

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

October 2, 2015

Report No. 15.10/6 Fiscal Year 2016 Long Term Plan Update

This is the third 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 2014-2015 and plans for academic year 2015-2016.

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 2014-2015 Accomplishments and Academic Year 2015-2016 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.
 - 2) President Thomas holds university town hall meetings, meets with Provost and each college and the library, all governance groups, and hosts President's Faculty and Staff Roundtables.
 - 3) President Thomas plans to add Student Roundtables during academic year 2015-2016.
 - 4) The Provost presents an annual *State of Academic Affairs* address at the Fall Faculty Assembly to overview Academic Affairs accomplishments and plans.
 - 5) 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.
 - 6) Annual Planning and Accomplishment presentations made by the vice presidents and areas that report to the president provide a university-wide forum to discuss institutional and discipline-specific strengths, challenges, plans, and opportunities.
 - 7) Copies of the Annual Planning and Accomplishment Plans (Consolidated Annual Reports) and Presentations are available from the University Planning website, www.wiu.edu/university_planning/annualpresentations.php.
 - 8) President Thomas provided the campus community with six budget updates during Fiscal Year 2015 to inform university and discipline-specific planning. Copies of the president's correspondence are available at www.wiu.edu/Budget/news.
- 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 2015 Consolidated Annual Reports* prepared by academic departments and administrative units, available at www.wiu.edu/university_planning/annualpresentations.php, contain productivity measures by which unit successes can be evaluated.
 - 2) Consolidated Annual Reports are also available for each of the colleges and library at www.wiu.edu/provost/annual_reports/index.php and for areas reporting to the Vice President for Quad Cities and Planning at www.wiu.edu/qc/about/reports.php.
 - 3) Academic program reviews were completed for Best Practices in Early Childhood Education, College Student Personnel, Community Development, Geography, Instructional Design and Technology, Law Enforcement and Justice Administration, Meteorology, Political Science, School Psychology, and the Study of Masculinities and Men's Development.
 - 4) An initial three-year progress report on the new B.S. in Information Systems was also completed.
 - 5) Academic Program Reviews are currently in progress for Broadcasting, Communication, Communication Sciences and Disorders, Counseling, Journalism; Music; Psychology; and Recreation, Park and Tourism Administration.

- 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, Western Illinois University updated its signature programs in academic year 2013-2014. Additional information about these 12 programs (Accountancy, Agriculture, Biology, Engineering, Forensic Chemistry, Law Enforcement and Justice Administration, Musical Theatre, Nursing, Recreation, Park and Tourism Administration, Sports Broadcasting, Supply Chain Management, and Teacher Education) is available at www.wiu.edu/academics/signature.php.
 - 2) University Marketing and Quad Cities Marketing continue an integrated marketing campaign of Western's strengths and signature programs.
 - a) University Relations and University Television developed six 30-second Think Purple/Think Success videos featuring five WIU students and a general image piece. Commercials played in 24 Illinois, Indiana, Iowa, Missouri, and Wisconsin movie theatres during the holiday break and on 16 commercial television stations during special events, premieres, and finales.
 - b) A 30 second Western Illinois University commercial was used on ESPN3, Summit League tournaments, and other televised athletic events to promote the University.
 - c) University Relations wrote 678 press releases during academic year 2014-2015.
 - i. Western Illinois University stories appeared in 3,100 newspapers, blogs, and online publications throughout the United States¹.
 - ii. Ten Western Illinois University news stories received a total of 26,901 national "hits," with over 213,000 wire subscriptions receiving these articles².
 - d) President Thomas' social media initiatives include a presidential Facebook page, Twitter account, and blog.
 - e) Advertisements congratulating Ashley Luke as a Lincoln Laureate and the Capital One Academic All-America of the Year for Division I Women's Basketball were placed Chicago, Davenport, Kenosha (WI), Macomb, Peoria, Quincy, Springfield newspapers, and at the Milwaukee airport.
 - f) Superintendent of the Year and Western Illinois University alumnus, Thomas Bertrand, was recognized for his achievement with an advertisement placed in the Springfield State Journal Register.
 - g) University Relations participated in national media networks to promote Western's programs and faculty. With the number of web visits indicated parenthetically, faculty expertise was sought regarding emergency management and civil disorder (3,430 hits), tornado recovery (3,714 hits), and counterterrorism/homeland security (5,184 hits).
 - h) Three new television commercials, also used on the web and in social media, highlight the academic programs, location, facilities, and diverse student population of Western Illinois University-Quad Cities. Similar themes are used in mobile advertising with the Quad Cities Times, WQAD, KLJB, and KWQC.

