,000 and 2) retain students by supporting learning inside and outside of the classroom and to design initiatives to increase student success and 3) Provide the campus information to support effective institutional decision making.

During this fiscal year, the Office of Academic and Student Services focused on cost saving measures while also maintaining recruitment and retention activities. At first glance, Fall 2010 enrollment was a disappointment for the Quad Cities campus falling 3.7% to 1,361. Undergraduate enrollment hit a campus high of 730 students. The decrease in total enrollment was due to the decline in graduate enrollment. New student enrollment, retention, and graduation rates were unchanged over the last three years suggesting that student enrollment changes are a factor of how students enroll by campus rather than actual decreases in enrollment.

As a unit, the Office of Academic & Student Services expanded relationships with local community colleges in both community engagement and academic advising. The Quad Cities Community Engagement Consortium was recently formed with WIU-QC as a founding member. WIU-QC also signed agreements with both Black Hawk College and Eastern Iowa Community College to offer on-site advisement at the community colleges.

B. List the most important divisional accomplishments for FY11 and document how these accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments.

The goals and objectives for fiscal year 2011 included:

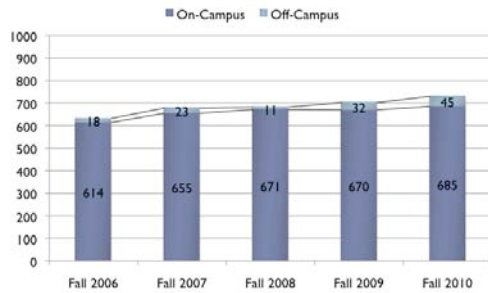
- **Review and adapt best admissions and marketing practices at peer and benchmark institutions**
- **Continue to engage innovative agreements with the community colleges that foster student recruitment and retention**
- **Establishing new undergraduate and graduate programs, and working with staff on the Quad Cities Campus regarding feasibility and needs studies; logistical arrangements; and recruitment, retention and advisement issues**
- **Receiving President's Cabinet approval, publishing and implementing policies and procedures related to the new Quad Cities Student Handbook**
- **Exploring and implementing administrative opportunities for increased public service and community engagement**
- **Supporting economic and economic development activities associated with the development around Riverfront Campus and within the City of Moline**

- Developing and annually monitoring/refining enrollment goals for all undergraduate and graduate programs delivered on the Quad Cities Campus
- Implementing dual enrollment agreements and evaluating program effectiveness

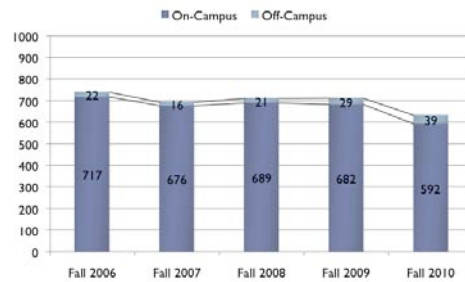
C. Indicate measures of productivity by which the unit's successes can be illustrated.

Undergraduate enrollment hit a record high for the campus and continues upward momentum. Graduate enrollment, however continues to fall with a noticeable decline in Fall 2010.

Undergraduate Enrollment

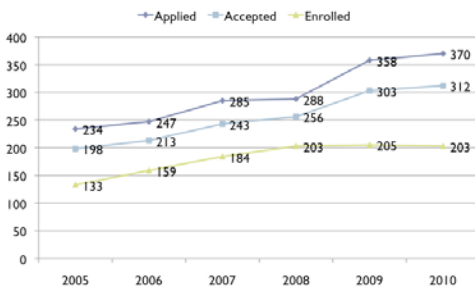


Graduate Enrollment

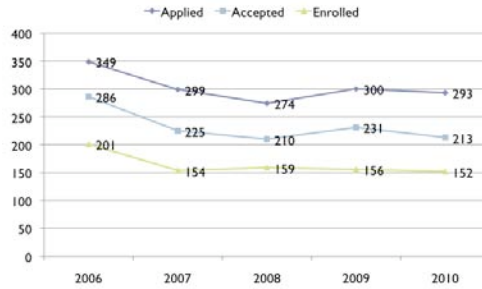


Applications and new students remains unchanged over the last three years. Retention also remains consistent at 90% for undergraduates and 80% for graduates.

Undergraduate Enrollment



Graduate Enrollment



Enrollments for most Quad Cities graduate programs are largely unchanged from FY10 to FY11. Three programs had significant decreases in the last year. (See Appendix A for full analysis). All other graduate programs increased, remained constant or had only slight decreases in enrollment.

