

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

October 3, 2014

Report No. 14.10/6 Fiscal Year 2015 Long Term Plan Update

This is the second annual update on implementation of the *Long Term Plan for Western Illinois University 2013-2033*. The Western Illinois University Board of Trustees approved the *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.

Part I of this *Report* shows institutional accomplishments from academic year 2013-2014 and plans for academic year 2014-2015. Each recommendation has been coded as accomplished (A), in progress (IP), ongoing initiative (O), or planned (P).

It was a very successful year in advancing recommendations from the *Long Term Plan for Western Illinois University*. Within the last year, there were:

Part II of the *Report* provides a cumulative summary of *Long Term Plan* accomplishments since implementation in June 2013. This reporting chronicles institutional progress and will be used in updating future university plans and in accreditation self-study and reporting.

Part I
Academic Year 2013-2014 Accomplishments and Academic Year 2014-2015 Plans
Western Illinois University Long Term Plan 2013-2033

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

- a) Engage in discipline-specific and university-wide discussions about the application of our strengths in academic and administrative units.
 - 1) President Thomas presents an annual *State of the University Address* at Founders Day to frame institutional plans, accomplishments, strengths, priorities, and goals (O).
 - 2) President Thomas holds Town Hall Meetings university wide, with Provost Hawkinson and each college and the library, all governance groups, and the President's Faculty Roundtable (O).
 - 3) The Provost presents an annual *State of Academic Affairs* address at the Fall Faculty Assembly to overview Academic Affairs accomplishments and plans (O).
 - 4) The Vice President for Quad Cities and Planning hosts all Quad Cities staff meetings to review campus accomplishments and plans at the start of each semester (O).
 - 5) Annual Planning and Accomplishment presentations made by the vice presidents and areas that report to the president provide a university-wide form for the discussion of institutional and discipline-specific strengths, challenges, and opportunities. Copies of the reports and supporting presentations are available from the University Planning website, www.wiu.edu/university_planning/annualpresentations.php (O).
 - 6) President Thomas provided the campus community with six budget and pension updates during the state's Fiscal Year 2015 budget development cycle, which effects university and discipline-specific planning. Copies of the president's correspondence are available at www.wiu.edu/Budget/news (A).

- b) For all vice presidential areas and areas reporting to the president, identify evaluation methods used to ensure institutional effectiveness in applying our strengths.
 - 1) All *Fiscal Year 2014 Consolidated Annual Reports* prepared by academic departments and administrative units contain measures of productivity by which the unit's successes can be illustrated, and specific productivity measures for budget enhancements (O).
 - 2) Effective academic year 2014-2015, President Thomas will engage in short- and long-term planning with the Provost and others as appropriate by evaluating program review and accreditation reports along with departmental plans to address issues of quality, viability and sustainability (P).
 - 3) Beginning in 2015 and in addition to the standard reports provided to the Board of Trustees each June, the Provost's Office will add a report with summaries of findings for each program review completed during the academic year (P).

- c) Invest in opportunities that make WIU nationally known for our strengths and signature programs.
 - 1) Noted for their size, unique area of concentration for undergraduate students, Centennial Honors Program opportunities, and demand for graduates and accessibility, Western Illinois

- University updated its signature programs in academic year 2013-2014. A listing of these programs is available at www.wiu.edu/academics/signature.php (A).
- 2) University Marketing and Quad Cities Marketing continue an integrated marketing campaign to increase awareness of educational opportunities and signature programs (O).
 - 3) University Marketing received \$250,000 to establish a digital marketing campaign for the University (A).
 - 4) University publications, news releases, and websites feature Western's signature programs, national rankings and recognitions, including those from U.S. News & World Report, Princeton Review, GI Jobs, and more (O).
 - 5) Think Purple, Signature Academic Programs, and Princeton Review Best Midwestern College ranking billboards were featured in Beardstown, Bloomington, Chicago, Joliet, Macomb, Milan, Peoria, Quad Cities, Quincy, Saint Louis, Springfield, and along interstates 80 and 55 (O).
 - 6) The Office of the Provost allocated funds (up to \$1,000 per department) to update and distribute programmatic flat sheets that provide academic and support information for undergraduate majors and graduate programs (A).
 - 7) University Relations and University Television developed a series of five 30-second Think Purple, Think Success videos featuring three WIU students and two WIU alumni (A).
 - 8) Western Illinois University commercials aired in 25 Illinois, Iowa, Missouri and Wisconsin movie theaters during the holidays and on nine television stations during select special events, premieres, finales, etc (O).
 - 9) Western Illinois University's nationally recognized excellence in serving commuter students is demonstrated by:
 - (1) The Assistant Vice President for Quad Cities and Planning's fall 2013 selection as Co-Director of the National Clearinghouse for Commuter Programs (A)
 - (2) The Vice President for Quad Cities and Planning's successful application to host the spring 2015 National Association of Branch Campus Administrators conference in Moline (A).
 - (3) Counselor Education's hosting of the fall 2014 Association for Assessment and Research in Counseling's annual conference (A).
 - 10) President Thomas established base marketing budgets for Macomb (\$400,000) and Quad Cities (\$100,000) effective for Fiscal Year 2015. University Marketing funds were previously based on available one-time funding (A).
- d) Continue to build a culture of mentoring that supports personalized attention, undergraduate student success and graduation.
- 1) Academic Affairs completed a comprehensive external review of the effectiveness and success of students admitted through the Office of Academic Services during academic year 2013-2014 (A).
 - 2) Recommendations of the external review (discussed above) will be implemented during academic year 2014-2015 (P).
 - 3) Quad Cities faculty and staff infused into Quad Cities recruitment, New Student Orientation, University 100, academic advising, student organizations and activities, and student work experiences (O).