¹ Source: *Meltwater News*

² Source: *Newswis*

- i) Quad Cities Online featured 259 news articles about Western Illinois University during the last year. This includes articles about scholarship recipients, expert perspectives, degree programs, Riverfront Campus, alumni accomplishments, and editorials in support of the University.
- 3) University Marketing received \$250,000 to establish a digital marketing campaign for the University.
 - a) Over 77 million Western Illinois University advertisements appeared on websites, Google, Bing/Yahoo, Facebook, Hulu, Pandora, Twitter, and YouTube. The total number of “click-throughs” for these advertisements was 223,770, for an overall click-through rate of .4 percent, well above the return on investment benchmark of .1 percent identified by Sizmek.
 - 4) University publications, news releases, and websites feature Western's signature programs and national rankings. In academic year 2014-2015:
 - a) U.S. News and World Report recognized Western Illinois University for the 10th consecutive year as a “Best Midwestern University.” The University advanced nine spots to 39th place in the rankings of 109 public and private institutions.
 - b) Western Illinois University also advanced in the subset of 39 public institutions to 10th best public Midwest regional university, increasing from 13th place last year.
 - c) The Princeton Review named Western Illinois University as a "Best Midwestern College" for the 12th consecutive year. Western is one of 159 regional universities in a 12 state (Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin) area to receive this distinction.
 - d) Western was also named as one of 648 “regional best” colleges nationally. This award places Western in the top 25 percent of the nation's 2,500 four-year colleges and universities, according to The Princeton Review.
 - e) The Washington Monthly College Guide recognized Western Illinois University as a "Best Bang for the Buck" school. The University was ranked 147th among 386 colleges and universities nationally, and 69th among 176 master's degree granting institutions. Washington Monthly rankings are based on three categories: social mobility (recruiting and graduating low-income students), research (producing cutting-edge scholarship and PhDs), and service (encouraging students to give back to their country).
 - f) Money Magazine and Forbes also recognized Western Illinois University among the best 665 and 650 institutions of higher education nationally.
 - g) Military Times EDGE magazine selected Western Illinois University as a “Best for Vets College” for the fifth consecutive year. Western ranked 18th (up 19 spots from the 2014 ranking), and was the only Illinois four-year university in the top 20.
 - h) For the sixth consecutive year, Western Illinois University was designated as a “Military Friendly School” by GI Jobs Magazine and was featured in the 2015 “Guide to Military Friendly Schools.”
 - i) Western was designated a “Top Military-Friendly University” in the Military Advanced Education (MAE) “2014 Guide to Military-Friendly Colleges & Universities.”
 - j) U.S. News and World Report named Western Illinois University’s General Studies program as a “Best Online Bachelor's Program for Veterans.” Western placed 57th out of 185 schools nationally, and was the only Illinois public university in the top 60 online bachelor's program rankings.

- k) U.S. News and World Report recognized Western Illinois University's distance education program as a Best Online Program for the fourth consecutive year. The University ranked 63rd out of 214 colleges and universities nationally.
 - l) The Best Schools named Curriculum and Instruction (C&I) as one of "The 20 Best Online Master in Elementary Education Degree Programs." Ranking 15th nationally, C&I was selected based on the quality of the program, types of courses provided, faculty strength, and the institutional reputation for excellence in online education.
- 5) Western Illinois University's nationally recognized excellence in serving commuter students is demonstrated by:
- a) The Assistant Vice President for Quad Cities and Planning's service as Co-Director of the National Clearinghouse for Commuter Programs.
 - b) The Vice President for Quad Cities and Planning hosting the spring 2015 National Association of Branch Campus Administrators conference in Moline.
- d) *Continue to build a culture of mentoring that supports personalized attention, undergraduate student success and graduation.*
- 1) Academic Affairs implemented recommendations from a comprehensive external review of the effectiveness and success of students admitted through the Office of Academic Services during academic year 2014-2015.
 - 2) Quad Cities faculty and staff infused mentoring into recruitment practices; New Student Orientation; University 100; academic advising; student organizations, activities, and work experiences.
 - 3) Western Illinois University-Quad Cities, under the leadership of the Assistant Vice President for Quad Cities and Planning, received National Best Practice status for the Culture of Mentoring from the American College Student Personnel Association's Commission for Commuter and Adult Student Learning.
- 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 17 new educational opportunities in Macomb and five new educational opportunities for the Quad Cities, as described in Part II of this report. These new opportunities utilize existing current courses, faculty, and staff.
 - 2) Due to low enrollments:
 - a) Academic Affairs disestablished minors in Ethics, Fine Arts Technology and Design, International Agriculture, Legal History; pre-professional programs in Architecture and Chemical Engineering; Post-Baccalaureate Certificate in African and African Diaspora World Studies; and M.A.T in Secondary Education.
 - b) The University closed off-campus locations in Havana and Pekin, Illinois.
 - 3) Western Illinois University Board of Trustees Report 15.6/5, *Report on Academic Curricular and Administrative Changes*, identifies twelve additional minors, one pre-professional program, an undergraduate degree, and two post-baccalaureate certificates that are scheduled for disestablishment no later than July 1, 2017. Higher Learning Commission policy requires all currently enrolled students the opportunity to finish the program before it is closed.