Graduate Programs		Fall 2009	Fall 2010
Elementary Education	Macomb	76	63
	Quad Cities	28	14
Reading	Macomb	79	101
	Quad Cities	73	39
Unclassified	Macomb	171	202
	Quad Cities	119	70

In the next fiscal year, the Office of Academic & Student Services will work with the consultant from Noel-Levitz to identify recruitment strategies and recover from the drop in total enrollment during Fall 2010. Also, during fiscal year FY11, the Office of Academic & Student Services conducted a review of best practices at peer institutions and branch campuses through out the United States. One of the findings from this review was to establish collaboration with local community colleges with specific references to academic advising. In response to this finding, WIU-QC began new and innovative agreements with Black Hawk College and Eastern Iowa Community College to begin offering on-site advisement at the local community colleges on a weekly basis. Academic Advisors rotate between the two community colleges to represent each academic program offered at WIU-QC on a regular and on-going basis.

Another purpose of these advising agreements was to create opportunities for WIU-QC staff to intervene earlier in students' academic careers. Students apply to WIU-QC to begin upper division work with an average of 78 credit hours. During the last three academic years, 198 students applied and were accepted to WIU-QC but were advised to return to the community college to complete deficient coursework. Despite having well over the required 60 credit hours, students still needed to complete coursework that was not available to students at WIU-QC or online. Similarly, students who graduate from WIU-QC finish their degrees with between 6 and 10 more credit hours than their peers in Macomb.

	2008	2009	2010
Macomb	135 (1,266 graduates)	136 (1,147 graduates)	135 (1,120 graduates)
Quad Cities	145 (70 graduates)	142 (68 graduates)	142 (81 graduates)

Appendix B. provides further analysis by each academic program. It may be that students are receiving no or poor academic advising at the community colleges or poor advising at WIU-QC, but it appears clear that WIU-QC students have too many credit hours compared to their peers. This increase in credit hours can translate into greater financial costs to the student as well as increased time to degree between one semester and one year more than if the student had began the same degree as a freshmen in Macomb. By continuing to intervene in students academic choices through be providing academic advising at the community colleges and by admitting freshmen by dually enrolling at WIU-QC and the community college evaluating students' preparation for upper division work and total credit hours at graduation will act as measures of productivity for the Office of Academic & Student Services for upcoming fiscal years.

D. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:

1. Western Illinois Foundation funds - **none**
2. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside
 - Variance from open admission counselor position [Dec. 20 – Jan 18.]** **\$3,278**
 - Variance from salary differential Taylor [39K] to Ros [34K] for 6 mo.** **\$2,406**
 - Variance from position 1-45100 A003 for FY12** **\$4,812**
3. Grants, contracts or local funds
4. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported.
5. Other fund sources

II. Budget Enhancement Outcomes for FY11

For each budget enhancement received in FY11—temporary or permanent—(i.e., 1% give back, end of year money) complete an accountability report form. Be specific about approved productivity measures.

No budget enhancements for FY11

**Budget Year
Fiscal Year 2012**

III. Major Objectives and Productivity Measures for FY12

A. List the most important goals and objectives the division will pursue in FY12, and how these actions will be measured/assessed.

Goals and objectives for the Office of Academic & Student Services for FY12 are all components of the special emphasis two self-study report that focused on growing the Macomb and Quad Cities campus. All goals are indented as short-term goals for the next fiscal year. Emphasis on long-term strategic goals will be derived from priorities identified as action items by the accreditation site team report.

- **Developing and annually monitoring/refining enrollment goals for all undergraduate and graduate**

programs delivered on the Quad Cities Campus

- **Work with Noel-Levitz consultant, Joe Watts, to develop a comprehensive recruitment plan that identifies in writing the admissions process from students considering college to students enrolling at WIU-QC.**
- **Review and adapt best admissions and marketing practices at peer and benchmark institutions**
 - **Increase communication between marketing and admissions**
 - **Marketing priorities that focus on awareness rather than recruitment**
 - **Expand opportunities for collaboration with community colleges**
 - **Develop a contract for on-site admission**
- **Continue to engage innovative agreements with the community colleges that foster student recruitment and retention**
- **Exploring and implementing administrative opportunities for increased public service and community engagement**
- **Supporting economic and economic development activities associated with the development around Riverfront Campus and within the City of Moline**
- **Explore new partnership opportunities with the Rock Island Arsenal**
 - **Focus on the possibility of teaching classes on the base**
- **Continue to explore the operational feasibility of establishing permanent child care in the Quad Cities**
- **Establish additional priorities for the Office of Academic & Student Services consistent with findings from the accreditation teams report when it becomes available.**
 - B. Of the objectives identified above, please indicate which are directly related to Strategic Plan action items.
 - C. For Strategic Plan action items noted above, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).