- e) Support high need, viable programs to meet student and regional needs and ensure that new programs include our strengths in design and practice.
 - 1) Western Illinois University added 11 new educational opportunities for Macomb and six for the Quad Cities, as described in Part II of this report. The majority of these new opportunities utilize existing current courses, faculty, and staff (A).
 - 2) The University eliminated the Pre-Professional Program in Agricultural Engineering due to low enrollments (A).

- 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.

- a) Reinvigorate dual enrollment partnerships with local high schools.
 - 1) The University realigned admissions territories to maximize the number of counselor visits per high school (A).
 - 2) The Office of the Vice President for Quad Cities and Planning negotiated Western Illinois University-Quad Cities' first dual enrollment agreement with a local high school. Academically qualified seniors from Rivermont Collegiate Academy can complete WIU classes for college credit during the senior year in high school. There are presently four students who are enrolled for fall 2014 (A).
 - 3) The School of Engineering and the Moline School Board developed an agreement that allows students to earn three semester hours of engineering credit while studying at Moline High School. Students can earn up to 21 credits, including in English and public speaking courses, through similar agreements with the University (A).
 - 4) The Office of the Vice President for Quad Cities and Planning initiated explorations for potential new or expanded partnerships with Aleman, Bettendorf, Davenport, Geneseo, Moline, Rock Island, and Rockridge High Schools, and with United Township Career Center, which serves high school students from nine areas in the Quad Cities region (IP).
 - 5) The Assistant Vice President for Academic Affairs continues to work with public and private school systems to recruit students who are attending college preparatory high schools with rigorous academic standards (O).
 - 6) The Vice Presidents for Quad Cities and Planning and Student Services, Assistant Vice President for Academic Affairs, Registrar, and University Budget Officer are exploring models to make dual enrollment agreements more competitive and favorable to high school students. Recommendations will be forwarded to the President's Leadership Team (IP).

- b) Receive blanket approval from the Higher Learning Commission for all WIU programs to be approved as distance education programs.
 - 1) Western Illinois University received Higher Learning Commission-North Central Association of Colleges and Schools approval to offer all academic programs through distance education modalities (on-line and two-way audio-video) in May 2014 (A).
 - 2) Western Illinois University was previously approved to only offer up to five percent of its academic programs through distance modalities.

- c) Articulate which WIU programs will be actively promoted as distance programs.
 - 1) The Commission lowered the recognition threshold for distance education from all components of a program (including general education) must be available through distance modalities to 50 percent of degree requirements must be available through distance modalities.
 - 2) Under the former definition, two undergraduate programs (Bachelor's in General Studies and RN to BSN completion), four post-baccalaureate certificates in Instructional Design and Technology, and three graduate programs (Master's in Business Administration, Master's in Instructional Technology, and M.S. Ed. in Elementary Education) can be fully completed through distance modalities.
 - 3) Under the current definition, 54 undergraduate programs, 11 post-baccalaureate certificates, and seven master's programs qualify as distance programs.

- d) Form college task forces to evaluate alternative semester lengths as well as January and May Term opportunities.
 - 1) Western Illinois University offers alternative semester lengths through Weekend Academy, alternative summer semester lengths, irregularly scheduled courses, and sponsored credit courses. For example, the University currently has 3,188 course sections scheduled for fall 2014 (excluding 313 that have been cancelled and 52 currently on hold). Of this total, 112 (3.5% of all Fall 2014 course sections) are weekend and irregularly scheduled courses (A).
 - 2) President Thomas charged Academic Affairs with identifying courses and programs where irregularly scheduled courses are feasible and would produce demand. The goal is to offer 10% of courses next year in either an online or irregularly scheduled format and evaluate changes as part of the program review process (P).