- f) *Recognize that 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.*

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

- a) *Reinvigorate dual enrollment partnerships with local high schools.*
- 1) Western Illinois University-Quad Cities piloted dual enrollment for academically qualified seniors from Rivermont Collegiate Academy during academic year 2014-2015.
 - 2) The President's Leadership Team approved Western Commitment Scholarships for academically qualified dual enrolled high school students, effective for fall 2015 enrollment.
 - (1) The Director of Admissions met with representatives from eight Macomb area high schools, and the Vice President for Quad Cities and Planning and Associate Director of Quad Cities Student Services met with representatives from 21 area high schools to introduce Western's new dual enrollment program and to set up recurrent meetings with the high schools.
 - (2) University recruitment strategies for the Special High School Dual Enrollment Admissions program includes press releases, correspondence, special registration days, on campus, and introduction at local civic organizations.
 - (3) As of August 20th, there are 23 academically qualified high school seniors enrolled at Western Illinois University (14 in Macomb, and nine in the Quad Cities).
 - (4) The number of students enrolled in this program is projected to increase, as awareness increases and timing is more favorable. Initial rollout for fall 2015 recruitment occurred after the majority of student schedules were set for the fall semester.
- b) *Receive blanket approval from the Higher Learning Commission for all WIU programs to be approved as distance education programs.*
- 1) Priority achieved in May 2014. The 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, sponsored credit courses, and select hybrid programs. For example, the University currently has 3,040 course sections scheduled for fall 2015 (excluding 377 that have been cancelled and 65 currently on hold). Of this total, 82 (2.7% of all Fall 2015 course sections) are weekend and irregularly scheduled courses.
 - 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.
 - 3) Western Illinois University introduced new Hybrid courses for the MBA and College Student Personnel (CSP) in fall 2015. The Quad Cities is experiencing strong demand for hybrid courses. As of August 21st, 11 course days before official university enrollment reporting, evidence of high demand shows:
 - (1) There are five hybrid course sections offered for the MBA program with current enrollments of 74 out of a maximum of 85, for a preliminary fill rate of 87.1 percent.
 - (2) There are two hybrid course sections offered for the CSP program with current enrollments of 48 out of a maximum of 52, for a preliminary fill rate of 92.3 percent.
 - (3) Combined, there are seven hybrid course sections offered for select graduate programs with current enrollments of 126 out of a maximum of 137, for a *preliminary* fill rate of 92.0 percent.
 - 4) The University will introduce the Hybrid format for the new Master's degree in Community and Economic Development in fall 2016.
 - 5) The Provost has charged the Deans to work within college structures to determine if scheduling permits the establishment of three-year degrees while protecting the degree quality.
- 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.
 - 2) Examples of student participation in these opportunities during academic year 2014-2015 include:
 - a) Students enrolled in Service Marketing (Marketing 337) completed eight service-learning projects in fall 2014.
 - b) Degree requirements in Social Work require 100 hours of human service experience, 25 hours of volunteerism, 30 hours of community service, and 450 service hours during practicum field placement.
 - c) ROTC Cadets average over 100 hours of community service each month.
 - d) Thirty students majoring in General Studies and Interdisciplinary Studies completed internships.

- e) One hundred and sixty-one new students participated in Camp Leatherneck, a two-day leadership retreat facilitated by student leaders.
 - f) Eighty-eight students participate in Western Illinois University's chapter of Golden Key, an academic honorary society recognizing and encouraging academic achievement and campus leadership across all disciplines.
 - g) Western Illinois University faculty led 22 study abroad programs, with 93 students during academic year 2014-2015. These participation rates are up from 20 programs and 75 students participating during academic year 2013-2014.
 - h) One hundred and thirty-three Western Illinois University students enrolled in Study Abroad at partner institutions during academic year 2014-2015. This enrollment is up 13 students (11%) from academic year 2013-2014.
- f) *From item e (above), identify those opportunities in which students may participate during semesters, breaks, and alternative terms.*
- 1) See Item #2D5 (above).
- g) *Increase summer course offerings and related academic and student support services.*
- 1) The number of course sections decreased by 27 sections or 4.2 percent, from 646 course sections in summer 2014 to 619 course sections in summer 2015.
- h) *Expand educational access in the Quad Cities.*
- 1) Through Linkages agreements, High School Dual Enrollment, and Quad Cities Honors Cohorts, freshmen and sophomore enrollment at the Quad Cities increased from 96 students in fall 2012 to 133 students in fall 2014.
 - 2) With the changes discussed above, new facilities, and an expanding academic portfolio, total Quad Cities headcount enrollment has increased by 146 students (10.6%) from 1,377 students in fall 2012 (the semester before Riverfront Campus opened) to 1,523 students in fall 2014.
 - 3) Full-time equivalent enrollment in the Quad Cities increased even faster during this time. There was a 184 (24.6%) FTE enrollment increase from 747 FTE in fall 2012 to 931 FTE in fall 2014.
 - 4) President Thomas and the Board of Trustees approved freshmen admission to the Quad Cities following regular university admissions criteria in summer 2015.
 - 5) President Thomas formed a working group of the Provost, Deans, Associate and Assistant Deans, Vice President and Assistant Vice President of Quad Cities and Planning in fall 2015 to coordinate and collaborate on building efficient general education in the Quad Cities, course scheduling practices, and completing an updated feasibility study to determine the future academic portfolio offered at Western Illinois University-Quad Cities.
- i) *Study the appropriateness of increasing accelerated degree programs.*
- 1) The University signed an accelerated three-year baccalaureate degree partnership in Recreation, Park and Tourism with Kirkwood Community College.
 - 2) Academic Affairs established 11 integrated baccalaureate/master's degree programs for students on the Macomb campus and two options for students on the Quad Cities campus.
- 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 (PCA).
 - 2) The University completed its second year in the Higher Learning Commission's Persistence and Completion Academy. University Technology is developing a distributed data warehouse that will enable teams to study Macomb, Quad Cities, and Distance Learning student persistence, by using the predictive analytic framework to identify characteristics of students who do and do not persist at each location.
 - 3) Quarterly Long Term Plan Updates will continue to keep the Board of Trustees and campus community informed of Western's PCA progress.
 - 4) University retention 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.
- k) *Engage in strategies to meet the long-term goal of enrolling 1,000 international students at Western Illinois University.*
- 1) Fall 2014 international student enrollment was 511 students, up 140 students (38%) from fall 2013. The Macomb campus had students enrolled from 55 countries, and the Quad Cities campus had students enrolled from six countries.
 - 2) International student recruitment efforts focus on relationship building, technology, and institutional agreements.
 - a) University representatives completed international recruiting visits to Brazil, China, Malaysia, the Philippines, Singapore, South Korea, Thailand, and Vietnam.
 - b) The Executive Director of Distance Learning, International Education and Outreach participated in two State of Illinois Higher Education Trade Mission to China. As a result of Dr. Carter's participation in these two Trade Missions, the Center for International Studies established 12 Memorandums of Understanding and various implementation agreements.
 - c) The Center for International Studies:
 - i. Continues developing and nurturing partnerships with Bahrain, Brazil, Botswana, Chile, China, Costa Rica, Dominican Republic, Ecuador, Iraq, Japan, Kuwait, Myanmar, Peru, South Korea, Spain, and Vietnam.
 - ii. Uses of social media, embassy visits and contacts, and the WIU international recruitment video as additional means to enhance international student recruitment.
 - d) The President's Leadership Team approved new Western Commitment Scholarships for International Students, effective with students enrolled in fall 2015.
 - 3) To promote student recruitment and retention, Western's English as a Second Language Institute partnered to with Orientation and Student Activities to:
 - a) Engage in a weeklong new international orientation program, picking students up at the Moline airport and Macomb train station, facilitating information sessions, helping with shopping and banking trips, and introducing campus and community resources and culture. Fall 2014 orientation had 200 new students; spring 2015 orientation had 70 new students.
 - b) Host International Education Week with 20 events attracting 700 participants.