IV. Technology Goals and Objectives

- A. List the most important technological goals and objectives the division will pursue in FY12, and how these will be measured/assessed.
- B. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
- C. For each technology item, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).

V. Internal Reallocations and Reorganizations: Western Illinois University-Macomb

- A. What are planned FY12 reallocations or reorganizations, including the movement of positions, the upgrade of positions, the creation of new positions, or the reallocation of personnel or operating funds.
- B. How do these reallocations and reorganizations further Strategic Plan goals and objectives.
- C. Describe how all reallocations, permanent and temporary, will affect the unit’s standard performance measures.
- D. How are you finding new funds?
 - 1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation)
 - 2. Provide an explanation of how additional resources would be used to enhance divisional objectives
 - 3. Summarize long-term external funding goals which extend beyond FY12
 - 4. Develop indicators to track attainment of goals

VI. Internal Reallocations and Reorganizations: Western Illinois University-Quad Cities

- A. What are planned FY12 reallocations or reorganizations, including the movement of positions, the upgrade of positions, the creation of new positions, or the reallocation of personnel or operating funds.

I. MARKETING GRADUATE ASSISTANT

This plan would involve an increase in the allocation to staff from student fees of \$6,799, but would not increase the individual salaries nor increase student fee charges per credit hour. It would also not increase the needed appropriated funds.

Student Activities FY11	Appropriated Funds	Student Fee Funds
Carmen Sandoval	\$10,164	\$29,311
Graduate Assistant	\$0	\$8,645
	\$10,164	\$37,956
Student Activities FY12	Appropriated Funds	Student Fee Funds
Carmen Sandoval	\$0	\$39,475
Student Worker (non-GA)	\$0	\$5,280 (\$8.25/hr @ 20hrs)
Marketing FY12	Appropriated Funds	
Graduate Assistant	\$9,100	
Variance	\$1,064	
	\$10,164	\$44,755 [\$6,799]

- B. How do these reallocations and reorganizations further Strategic Plan goals and objectives.

Both reallocations and new position would position WIU-QC to “achieve optimum controlled enrollment growth goals of...3,000 on the Quad Cities campus” by allocating greater resources to marketing and admissions and allow for new strategies and perspectives to be implemented (HVHE, Goal 1, Action 1). New student enrollment remains unchanged since 2008. The evidence suggests that we are continuing to implement the same operational procedures year after year with the same results. New leadership in admissions and additional staffing in marketing will allow for a clean slate to implement the recommendations from Noel-Levitz while still keeping the knowledge and institutional history to help inform our decisions rather than guide our recruitment decisions.

- C. Describe how all reallocations, permanent and temporary, will affect the unit’s standard performance measures.

The OASS standard performance measures will continue to be recruitment and retention of high achieving, motivated, and diverse learners.

- D. How are you finding new funds?
1. Describe divisional strategies to seek additional resources (e.g., grants, Foundation)
 2. Provide an explanation of how additional resources would be used to enhance divisional objectives
 3. Summarize long-term external funding goals which extend beyond FY12
 4. Develop indicators to track attainment of goals

VII. New Operating Resources

- A. Identify, in priority order, requests for additional operating funding in a spreadsheet.

Priority	Position	Amount	Duration	Source
1	Admissions Counselor	\$34,524	Continuous	Appropriated
2	Assistant Director – Financial Aid*	\$38,292	Continuous	Appropriated
3	Lead Teacher	\$37,000	Continuous	Foundation
4	Support Teacher	\$19,828	Continuous	Foundation
5	Student Services Operating	\$8,000	Continuous	Appropriated

* Funding of this position is contingent on NCA recommending independent financial aid

- B. On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a permanent base increase.
- C. Complete an *FY12 Budget Request Form* for each request listed in “A”.

VIII.