- 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.
 - 1) Beginning in Fiscal Year 2014, all academic departments and colleges document student participation in experiential education (service learning, internships, clinical placements, student teaching, and education abroad) requirements and opportunities. Documentation is available from the Provost's Office (O).

- 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.
 - 1) The number of course sections decreased by 28 sections or 4.3 percent, from 674 course sections in summer 2013 to 646 course sections in summer 2014.

- 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 that meet Western Commitment Scholarship criteria denies access to full- and part-time students eligible for enrollment and represents foregone revenue to the University.
 - 1) The Quad Cities Freshman Honors Cohort grew from seven new students in fall 2012 to 16 new students in fall 2013. At the time of writing this report, there are 30 full-time freshmen in the fall 2014 cohort (O).
 - 2) Beginning with fall 2015 first-time, full-time freshmen, students with ACT scores of 20 (instead of 22) and high school grade point averages of 3.0 will be eligible for Western Commitment Scholarships (A).

- 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*.
 - 1) The University established new integrated baccalaureate and master's degree programs in Mathematics, Sociology, and Law Enforcement and Justice Administration. The first two programs are available in Macomb, and the third is available on both campuses (A).
 - 2) The Offices of Distance Learning and Vice President for Quad Cities and Planning led development of a reverse transfer agreement that allows students to earn a bachelors in general studies from Western Illinois University and a doctorate in chiropractic from Palmer College of Chiropractic in an accelerated manner (A).
 - 3) The Director of Centennial Honors College is exploring a 3+3 agreement with the University of Iowa Law School (IP).

- j) Participate in innovative national initiatives aimed at increasing retention and graduation rates.
 - 1) Western Illinois University was selected in fall 2013 as one of the first 15 institutions in the nation to participate in the Higher Learning Commission-North Central Association of Colleges and Schools Persistence and Completion Academy (A).
 - 2) Teams are reviewing data and engaging in process improvements for Macomb, Quad Cities, and Off-Campus students. Quarterly Long Term Plan Updates keep the Board of Trustees and campus community informed of institutional progress (IP).
 - 3) The University's academic year 2014-2015 goals include maintaining freshmen retention rates of 90% or higher for fall-to-spring persistence, and achieving 70% or higher for fall-to-fall persistence (P).

- k) Engage in strategies to meet the long-term goal of enrolling 1,000 international students at Western Illinois University.

New academic agreements, administrative partnerships, and campus hosting of students and delegations helped to increase international student enrollment from 371 students in fall 2013 to 416 students in spring 2014. Countries with the largest representation are Saudi Arabia, India, China, Brazil, Nigeria, and South Korea (O).

- 1) Accounting and Finance developed an agreement with Xiamen University in China.
- 2) Educational Leadership developed a partnership with UNEB in Brazil.
- 3) Health Sciences developed a Memorandum of Understanding with Ethiopia.
- 4) Non-Credit Programs entered into the first sponsored-credit partnership with a foreign university, the Zhejiang Normal University Teacher Education School in China to deliver three Instructional Design and Technology courses to a group of Chinese students who spent fall 2013 in residence on the Macomb campus
- 5) Centennial Honors College worked closely with International Studies to recruit 10 students from the Thai Royal Academy.
- 6) Center for International Studies staff participated in recruiting trips to China, Indonesia, Iraq, Malaysia, Thailand, and Vietnam.
- 7) Executive Director of Distance Learning, International Studies, and Outreach Carter traveled to Myanmar for recruitment; participated in the State of Illinois Trade Mission to China; and was joined by President Thomas on a recruiting trip to South Korea.
- 8) President Thomas and Executive Director Carter establish and maintain embassy contacts and relationships in Washington, D.C.
- 9) Western Illinois University hosted students from Denmark and representatives from South Korea, Japan, Myanmar, and South Korea.
- 10) President Thomas charged Academic Affairs with increasing the number of international articulation agreements (P).