- c) Facilitate the Conversation Partners program that involves 100 international and domestic students each semester. Students are paired for a semester and engage in weekly cross-cultural exchanges.
- d) Support the International Neighbors Program with 150 participants. New international students are paired with a local family/individual for a semester, and engage in monthly cross-cultural exchanges.
- e) Provide a campus chapter of Phi Beta Delta International Honor Society as a means to provide internationally focused academic activities.

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) The Center for Best Practices in Early Childhood Education provided 65 workshops, 46 webinars, 12,444 Technical Assistance contacts, 82 agency collaborations, and had 519,489 views on its websites.
 - 2) Western Illinois University-Quad Cities AmeriCorps grant improves school readiness of regional youth. The Quad Cities Americorps program provides more than 16,000 volunteer hours of service to area preschools, and serves 300 children.
 - 3) As an Illinois State Board of Education (ISBE) Approved Professional Development Provider, staff from the Office of Partnerships, Professional Development and Technology:
 - a) Maintained Star Online compliance with the newly revised ISBE Teacher Licensure requirements.
 - b) Provided workshops at three state-level conferences and various school districts throughout Illinois, directly impacting over 100 school districts.
 - c) Partnered with Regional Offices of Education throughout Illinois to provide online professional development opportunities for P-12 teachers.
 - 4) The Vice President for Quad Cities and Planning serves on the Quad Cities Education Council. This is a multi-sector, regional alliance of community partners and nine school districts working to increase regional elementary and secondary retention and graduation rates.
- 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 Reverse Transfer Agreement with Kirkwood Community College (IA). This agreement allows the transfer of WIU credit back to the community college to count for Associates degree credit, and facilitates an accelerated three-year baccalaureate degree option for students majoring in Recreation, Park and Tourism Administration.
 - 2) The University is exploring Linkages agreements with Elgin Community College, Heartland College, Joliet Junior College, Moberly Area Community College (MO), Southwestern Illinois Community College, and Waubensee Community College.