Facilities Requests

- A. Identify, in priority order, requests for facility enhancements over \$100,000. These requests need to be identified as specific FY12 requests or long-range requests. For each request, identify the ways in which the facility enhancement will advance specific Strategic Plan goals and objectives.
- B. Provide specific outcomes for each facility enhancement request.
- C. Provide an explanation of how each facility enhancement will affect the unit's productivity measures.
- D. Complete an *FY12 Budget Request Form* for each request.

Western Illinois University
Accountability Report for Program Support –FY11

- I. Unit submitting report:

- II. Short title of the initiative receiving funding.

- III. Describe the specific productivity measures achieved (refer to submitted materials the previous year, or year that funding was requested and provided).

IV. Provide a listing of all funds expended to date by the following categories:

	Enhancement	Department/Unit Funds
Personnel Services	_____	_____
Equipment and Instructional Materials	_____	_____
Library Materials	_____	_____
Contractual Services	_____	_____
Other Operating Funds	_____	_____
Total	=====	=====

Contact Person If Questions: _____
Name Phone Number

Western Illinois University
Budget Request Format
For Program Support FY12

I. Unit submitting request: **WIU-QC Admissions** Priority Number 1

II. Provide a short title of the initiative proposed for incremental funding. **Admissions Counselor**

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

New admissions counselor position would allow for reallocation of current staff resources to emphasize recruitment and retention strategies to 3,000 students

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Increase new student enrollment for undergraduate and graduate students. Expand recruitment territory further into the state of Iowa

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>\$34,524</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$34,524</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
If yes, please describe:

Contact Person If Questions: Andy Borst _____ x62237 _____
Name Phone

Western Illinois University
Budget Request Format
For Program Support FY12

I. Unit submitting request: **WIU-QC Student Services** Priority Number 2

II. Provide a short title of the initiative proposed for incremental funding. **Assistant Director**

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Assumes NCA recommendation to make WIU-QC financial aid an independent process

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Streamlines FAFSA application processing, makes WIU-QC eligible to receive additional federal student work study funds, increasing service to students

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>\$38,292</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$38,292</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
If yes, please describe:

Contact Person If Questions: Andy Borst _____ x62237 _____
Name Phone

Western Illinois University
Budget Request Format
For Program Support FY12

I. Unit submitting request: **WIU-QC Student Services** Priority Number 3

II. Provide a short title of the initiative proposed for incremental funding. **Lead Teacher**

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Responds to the favorable needs and feasibility analysis for establishing permanent child care on the Quad Cities campus.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

Provide overall leadership and implementation of approved curriculum to up to 16 children, ages, 2-6. Assuming a 10-month operation, this project will generate an estimated \$90,000 in revenue during first year of operation. First year of operation will be funded up foundation donation of \$50,000. Lead and support salaries total \$56,828.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>\$37,000</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$37,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
If yes, please describe:

Contact Person If Questions: Andy Borst _____ x62237 _____
Name Phone

Western Illinois University
Budget Request Format
For Program Support FY12

I. Unit submitting request: **WIU-QC Student Services** Priority Number 4

II. Provide a short title of the initiative proposed for incremental funding. **Support Teacher**

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

Responds to the favorable needs and feasibility analysis for establishing permanent child care on the Quad Cities campus.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

DCFS requires one staff member for every 8 children under care. Two staff positions (Lead and support) would fill the base requirements with supplemental staffing provided by trained and qualified student staff. Similar to lead position, during the first year in operation, this position would be funded by a foundation gift of \$50,000.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	<u>\$19,828</u>
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		_____
Total		<u>\$19,828</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
If yes, please describe:

Contact Person If Questions: Andy Borst _____ x62237 _____
Name Phone

Western Illinois University
 Budget Request Format
 For Program Support FY12

I. Unit submitting request: **WIU-QC Student Services** Priority Number 5

II. Provide a short title of the initiative proposed for incremental funding. **Student Services Operating**

III. Provide a short description of the initiative proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

HVHE, Goal 2, Action 2: Provide strong commitments and increase opportunities to support research, scholarly/creative activities, and public services and outreach.

HVHE, Goal 2, Action 3: Continuing implementation of the multiyear faculty and staff computer upgrade program that will establish and maintain a four-year computer rotation program of new computers.

IV. Describe the specific accomplishments, and increases in productivity expected from this initiative and how results will be measured or evaluated.

During the FY11, Student Services operating budget was reduced by \$8,000. Returning the FY12 operating budget would allow for reactivation of professional development for ASP staff and the computer upgrade program.