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

- a) Establish new and enhanced K-12 partnerships to increase enrollment and professional preparation.
 - 1) Faculty from all secondary teacher education programs, representatives from the College of Arts and Sciences and Education and Human Services Deans offices, and members of the University Teacher Education Committee's Redesign Team updated teacher certification options in accordance with new Illinois Professional Teaching Standards (A).
 - 2) Curriculum and Instruction faculty hosted literacy webinars throughout the state, partnered with Regional Offices of Education to enhance science teaching, sponsored the PreK-8 Science Update Conference, provided after-school tutoring services through field based courses and the America Reads Program, and maintained the Children's Literature Examination Center (A).
 - 3) The Center for Best Practices in Early Childhood Education's Provider Connections Credentialing and Enrollment grant was renewed (\$411,935 from the Illinois Department of Human Services), as was its STARNET program (\$978,500 from the Illinois State Board of Education) (A).

- 4) The Office for Partnerships, Professional Development, and Technology partnered with lynda.com to redevelop STAR-Online professional development training and Teacher Education Program's Technology Competency Assessment (TCA). They provided workshops at three state conferences and various school districts via STAR-Online/Onsite, directly impacting over 100 school districts (A).
 - 5) The Office for Partnerships, Professional Development, and Technology staff members developed the Testing of Academic Proficiency (TAP) remediation modules for pre-education students (A).
 - 6) The Office of the Vice President for Quad Cities and Planning, Quad Cities Student Services, and WQPT received a \$106,000 fiscal year 2014 AmeriCorps grant to increase preschool readiness in the Quad Cities region. Based on the program's success, the Fiscal Year 2015 value was increased to \$156,000 and will provide the resources for 24 Western Illinois University students to support preschool readiness (A).
 - 7) The Offices of the Vice President for Quad Cities and Planning, Dean of the College of Education and Human Services, Curriculum and Instruction, and WQPT are developing a proposal for the Carver Foundation to increase student retention by implementing flip classrooms in partner schools in the Carver Service Area that includes Rock Island and Mercer counties in Illinois and Lee, Scott, and Louisa in Iowa (IP).
 - 8) Counselor Education received a \$100,000 from AT&T to support continued implementation of PACERS—an academic, social and personal support volunteer-based program developed through school and community efforts and Western Illinois University-Quad Cities. The program has proven to help increase retention and graduation rates of eighth-grade and high school students in the Rock Island School District (A).
 - 9) The Vice President for Quad Cities and Planning was selected to serve on the Achieve Quad Cities Leadership Cabinet. Achieve is a multi-sector, regional alliance of community partners and nine school districts working to increase elementary and secondary retention and graduation rates in the Quad Cities region (A).
- 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.
- 1) Western Illinois University signed a Linkages Agreement with Highland Community College in summer 2014 (A).
 - 2) The University is currently exploring a Linkages agreement with Rock Valley College (IP)
- 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.
- 1) The Director of the School of Graduate Studies visited with Provosts/Deans of 19 feeder schools to promote the University's graduate programs and explore institutional partnerships (A).
 - 2) Meetings with feeder schools will continue in academic year 2014-2015 (O).
 - 3) The MBA program is developing an integrated agreement with Augustana College (IP).
 - 4) Museum Studies is developing a 4+1 agreement with History at Wartburg College (IP).

- 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.
 - 1) Eight academic departments expanded 14 Memorandums of Understanding to provide increased exchange opportunities for members of Western Illinois University and campus communities from nine foreign countries (A).
 - 2) Seven academic departments signed nine new Memorandums of University during academic year 2013-2014 that will provide even more exchange opportunities for members of Western Illinois University and colleges and universities from six countries (A).

- e) Develop new partnerships between institutions that have not traditionally sent students to WIU.
 - 1) Western Illinois University established a regional office in the Saint Louis metropolitan area to develop and intensify regional recruitment efforts and partnerships (A).
 - 2) The Vice President for Quad Cities and Planning is chairing task forces on both campuses to evaluate Western Illinois University's potential participation in the National Student Exchange (NSE) program. NSE is a network of inter-university exchange sending and receiving students from the United States, Canada, Guam, Puerto Rico, and the U.S. Virgin Islands. Recommendations will be made to the President's Leadership Team (IP).

- f) Identify opportunities to provide lower division courses to degree completion (junior/senior only) institutions.
 - 1) Palmer College of Chiropractic will now send students to Western Illinois University to earn a bachelors degree for Western and a doctor in chiropractic in an accelerated manner (A).

- g) Support partnerships that prepare students for graduate education, advanced study, and employment in the global economy.

Recommendation 4: Enhance enrollment planning.