- 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) Museum Studies is developing a 4+1 agreement with History at Wartburg College.
- 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) Study abroad facilitated 21 Memorandums of Understanding with institutions from eight foreign countries.
- e) *Develop new partnerships between institutions that have not traditionally sent students to WIU.*
- 1) The new dual enrollment program for academically qualified high school seniors offers another recruitment pipeline to Western Illinois University.
 - 2) Admissions opened the Saint Louis regional office to develop and intensify regional recruitment and partnerships (A).
 - 3) Western Illinois University signed an honors articulation agreement with Carl Sandburg College in order to retain high-achieving students in the region.
 - 4) The Vice President for Quad Cities and Planning initiated conversations with Ashford University to be a teach-out partner as Ashford closes its physical campus in Clinton Iowa at the end of academic year 2015-2016.
 - (1) Serving as a teach out partner allows 388 currently enrolled undergraduates effected by the closure the opportunity to transfer to Western Illinois University, pending a signed agreement between the institutions and approved by the States of Illinois and Iowa, Western Association of Schools and Colleges, and the Higher Learning Commission-North Central Association of Colleges and Schools.
- f) *Identify opportunities to provide lower division courses to degree completion (junior/senior only) institutions.*
- 1) Palmer College of Chiropractic now sends students to Western Illinois University to earn a bachelors degree from Western and a doctor in chiropractic from Palmer in an accelerated manner.
- g) *Support partnerships that prepare students for graduate education, advanced study, and employment in the global economy.*
- 1) Recognizing that experiential learning prepares students for graduate and advanced studies, and employment, Western Illinois University provides experiential learning sites supporting research at University Farms and Greenhouse, the Alice Kibbe Life Sciences Station, Horn Field Campus, the Rodney and Bertha Fink Environmental Studies Field Laboratory and Conservancy, Ira and Reatha T. Post Wildlife Sanctuary, and the Quad Cities Manufacturing Laboratory.
 - 2) Students also have access to the facilities at the Shedd Aquarium in Chicago, and the Figge Art Museum, Nahant Marsh, and Niabi Zoo in the Quad Cities.

- 3) The Brookfield Zoo is a new off-campus location, effective academic year 2015-2016.
- 4) Academic department and school continue to expand:
 - a) Internship opportunities for students. The Interdisciplinary Studies program now requires an academic internship for each concentration. The Fire Science program added an Honors' Internship. Political Science developed a new university wide program to place interns in Congressional offices in Washington, D.C., and Computer Sciences completed the first year of its graduate level internship course.
 - b) Internship placement sites for students. Examples of new internship sites for students in the College of Business and Technology include MB Financial in Chicago, Deloitte LLP in Davenport, HON Industries in Muscatine Iowa, ECS Financial Services in Chicago, and Northwestern Mutual.

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) All academic departments have recruitment plans. Each plan includes specific initiatives that administrators, faculty, and staff use to recruit and retain students in their academic units. Progress and future plans are provided in the Deans and Provost's Consolidated Annual Reports.
- 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.*
 - 1) The Vice President for Student Services chairs an Enrollment Management Team that studies, suggests, and makes process improvements related to enrollment, cost containment, financial aid leveraging, Building Connections mentoring program, and orientation.
- c) *Provide WIU's student-to-faculty ratios that support personalized attention.*
 - 1) Student-to-faculty ratios are 15:1 in Macomb and 14:1 in the Quad Cities.
 - 2) The average undergraduate class size is 21 in Macomb and there are no classes over 50 in the Quad Cities.
- 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.
 - 2) Engaged learning is highlighted in programmatic flat sheets given to prospective students and interested parties, www.wiu.edu/academics/brochures.php.

- e) *Centralize classroom and facility scheduling; management and planning on the Macomb Campus to best identify unit needs and areas for enhanced efficiency and improvement.*
 - 1) Facilities Management and Academic Affairs completed a space study of regular and electronic classroom utilization.

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 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.
 - 2) Advancement and Public Services continues to work with academic departments and administrative units to achieve post-campaign goals.
- c) *Conduct cost-benefit analyses when considering renovation, replacement, or demolition.*
 - 1) Former cost-benefit analyses were used in decisions to:
 - a) Decommission Wetzel Hall.
 - b) Engage in University Union renovation. Phase I was completed and re-opened in fall 2014. Financing for Phase II is under review.
 - c) Construct replacement parking for Performing Arts Center construction.
- d) *Study opportunities for enhanced efficiencies on and between campuses.*
 - 1) To increase program efficiencies and decrease administrative costs:
 - a) Educational and Interdisciplinary Studies and Educational Leadership were combined into the Educational Studies department.
 - b) Broadcasting and Journalism were combined into one department.
- e) *Form a long-range bonding plan for facilities, technology, and infrastructure.*
 - 1) The Western Illinois University Board of Trustees added *Debt Compliance and Management* to the *Board of Trustees Regulations*.
 - 2) Business and Financial Services renewed Financial Advisor and Bond Counsel contracts.
 - 3) The University reissued Certificates of Participation at lower interest rates.
- f) *Expand public-private partnerships to help decrease institutional costs and to engage in cost savings and avoidance.*
 - 1) The City of Moline and Renew Moline are engaged in \$82 million in private development (The Mills) that supports housing, restaurants, and retail next to the Western Illinois University-Quad Cities Riverfront Campus.

- 2) Phase I of the Mills opened in August 2014. Three Corners development is currently constructing two restaurants and new apartments at the Mills. The latter will increase capacity from 290 to 352 tenants.

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 \$1.29 million in Fiscal Year 2014 to \$1.59 million in Fiscal Year 2015.
- 2) The value of external scholarships distributed to Western Illinois University students decreased from \$1.23 million in Fiscal Year 2014 to \$1.22 million in Fiscal Year 2015.
- 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.

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.

- 1) Financial Aid conducted a successful campaign to increase the number of early FAFSA applications, resulting in a 25% increase in applications submitting by March 1. Early application is important due to decreased Illinois Monetary Assistance Program funding.

c) Study opportunities for increased student employment.