V. Provide a listing of all incremental funds requested by the following categories:

Personnel Services	A/P	_____
	C/S	_____
	NTT	_____
	T/T	_____
Equipment and Instructional Materials		_____
Library Materials		_____
Contractual Services		_____
Other Operating Funds		<u>\$8,000</u>
Total		<u>\$8,000</u>

VI. Are the requested funds to be included as permanent increase in the unit's base budget?
 Yes No

VII. Will the project be supplemented by other funds? _____ Yes No
 If yes, please describe:

Contact Person If Questions: Andy Borst x62237

Appendix A.

Undergraduate Enrollment by Degree Program Quad Cities Campus and Quad Cities Extension						
	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
	(On Campus Only)	(On Campus Only)	(On Campus Only)			GOALS
COLLEGE OF ARTS & SCIENCES						
B.S. in Biology	1	0	0	0	1	
B.A. in Spanish	0	0	0	1	0	
B.A. in English & Journalism	1	1	2	0	1	
B.A. in English	1	1	2	0	1	3
Bachelor of Liberal Arts & Sciences	0	0	14	50	69	70
B.S. in Mathematics	0	2	0	4	3	
B.S.N. in Nursing	0	0	0	4	4	
B.A. in Political Science	0	0	0	1	2	
B.S. in Psychology	1	2	0	1	2	
B.A. in Sociology	0	0	2	1	0	
B.A. in Women's Studies	0	1	1	0	0	1
TOTAL ARTS & SCIENCES	3	6	19	62	82	
COLLEGE OF BUSINESS & TECH.						
B.B. in Accountancy & Finance	67	85	96	86	85	
B.B. in Accountancy	67	85	96	86	85	105
B.S./B.B. in Computer Sci & Info. Sys.	19	19	19	16	9	
B.B. in Information Systems	19	19	19	16	9	23
B.B. in Network Technologies	0	0	0	0	0	
B.A. in Economics	1	0	0	0	0	
B.S. in Engineering	0	0	0	4	22	
B.S. in Engineering Technology	23	24	21	16	12	
B.S. in Construction Management	1	1	0	0	0	
B.S. in Manufacturing Engineering Tech	22	23	21	16	12	27
B.B. in Management & Marketing	132	139	137	147	130	
B.B. in Finance	1	4	3	1	0	
B.B. in Human Resource Mgt.	0	2	1	2	2	
B.B. in Management	100	98	94	104	96	94
B.B. in Marketing	32	37	37	38	27	38
B.B. in Supply Chain Management	0	2	5	3	5	
B.S. in Telecommunications Mgt.	0	0	1	1	0	
TOTAL BUSINESS & TECHNOLOGY	241	267	274	270	258	
EDUCATION & HUMAN SERVICES						
B.S.Ed. In Curriculum & Instruction	144	140	147	152	141	
B.S.Ed. in Elementary Education	142	139	129	136	134	140
B.S. in Special Education	2	1	18	16	7	22
B.S. in Health Sciences	1	0	4	1	0	
B.S.Ed. In Ed. & Interdisc. Studies	0	1	1	1	0	
B.S. in Law Enforce. & Justice Adm	57	41	50	64	47	60
B.S. in Rec., Park & Tourism Adm.	25	25	24	22	38	60
TOTAL ED. & HUMAN SERVICES	227	207	226	240	226	
FINE ARTS & COMMUNICATION						
B.A. in Broadcasting	0	1	0	0	0	
B.A. in Communication	1	1	2	3	3	15
B.A. in Music	1	0	0	0	0	
TOTAL FINE ARTS & COMM.	2	2	2	3	3	
OTHER						
B.A. in General Studies	110	130	131	124	143	124
B.A./B.S. in Interdisc. Studies	0	0	0	0	1	
Undeclared/Unclassified Undergrad	29	39	16	3	17	16
TOTAL OTHER	139	169	147	127	161	
TOTAL UNDERGRADUATES	612	651	668	702	730	798

Appendix A. cont.