- 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.
 - 1) The Provost's Office met with all academic departments and schools to define, implement, and evaluate strategies to achieve enrollment goals for both undergraduate and graduate student populations. As a result of the feedback from these meetings, the Office of the Provost and Academic Vice President developed a comprehensive campus-wide academic affairs recruitment and retention plan. The plan includes specific activities and initiatives that academic administrators, faculty, and staff will use to recruit and retain students in their respective academic units (A).
 - 2) Beginning with Fiscal Year 2015 Consolidated Annual Reports, all academic departments will evaluate strategies to achieve enrollment goals (P).

- 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.
 - 1) The Vice President for Student Services chairs an Enrollment Management Team that studies, suggests, and makes process improvements related to enrollment barriers, targets, and projections; cost containment, financial aid leveraging, the Building Connections mentoring program, and orientation (O).
 - 2) The University's goal is to increase total student enrollment by 1-2% for fall 2015 (P).
- c) Provide WIU's student-to-faculty ratios that support personalized attention.
 - 1) Student-to-faculty ratios are 15:1 in Macomb and 12:1 in the Quad Cities (O).
 - 2) The average undergraduate class size is 21 in Macomb and there are no classes over 50 in the Quad Cities (O).
- d) Utilize student-to-faculty ratios in recruitment materials to support the distinctiveness of class sizes and engaged learning.
 - 1) Western Illinois University's small student-to-faculty ratios are highlighted in View Books, the Admissions Website (www.wiu.edu/about/fastfacts.php), the Quad Cities Campus Welcome (www.wiu.edu/qc/about), and in the University Update given at annual High School Articulation and Community College Articulation conferences across the state (O).
 - 2) Engaged learning is highlighted in programmatic flat sheets given to prospective students and interested parties, www.wiu.edu/academics/brochures.php (O).
- 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.
 - 1) Facilities Management and Academic Affairs completed a space study to space study to baseline utilization of regular and electronic classrooms (A).

Recommendation 5: Advance fiscal planning.

- a) Evaluate the appropriateness of differential tuition either by campus and/or program.
- b) Position the University for the next comprehensive campaign.
 - 1) The University's current comprehensive campaign ended in December 2013, surpassing its goal by raising \$62.1 million, increasing the University's endowment from \$16 million to \$40 million, and expanding the total asset base to \$55 million (A).
 - 2) The Office of the Vice President for Advancement and Public Services is working with the colleges and administrative units to set post-campaign goals (P).

- c) Conduct cost-benefit analyses when considering renovation, replacement, or demolition.
 - 1) Cost-benefit analyses were used in the decision to decommission Wetzel Hall in academic year 2013-2014 (A).
 - 2) A former cost-benefit analyses were used in decisions to engage in the:
 - (1) \$25 million design and renovation of Thompson hall, which re-opened in fall 2013 (A).
 - (2) The \$10 million renovation of the University Union that will have its grand re-opening in fall 2014 (IP).
- d) Study opportunities for enhanced efficiencies on and between campuses.
 - 1) Electronic Student Services, Administrative Information Management Systems, and Quad Cities Technology became part of University Technology on July 1, 2014 to eliminate duplication of functions and centralize technology under one vice presidential area (A).
 - 2) The University centralized admissions, advising, and financial aid to promote organizational efficiencies, while continuing locational service to the campus for which staff are based (A).
 - 3) Academic Affairs realized efficiencies by consolidating Educational Interdisciplinary Studies and Educational Leadership and Health Sciences and Social Work (A).
 - 4) The University disestablished Pre-Law Enforcement and Justice Administration major to increase efficiency by allowing direct admission into the major (A).
- e) Form a long-range bonding plan for facilities, technology, and infrastructure.
 - 1) Business and Financial Services will renew Financial Advisor and Bond Counsel contracts during Fiscal Year 2015 (P).
- f) Expand public-private partnerships to help decrease institutional costs and to engage in cost savings and avoidance.
 - 1) 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.
 - 2) The Mills, student apartments located next to Riverfront Campus, opened in August 2014.

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

- a) Increase need-based and merit scholarship opportunities for first year students and beyond.
 - 1) The value of Western Illinois University Foundation scholarships distributed to students increased from \$1.16 million in Fiscal Year 2013 to \$1.29 million in Fiscal Year 2014 (A).
 - 2) The value of external scholarships distributed to Western Illinois University students increased from \$1.05 million to \$1.23 million during this time.
 - 3) Western Commitment Scholarship ACT ranges and award amounts were increased for fall 2015 first-time freshmen. The first scholarship values for 2015 are guaranteed merit awards and may go as high as the second reported value based on financial need. (O).