- 1) Student Services developed on-campus job program for new freshmen with high financial need. One hundred and one new freshmen received on-campus employment and up to \$2,500 to assist with college expenses. This program is currently being evaluated.
- 2) Western Illinois University-Quad Cities received increased AmeriCorps grant funding (See Recommendation 3a6) to raise 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.

d) Apply for external funding to support experiential education.

- 1) Western Illinois University received \$423,704 in Fiscal Year 2015 experiential education grant funding through successful applications submitted by Agriculture, Illinois Institute for Rural Affairs, Mathematics, Office of the Vice President for Quad Cities and Planning, and Quad Cities Student Affairs.

- 2) Examples of grant-funded activities include student participation in the University's AmeriCorps, Growing Agriculture Science Teachers, and Peace Corps Fellows Programs.
- e) *Support focused tuition discounting to attract high achieving and diverse students.*
- 1) Recruitment for fall 2015 new freshmen represents the fourth year of the Western Commitment Scholarship (WCS) program.
 - 2) The total number of new WCS recipients enrolled at the University decreased from 461 in fall 2013 to 441 in fall 2014.
 - a) The decline in WCS recipient enrollment reflects a new freshmen enrollment decline at the University. Western had 45, or 2.7%, fewer new freshmen enrolled in fall 2014 (1,647) compared to fall 2013 (1,692).
 - b) However, WCS recipients as a percent of the total new freshmen enrollment increased from 27.7% of fall 2013 first-time freshmen to 28.8% of fall 2014 first time freshmen. This provides evidence that the academic quality and preparation of new freshmen classes, as measured by high school grade point average and ACT composite score, is improving.
 - 3) Recruitment for fall 2015 new transfers represents the third year of the University's Transfer Commitment Scholarships (TCS) for students with an Associates degree.
 - 4) The total number of new TCS recipients enrolled at the University increased from 345 in fall 2012 to 369 in fall 2013.
 - a) The increase in TCS recipient enrollment is counter to new transfer enrollment decline at the University. Western had 95, or 6.2%, fewer new freshmen enrolled in fall 2014 (1,441) compared to fall 2013 (1,536).
 - b) TCS recipients as a percent of the total new transfer enrollment increased from 32.7% of fall 2013 new transfers to 35.3% of fall 2014 new transfers. This provides evidence that the academic quality and preparation of new transfers classes, as measured by the percent of new transfers with an Associates degree, is improving.
 - 5) Enrollment of fall 2015 dually enrolled high school students and international students represents the first cohorts of students receiving new Western Commitment scholarships for these populations.
- f) *Evaluate tuition options for summer sessions.*
- 1) Vice President Biller chairs an institutional task force on student price sensitivity and elasticity. Recommendations, which may involve tuition rates, will be made to President Thomas. The Provost; Vice Presidents for Administrative Services and Quad Cities and Planning; Directors of Admission, Financial Aid, Institutional Research and Planning; and the Associate Dean in the College of Business and Technology are the other task force members.

Cumulative Accomplishments
Western Illinois University Long Term Plan 2013-2033
Academic Years 2012-2013 through 2014-2015

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, 2014)
 - State of Academic Affairs addresses (fall 2012, 2013, 2014)
 - Quad Cities All Staff meetings (fall 2012-spring 2015)
 - President Thomas Budget Updates (10 in FY 13, 6 in FY14, 6 in FY15)
 - Consolidated Annual Report Presentations (FY13, 14, 15)
- b) *For all vice presidential areas and areas reporting to the president, identify evaluation methods used to ensure institutional effectiveness in applying our strengths.*
- Consolidated Annual Report Presentations (FY13, 14,15)
 - Annual program reviews were completed for:
 - Family and Consumer Sciences, Sociology, and the Illinois Institute for Rural Affairs, in addition to an initial three-year review of the post baccalaureate certificate in Teaching English to Speakers of Other Languages. (Academic Year 2013-2014)
 - Best Practices in Early Childhood Education, College Student Personnel, Community Development, Geography, Instructional Design and Technology, Law Enforcement and Justice Administration, Meteorology, Political Science, School Psychology, and the Study of Masculinities and Men's Development, in addition to an initial three-year progress report on the new B.S. in Information Systems. (Academic Year 2014-2015)
 - Academic Program Reviews are currently in progress for Broadcasting, Communication, Communication Sciences and Disorders, Counseling, Journalism; Music; Psychology; and Recreation, Park and Tourism Administration.
- 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)
 - WIU's placement in national rankings
 - US News and World Report 48/109 (fall 2013), 39/109 (fall 2014)
 - US News and World Report Public Midwestern Colleges and Universities 13/39 (fall 2013), 10/39 (fall 2014)
 - Princeton Review, Best Midwestern College (continuous since 2004)
 - Washington Monthly, Best Bang for the Buck School (fall 2014, 2015)
 - Midwestern rankings 30/403 (fall 2015)
 - Money Magazine top 665 and Forbes top 650 (fall 2014)

- Military Times Edge Magazine, Best for Vets College (continuous since fall 2009); rankings 37th (2013), 18th (2014)
- GI Jobs Magazine, Military Friendly School (continuous since fall 2008)
- US News recognition of BGS as a “Best Online Bachelor’s Program for Veterans” (fall 2014, ranked 57/214).
- The Best Schools named Curriculum and Instruction as one of “The 20 Best Online Master in Elementary Education Degree Programs.” (fall 2014, ranking 15th nationally).