Graduate Enrollment by Degree Program						
Quad Cities Campus and Quad Cities Extension						
	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010	FALL 2011
	(On Campus Only)	(On Campus Only)	(On Campus Only)			GOALS
COLLEGE OF ARTS & SCIENCES						
M.S./PBC in Biological Sciences	13	22	24	32	26	
M.S. in Biology	13	15	20	22	26	40
Post-Bacc. Cert in Zoo/Aquarium Studies	0	7	4	10	0	14
M.A. in English & Journalism	15	17	15	12	15	
M.A. in English	15	17	15	12	15	18
M.A./PBC in Geography	0	0	1	3	2	
M.A. in Geography	0	0	1	1	2	
Post-Bacc. Cert in Environmental GIS	0	0	0	2	0	8
M.A. in Sociology	1	1	1	0	0	3
M.S. in Sports Management	9	0	0	0	0	
M.A.L.S. in Liberal Arts & Sciences	0	0	0	7	9	12
Post-Bacc. Cert in Women's Studies	1	0	0	0	0	
TOTAL ARTS & SCIENCES	29	40	41	54	52	
COLLEGE OF BUSINESS & TECHNOLOGY						
Master of Accountancy	4	3	0	0	0	
M.A. in Economics	0	1	0	0	0	
MBA in Management	63	60	53	54	51	
Master of Business Administration	63	60	53	54	51	60
TOTAL BUSINESS & TECHNOLOGY	67	64	53	54	51	
EDUCATION & HUMAN SERVICES						
M.S.Ed. in Counseling	101	81	96	100	103	100
M.S.Ed. in Curriculum & Instruction	131	114	120	101	53	
M.S.Ed. in Elementary Education	47	41	43	28	14	85
M.S.Ed. in Reading	84	73	77	73	39	90
M.A.T. (Secondary Education)	1	0	0	0	0	
M.S.Ed./Ed.S./Ed.D. in Ed. Leadership	178	174	174	157	172	
M.S.Ed. in Ed. Leadership	119	138	115	101	103	120
Ed.S. in Ed. Leadership	37	24	26	23	30	25
Ed.D. in Ed. Leadership	22	12	33	33	39	40
M.S.Ed. in Educ. & Interdis. Studies	19	14	16	30	25	35
M.S. in Health Sciences	17	23	14	20	19	
M.S. in Health Education	17	23	14	20	19	25
M.S. in Inst. Design & Technology	1	0	1	2	1	
M.S. in Kinesiology	3	7	0	0	0	
M.A. in Law Enforcement & Justice Adm.	10	10	12	18	11	30
M.S. in Rec., Park & Tourism Adm.	0	0	0	2	3	
M.S.Ed. in Special Education	45	41	48	34	32	60
TOTAL EDUCATION & HUMAN SERVICES	505	464	481	464	419	
FINE ARTS & COMMUNICATION						
M.A. in Museum Studies	0	0	4	20	29	30
TOTAL FINE ARTS & COMMUNICATION	0	0	4	20	29	
OTHER						
Undeclared/Unclassified Graduates	105	108	110	119	70	110
TOTAL OTHER	105	108	110	119	70	
TOTAL GRADUATE AND ADVANCED	706	676	689	711	621	905

Appendix B.

Undergraduate Degrees by Campus
2008-2010
>> 2nd Bachelors Excluded <<

Major	Entry	2008		2009		2010	
		Grads	Credits	Grads	Credits	Grads	Credits
Arts & Sciences	M-Frosh	0	--	0	--	0	--
	M-Trans	0	--	0	--	1	127
	Q-Trans	0	--	0	--	3	131
Accounting	M-Frosh	13	130	11	134	7	142
	M-Trans	6	146	14	150	18	132
	Q-Trans	9	146	21	136	16	142
General Studies	M-Frosh	26	134	22	127	10	136
	M-Trans	51	143	51	140	66	137
	Q-Trans	22	143	20	133	23	129
Elementary Education	M-Frosh	47	142	26	144	43	142
	M-Trans	34	159	35	154	37	157
	Q-Trans	16	147	7	164	13	163
LEJA	M-Frosh	100	124	79	125	81	124
	M-Trans	87	130	82	129	79	129
	Q-Trans	4	139	4	139	7	134
Engineering Technology	M-Frosh	3	131	2	131	4	127
	M-Trans	3	151	2	156	7	137
	Q-Trans	4	157	0	--	2	165
Management	M-Frosh	22	132	15	132	8	131
	M-Trans	10	149	19	141	26	136
	Q-Trans	11	139	10	151	11	145
Marketing	M-Frosh	14	130	14	131	15	128
	M-Trans	12	137	10	140	14	138
	Q-Trans	2	142	3	136	4	145
RPTA	M-Frosh	10	130	16	135	7	124
	M-Trans	18	142	8	149	17	152
	Q-Trans	1	129	2	139	2	135
Average	Macomb	1266	135	1147	136	1120	135
	QC	70	145	68	142	81	142