ACT Values for Western Commitment Scholarship Awards Fall 2013 through Fall 2015 First-Time Freshmen Cohorts			
Fall 2013 and 2014 Cohorts		Fall 2015 Cohort	
ACT Score	Scholarship Values	ACT Score	Scholarship Values
32-36	\$10,000 + Room	30-36	\$10,000
29-31	\$3,000	27-29	\$3,000-\$7,000
25-28	\$2,000	24-26	\$2,500-\$6,000
22-24	\$1,000	20-23	\$2,000-\$5,000

- b) Apply for new sources of institutional financial aid.
- c) Study opportunities for increased student employment.
- 1) An analysis of student employment by the Vice President for Student Services demonstrated a disproportionate number of seniors were receiving on-campus student employment (44 freshmen, 190 sophomores, 360 juniors, and 774 seniors) even though juniors and seniors qualify for more grants and loans than freshmen (A).
 - 2) Based on the analysis mentioned above, position funds from 180 graduating seniors (average award of \$2,500) have been reallocated to new freshmen to allow students opportunities to pay down university debt, maintain pre-registration eligibility, and to assist in freshmen retention (A).
 - 3) Increased AmeriCorps grant funding (See Recommendation 3a6) raises the number of program positions from 18 to 24. Upon successfully completing 900 volunteer hours over 12 months (19 hours per week), student volunteers each receive a \$5,900 service reimbursement and a \$5,000 higher education voucher (A).
- d) Apply for external funding to support experiential education.
- 1) Western Illinois University received \$338,553 in Fiscal Year 2014 experiential education grant funding through successful applications submitted by Agriculture, Curriculum and Instruction, Illinois Institute for Rural Affairs, Office of the Vice President for Quad Cities and Planning, and Special Education. Examples of grant funding include student participation in the University's AmeriCorps Program, Peace Corps Fellows Program, and Grow Your Own Teacher Preparation Program (A).
- e) Support focused tuition discounting to attract high achieving and diverse students.
- 1) Recruitment for fall 2014 new freshmen represents the third year of the Western Commitment Scholarship (WCS) program (O).
 - 2) The total number of new WCS recipients enrolled at the University increased from 439 in fall 2012 to 455 in fall 2013. The largest increase was with students with an ACT Composite of 32 or higher (increasing by 37 students); all other award categories were down (A).
 - 3) Recruitment for fall 2014 new transfers represents the second year of the University's Transfer Commitment Scholarships for students with an Associates degree (O).

- 4) The number of new transfers with an associate's degree increased from 420 in Fall 2012 to 483 in Fall 2013 (A).
- f) Evaluate tuition options for summer sessions.

Cumulative Accomplishments
Western Illinois University Long Term Plan 2013-2033
Academic Years 2012-2013 and 2013-2014

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

- a) Engage in discipline-specific and university-wide discussions about the application of our strengths in academic and administrative units.
 - State of the University addresses (fall 2012, 2013).
 - State of Academic Affairs addresses (fall 2012, 2013)
 - Quad Cities All Staff meetings (fall 2012-spring 2014)
 - President Thomas Budget Updates (10 in FY 13, 6 in FY14)
 - Consolidated Annual Report Presentations (FY13, 14)
- 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.
 - Consolidated Annual Report Presentations (FY13, 14)
- c) Invest in opportunities that make WIU nationally known for our strengths and signature programs.
 - Update of signature academic programs (fall 2013)
 - Receipt of \$250,000 to implement digital marketing (spring 2014)
 - Provision of \$50,000 to update programmatic flat sheets (summer 2014)
 - Establishment of base marketing budgets (that were formerly funded through one-time funds) for Macomb (\$400,000) and Quad Cities (\$100,000) (effective FY15)
- d) Continue to build a culture of mentoring that supports personalized attention, undergraduate student success and graduation.
 - External review the of Academic Services (OAS) (academic year 2013-2014)
 - Documentation of mentoring into Quad Cities recruitment academic and student support services (spring 2014, Vice President for Quad Cities and Planning's Consolidated Annual Report).
- e) Support high need, viable programs to meet student and regional needs and ensure that new programs include our strengths in design and practice.
 - New Minors
 - Macomb: Computer-Mediated Communication, Contemporary United States Studies, Information Technology, Fisheries, Teaching English to Speakers of Other Languages (academic year 2013-2014)
 - Quad Cities: Computer-Mediated Communication, Spanish, and Teaching English to Speakers of Other Languages (academic year 2013-2014)
 - New Undergraduate Certificates
 - Macomb: Marketing Technologies and Integrated Marketing Communication (academic year 2013-2014)

- New Majors:
 - Quad Cities: Bilingual/Bicultural Education (academic year 2013-2014)
 - New Post-Baccalaureates Certificates
 - Macomb: Business Analytics (academic year 2013-2014)
 - Integrated Baccalaureate/Master's Programs
 - Macomb: Mathematics, Sociology, Law Enforcement and Justice Administration (academic year 2013-2014)
 - Quad Cities: Law Enforcement and Justice Administration (academic year 2013-2014)
 - Doctoral Program
 - Quad Cities: Environmental Science (academic year 2013-2014)
 - Program Disestablishments:
 - Pre-Agricultural Engineering (academic year 2013-2014)
- 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.