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)
- Implementation of recommendations from the external review of Academic Services (academic year 2014-2015)
- Documentation of infusing mentoring into Quad Cities recruitment, and academic and student support services (spring 2014, Vice President for Quad Cities and Planning’s Consolidated Annual Report).
- The Quad Cities Culture of Mentoring featured as a good practice in serving commuter students by the American College Student Personnel Association (spring 2015).

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)
 - Event Planning and Management, Psychology of Substance Abuse, Criminalistics, and Queer Studies (academic year 2014-2015).
 - Quad Cities:
 - Computer-Mediated Communication, Spanish, and Teaching English to Speakers of Other Languages (academic year 2013-2014)
 - Event Planning and Management, and Criminalistics (academic year 2014-2015)
- 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)
 - Music Performance and Events Planning and Management (academic year 2014-2015)
 - Quad Cities

- Events Planning and Management (academic year 2014-2015)
- Integrated Baccalaureate/Master's Programs
 - Macomb:
 - Mathematics, Sociology, Law Enforcement and Justice Administration (academic year 2013-2014)
 - Political science, African American Studies and Liberal Arts and Sciences, Women's Studies and Liberal Arts and Sciences, Philosophy and Liberal Arts and Sciences, Religious Studies and Liberal Arts and Sciences, Geography, Meteorology and Geography, Foreign Languages and Cultures and Liberal Arts and Sciences, Art and Museum Studies, and Anthropology and Museum Studies (academic year 2014-2015)
 - Quad Cities:
 - Law Enforcement and Justice Administration (academic year 2013-2014)
 - Art and Museum Studies, and Anthropology and Museum Studies (academic year 2014-2015)
- Master's Degrees
 - Quad Cities: College Student Personnel (academic year 2015-2016)
- Doctoral Program
 - Quad Cities: Environmental Science (academic year 2013-2014)
- Program Disestablishments:
 - Pre-Professional Programs
 - Pre-Agricultural Engineering (academic year 2013-2014)
 - Pre-Architecture and Pre-Chemical Engineering (academic year 2014-2015)
 - Minors
 - Ethics, Fine Arts Technology and Design, International Agriculture, Legal History, (academic year 2014-2015)
 - Post-Baccalaureate Certificates
 - African and African Diaspora World Studies (academic year 2014-2015)
 - Degrees
 - M.A.T in Secondary Education (academic year 2014-2015)

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.

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 academically qualified Rivermont Collegiate Academy seniors (fall 2014)
 - Admission of academically qualified Moline High School seniors for one engineering class (academic year 2014-2015)
 - President’s Leadership Team approves dual enrollment of academically qualified high school seniors and the establishment of Western Commitment Scholarships for these students, effective with fall 2015 enrollment (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.*
- The University continues to provide Weekend Academy, alternative summer semester lengths, irregularly scheduled courses, and sponsored credit courses.
 - Western Illinois University introduced new Hybrid courses for the MBA and College Student Personnel (CSP) in fall 2015.
 - Number of hybrid sections, course enrollments, and course fill rates as of August 21st:
 - MBA: 5, 74 out of 85, 87.1%.
 - CSP: 2, 48 out of 52, 92.3%.
 - Combined: 7, 126 out of 137, 92.0%.
 - The University will use the Hybrid format for the new Master’s degree in Community and Economic Development in fall 2016.
- 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 course sections 2013-2015:

	<u>2013</u>	<u>2014</u>	<u>2015</u>
Macomb	245	245	239
Quad Cities	179	37	34
Extension	194	189	170
Total	618	471	443

h) Expand educational access in the Quad Cities.

- Fall honors cohort enrollment: 2012 (7), 2013 (21), 2014 (26)
- President's Leadership Team approves freshmen admission according to university admissions criteria for all majors offered at the Quad Cities Campus (academic year 2014-2015).
- Fall headcount enrollment: 2012 (1,377), 2013 (1,502), 2014 (1,523)
- Fall Full-Time Equivalent enrollment: 2012 (747), 2013 (846), 2014 (931)

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).
- New three-year accelerated degree option in Recreation, Park and Tourism Administration with Kirkwood Community College (academic year 2014-2015).
- New integrated baccalaureate and master's degree programs in Political science, African American Studies and Liberal Arts and Sciences, Women's Studies and Liberal Arts and Sciences, Philosophy and Liberal Arts and Sciences, Religious Studies and Liberal Arts and Sciences, Geography, Meteorology and Geography, Foreign Languages and Cultures and Liberal Arts and Sciences, Art and Museum Studies, and Anthropology and Museum Studies (academic year 2014-2015)

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, 2016).

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), 2014 (511)
- Spring International Enrollment: 2013 (359), 2014 (416), 2015 (503)
- Fiscal Year WESL Enrollment: 2013 (212), 2014 (283), 2015 (231)
- New Recruitment approaches
 - Academic Year 2012-2013: President Thomas and Executive Director Carter start annual Embassy Visits (AY 2012-13, 2013-2014, 2014-2015), 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.
 - Academic Year 2014-2015: The Center for International Studies uses of social media, and the WIU international recruitment video as additional means to enhance international student recruitment. President's Leadership Team approves new \$3,000 International Commitment Scholarships are available for high achieving undergraduate and graduate international students beginning in fall 2015.