- a) Reinvigorate dual enrollment partnerships with local high schools.
- Realignment of admissions territories to maximize the number of high school visits per admissions counselor (effective July 1, 2014).
 - Admission of Rivermont Collegiate Academy seniors (academic year 2014-2015)
 - Admission of Moline High School seniors for one engineering class (academic year 2014-2015)
- b) Receive blanket approval from the Higher Learning Commission for all WIU programs to be approved as distance education programs.
- Achieved, May 2014.
- c) Articulate which WIU programs will be actively promoted as distance programs.
- d) Form college task forces to evaluate alternative semester lengths as well as January and May Term opportunities.

- Ongoing university support for Weekend Academy, alternative summer semester lengths, irregularly scheduled courses, and sponsored credit courses.
- 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.
- Documentation in Provost's Office (beginning spring 2014)
- 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.
- Number of summer sections 2013 and 2014:

	<u>2013</u>	<u>2014</u>
Macomb	384	387
Quad Cities	76	58
Extension	62	78
Online	152	146
Total	674	646

- 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.
- Number of new freshmen honors cohort enrollments 2012 (7), 2013 (16), and preliminary fall 2014 (30)
- i) Study the appropriateness of increasing accelerated degree programs.
- New BGS-Doctor of Chiropractic with Palmer College of Chiropractic (spring 2014).
 - New integrated baccalaureate and master's degree programs in Mathematics, Sociology, and Law Enforcement and Justice Administration (academic year 2013-2014).
- j) Participate in innovative national initiatives aimed at increasing retention and graduation rates.
- Participation in the Higher Learning Commission's new Persistence and Completion Academy (Fiscal Years 2014, 2015).
- k) Engage in strategies to meet the long-term goal of enrolling 1,000 international students at Western Illinois University.
- Fall International Enrollment: 2012 (343), 2013 (371)
 - Spring International Enrollment: 2013 (359), 2014 (416)
 - Fiscal Year WESL Enrollment: 2013 (212), 2014 (283)
 - New Recruitment approaches

- Academic Year 2012-2013: President Thomas and Executive Director Carter start annual Embassy Visits (AY 2012-13, 2013-2014), Executive Director Carter attends State of Illinois Trade Mission to China (2013, 2014)
- Academic Year 2013-2014: Four new academic agreements, the engagement of four administrative partnerships, and campus hosting of international students and delegations supported increased international enrollment, which have increased from 371 students in fall 2013 to 416 students in spring 2014.

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

- a) Establish new and enhanced K-12 partnerships to increase enrollment and professional preparation.
 - WIU updates teacher certification options per new Illinois Professional Teaching Standards (academic year 2013-2014).
 - Center for Best Practices in Early Childhood Education’s Provider Connections Credentialing and Enrollment grant was renewed for \$411,935 (FYY15), and STARNET program renewed for \$978,500 (FY15).
 - Western Illinois University-Quad Cities AmeriCorps grant funding and number of students served: Fiscal Year 2014 (\$106,000/18), Fiscal Year 2015 (\$156,000/24).
 - PACERS grant funding: Fiscal Year 2013 (\$100,000), Fiscal Year 2014 (\$100,000).
- 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.
 - Linkages agreements signed:
 - Carl Sandburg College, Spoon River College (Before Academic Year 2012-2013)
 - Sauk Valley College (Academic Year 2012-2013)
 - Highland Community College (Academic Year 2013-2014)
 - Fall Linkages Enrollment: 2012 (111), 2013 (137).
- 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 a partner institution whether through traditional timeframes or integrated degree programs; 3+1 agreements; 2+1+1 agreements, and other forms of innovation.
 - Academic Year 2013-2014: Director of the School of Graduate Studies visited with Provosts/Deans of 19 feeder schools to promote programs and explore external integrated degree programs.
- 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.

Academic Year 2013-2014:

 - Eight academic departments implemented 14 Memorandums of Understanding to provide increased exchange opportunities from nine foreign countries
 - Seven academic departments signed nine new Memorandums of Understanding that will provide even more exchange opportunities.