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), Fiscal Year 2016 (\$96,000/16).
 - 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 and Kirkwood Community College (Academic Year 2013-2014)
 - Moberly Community College (Academic Year 2015-2016)
 - Linkage agreements currently being explored with Elgin Community College, Heartland College, Joliet Junior College, Southwestern Illinois Community College, and Waubensee Community College.
 - Fall Linkages Enrollment: 2012 (111), 2013 (137), 2014 (133)
- c) *Follow WIU's success in community college relations to develop articulation agreements with other four-year institutions.*
- The Director of the School of Graduate Studies visited with Provosts/Deans of 19 feeder schools to promote programs and explore external integrated degree programs (academic year 2013-2014).
 - Museum Studies and Wartburg College initiated exploration on an integrated degree program (academic year 2014-2015).
- 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.
- Academic Year 2014-2015
- The Center for international studies renewed partnerships with 20 institutions in eight foreign countries.
- e) *Develop new partnerships between institutions that have not traditionally sent students to WIU.*

- Opening the St. Louis regional recruitment office (summer 2014).
 - Establishing dual enrollment and Western Commitment Scholarships for academically qualified high school seniors open new recruitment pipelines for Western Illinois University (effective fall 2015).
 - Signing an honors articulation agreement with Carl Sandburg College in an effort to keep high achieving students in the region (spring 2015).
- 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.*
- The University added Brookfield Zoo to its complement of off-campus locations (academic year 2014-2015).

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.*
- 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.*
- Vice President Biller chairs the University's Enrollment Management Team (continuous since academic year 2012-2013).
- c) *Provide student-to-faculty ratios that support personalized attention.*
- Student-to-faculty ratios in Macomb 16:1 (fall 2012), 15:1 (falls 2013, 2014).
 - Student-to-faculty ratios in the Quad Cities 12:1 (Falls 2012, 2013), 14:1 (Fall 2014).
- d) *Utilize student-to-faculty ratios in recruitment materials to support the distinctiveness of class sizes and engaged learning.*
- The information discussed above is provided in University 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, 2015-2016).
- 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.*
- Facilities Management and Academic Affairs completed a space study to document classroom utilization (academic year 2013-2014).

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.*
- 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 (academic year 2013-2014).
 - Advancement and Public Services works with academic departments and administrative units to achieve post-campaign goals (academic years 2014-2015, 2015-2016).
- c) *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.

- d) *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.
- Added Assistant Dean positions in the Quad Cities for Arts and Sciences and Education and Human Services to provide enhanced coordination between the campuses. (Assistant Dean position for Business and Technology added in academic year 2011-2012).

Academic Year 2014-2015

- Educational and Interdisciplinary Studies and Educational Leadership were combined into Educational Studies
- Broadcasting and Journalism were combined.

- e) *Form a long-range bonding plan for facilities, technology, and infrastructure.*

Academic Year 2014-2015

- The Board of Trustees added *Debt Compliance and Management* to the Board Regulations.
- Business and Financial Services renewed Financial Advisor and Bond Counsel contracts.
- The University reissued Certificates of Participation at lower interest rates.

- f) *Expand public-private partnerships to help decrease institutional costs and to engage in cost savings and avoidance.*

- Renew Moline partnership provides \$82 million in construction with no cost to the university, in addition to saving annual personnel and operating costs for ancillary services. Phase I with apartment capacity for 292 tenants opened in August 2014.
- Phase II currently under construction raises capacity to 352 tenants and features two new restaurants.

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), \$1.59 million (Fiscal Year 2015)
 - External Scholarship Values: \$1.05 million (FY2013), \$1.23 million (FY2014), \$1.22 million (Fiscal Year 2015)
 - Expanded Western Commitment Scholarship ACT ranges and award amounts, and added a need component to the merit award (FY2015).
 - Enrolled first cohorts of academic qualified high school seniors and international students receiving Western Commitment Scholarships (Fall 2015).
- 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. Program intentionally reduced to 16 students in Fiscal Year 2016.
- d) *Apply for external funding to support experiential education.*
- Grants received to support experiential education:
 - \$338,553 (Fiscal Year 2014).
 - \$423,704 (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 (WCS) freshmen enrollment: 454 (fall 2012), 469 (fall 2013), 441 (fall 2014)
 - WCS enrollment as a percent of total new freshmen enrollment 27.7% (fall 2013), 28.8% (fall 2014)
 - New Transfer Commitment Scholarship (TCS) enrollments 420 (fall 2012), 483 (fall 2013), 369 (fall 2014).
 - TCS enrollment as a percent of total new freshmen enrollment 32.7% (fall 2013), 35.3% (fall 2014)
 - Fall 2015 reporting will include data on the Dual Enrollment and International Student Commitment scholarships.
- f) *Evaluate tuition options for summer sessions.*
- Task force established to evaluate price sensitivity and elasticity (summer 2015).