- e) Develop new partnerships between institutions that have not traditionally sent students to WIU.
 - Establishment of a St. Louis regional recruitment office (summer 2014).
- f) Identify opportunities to provide lower division courses to degree completion (junior/senior only) institutions.
 - New BGS-Chiropractic agreement between Palmer College and Western Illinois University (spring 2014).
- g) Support partnerships that prepare students for graduate education, advanced study, and employment in the global economy.

Recommendation 4: Enhance enrollment planning.

- 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.
 - All departments and schools formed undergraduate and graduate student recruitment plans (academic year 2013-2014).
- 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 the University's Enrollment Management Team (academic years 2012-2013, 2013-2014, 2014-2015).
- c) Provide student-to-faculty ratios that support personalized attention.
 - Student-to-faculty ratios in Macomb 16:1 (Fall 2012), 15:1 (Fall 2013).
 - Student-to-faculty ratios in the Quad Cities 12:1 (Falls 2012, 2013).
- d) Utilize student-to-faculty ratios in recruitment materials to support the distinctiveness of class sizes and engaged learning.
 - In View Books, Program Flat Sheets, Admissions Website, Quad Cities Campus Welcome, and University Update given at High School Articulation and Community College Articulation conferences across the state (academic years 2012-2013, 2013-2014, 2014-2015).
- b) 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 and Academic Affairs completed a space study (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.

- g) Evaluate the appropriateness of differential tuition either by campus and/or program.
- h) Position the University for the next comprehensive campaign.

Academic Year 2013-2014

- Campaign ended December 2013, surpassing its \$60 million goal by \$2.1 million, increasing the University's endowment from \$16 million to \$40 million, and expanding the total asset base to \$55 million.
 - The Vice President for Advancement and Public Services is working with the colleges and administrative units to set post-campaign goals.
- i) Conduct cost-benefit analyses when considering renovation, replacement, or demolition.
 - Cost-benefit analyses were used in decisions to:
 - Decommission University Cinemas, Godfathers Pizza, Wetzel Hall, and Higgins Hall.
 - Remodel the University Union.
 - Create a Grand Entry, as opposed to a Welcome Center.
 - j) Study opportunities for enhanced efficiencies on and between campuses.

Academic Year 2013-2014

- Consolidated Electronic Student Services, Administrative Information Management Systems, and Quad Cities Technology into University Technology.
 - Combined Macomb and Quad Cities admissions, advising, and financial aid staffs.
 - Consolidated Educational Interdisciplinary Studies and Educational Leadership departments and Health Sciences and Social Work departments.
 - Disestablished the Pre-Law Enforcement and Justice Administration major to allow direct admission into the major.
- k) Form a long-range bonding plan for facilities, technology, and infrastructure.
 - l) Expand public-private partnerships to help decrease institutional costs and to engage in cost savings and avoidance.
 - Renew Moline partnership avoids \$82 million in construction costs, in addition to annual personnel and operating costs for ancillary services.

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

- a) Increase need-based and merit scholarship opportunities for first year students and beyond.
 - Foundation Scholarship Values: \$1.16 million (FY2013), \$1.29 million (FY2014).
 - External Scholarship Values: \$1.05 million (FY2013), \$1.23 million (FY2014).

- Expanded Western Commitment Scholarship ACT ranges and award amounts (FY2015).
- b) Apply for new sources of institutional financial aid.
- c) Study opportunities for increased student employment.
- Institutional study of student distribution practices in academic year 2013-2014 leads to a reallocation of funds and new distribution in academic year 2014-2015.
 - Increased AmeriCorps funding increases the number of student positions from 18 in Fiscal Year 2014 to 24 in Fiscal Year 2015.
- d) Apply for external funding to support experiential education.
- Grants received to support experiential education \$338,553 (Fiscal Year 2015).
 - Included in the grant funding is support for student participation in AmeriCorps, Grow Your Own teacher preparation program, and Peace Corps fellows program.
- e) Support focused tuition discounting to attract high achieving and diverse students.
- New Western Commitment Scholarship enrollments: 454 (fall 2012), 469 (fall 2013).
 - New Transfer Commitment Scholarship enrollments 420 (fall 2012), 483 (fall 2013).
 - Western Commitment Scholarship eligibility expanded to include students with a 20 ACT (former threshold was 22) and 3.0 high school grade point average (effective for the recruitment of fall 2015 freshmen).
- f) Evaluate tuition options for summer sessions.