

# WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 15, 2017

## Report 17.12/13 Cumulative Strategic Plan Accomplishments: Fiscal Year 2018 Update

The Western Illinois University Board of Trustees received its *Fiscal Year 2018 Strategic Plan Update* at its September 2017 meeting. This *Update* was divided into five parts:

- Part I: *Higher Values in Higher Education 2012-2022* accomplishments for academic year 2016-2017 and plans for academic year 2017-2018.
- Part II: Cumulative accomplishments from *Higher Values in Higher Education 2012-2022*.
- Part III: 2016-2017 *Strategic Plan Supplement* accomplishments.
- Part IV: 2017-2018 *Strategic Plan Supplement*. initial accomplishments and plans.
- Part V: Summary and next steps.

Part II (above) has been updated to include fall 2017 census data and FY17 expenditures. The data were not available at the time of writing the initial *Fiscal Year 2018 Strategic Plan Update*. To facilitate ease of reading on the pages that follow, the first sentence of each topic where new data was added is placed in bold text. This information will also be summarized in the summary of the University's environmental scanning that will be presented later in this Board packet.

**Part II**  
**Cumulative Strategic Plan Accomplishments**  
**Fiscal Years 2013-2017**

The data in this section are provided through the end of Fiscal Year 2017 (spring 2017). Because this report was submitted at census day, the official day for university enrollment reporting, updated data for fall 2017 will be provided at the December 2017 Western Illinois University Board of Trustees meeting.

Goal 1: University Growth and Recruitment

Since implementation of *Higher Values in Higher Education 2012-2022*, Western Illinois University has:

- 1) **Enrolled 2,621 Western Commitment Scholarship recipients since program establishment in fall 2012.** The program was modified in fall 2015 to include a need-based component. New freshmen with a minimum composite ACT score of 20 and high school grade point average of 3.0 automatically receive this scholarship. The percentage of recipients has increased from 24.7% to 41.5% of the fall 2012 and 2017 new freshmen cohorts.
  - a. Fall 2012: 439 award recipients enrolled; 24.7% of first-time freshmen enrollment.
  - b. Fall 2013: 469 award recipients enrolled; 27.7% of first-time freshmen enrollment.
  - c. Fall 2014: 441 award recipients enrolled; 28.8% of first time freshmen enrollment.
  - d. Fall 2015: 631 award recipients enrolled; 41.1% of first time freshmen enrollment. Also the year ACT ranges were expanded from 23 to 20 and a need-based component was added to the program.
  - e. Fall 2016: 641 award recipients enrolled; 42.0% of first time freshmen enrollment.
  - f. **Fall 2017: 500 award recipients enrolled; 41.5% of first time freshmen enrollment.**
  
- 2) **Enrolled 151 new freshmen in the Quad Cities since program establishment in fall 2012.**
  - a. Fall 2012: 7 new freshmen enrolled.
  - b. Fall 2013: 21 new freshmen enrolled.
  - c. Fall 2014: 26 new freshmen enrolled.
  - d. Fall 2015: 29 new freshmen enrolled.
  - e. Fall 2016: 37 new freshmen enrolled.
  - f. **Fall 2017: 31 new freshmen enrolled.**
  
- 3) **Enrolled 1,347 Western Commitment Transfer Scholarship recipients since program establishment in fall 2013.** New transfer students with an associates degree and enroll full-time at the University receive a \$400 book award. New transfers with an associates degree and 3.5 grade point average receive a \$1,000 scholarship. The percentage of recipients has increased from 30.4% to 37.9% of the fall 2013 and 2017 new transfer cohorts.
  - a. Fall 2013: 345 award recipients enrolled; 30.4% of all new transfer enrollment.
  - b. Fall 2014: 369 award recipients enrolled; 35.3% of all new transfer enrollment.
  - c. Fall 2015: 366 award recipients enrolled; 33.1% of all new transfer enrollment.
  - d. Fall 2016: 344 award recipients enrolled; 37.1% of all new transfer enrollment.
  - e. Fall 2017: 312 award recipients enrolled; 37.9% of all new transfer enrollment.

Beginning spring 2018, New transfer students who have 24 earned credit hours from an accredited institution at the post-secondary level with a 3.0 GPA or higher will receive a renewable \$2,000 scholarship. New transfer students who have 24 earned credit hours from an accredited institution at

the post-secondary level with a 2.99-2.5 GPA and enroll full-time at WIU will receive a renewable \$1000 scholarship.

- 4) Created a dual enrollment program for academically qualified high school seniors who met university admissions criteria. Western has enrolled 87 students since program establishment, with students paying 1/3<sup>rd</sup> of tuition and no fees effective fall 2015. Data for fall 2017 reflect a program change. The University will pilot offering a Western course (English 180) at an off-campus location (Cambridge High School), in addition to enrolling students on campus or through distance learning.
  - a. Fall 2014: 6 high school students enrolled (pilot year, no scholarships given).
  - b. Fall 2015: 21 high school students enrolled.
  - c. Fall 2016: 19 high school students enrolled.
  - d. Fall 2017: 41 high school students enrolled.
- 5) Raised undergraduate admissions standards (effective for fall 2014 freshmen).
- 6) Initiated annual Academic Affairs *Recruitment and Retention Plans* for all departments and schools (academic year 2013-2014), and annual evaluation processes for these plans (academic year 2014-2015 to current).
- 7) Expanded Linkages opportunities with five new community college partners. A total of 713 students enrolled at the University who are eligible to participate in the program since fall 2012.
  - a. New Community College Partners
    - i. Academic Year 2012-2013: Sauk Valley College.
    - ii. Academic Year 2013-2014: Highland Community College.
    - iii. Academic Year 2014-2015: Kirkwood Community College.
    - iv. Academic Year 2015-2016: Moberly Area Community College and Elgin Community College.
    - v. Academic Year 2016-2017: In partnership exploration with Kishwaukee, Rend Lake, Southeastern (Illinois and Iowa), and Richland Community Colleges.
  - b. Linkages Qualified Students
    - i. Fall 2012: 104 students.
    - ii. Fall 2013: 137 students.
    - iii. Fall 2014: 121 students.
    - iv. Fall 2015: 133 students.
    - v. Fall 2016: 112 students.
    - vi. **Fall 2017: 106 students.**
- 8) **Increased student diversity.** Total minority student enrollment increased by 232 students (8.0%) from 2,897 students in fall 2012 to fall 3,129 students in fall 2017. Minority student Enrollment as a percent of total university student enrollment increased from 24.8% to 33.8% during this time.

Minority Student Enrollment as a Percent of Total Student Enrollment Falls 2012-2017						
	Number			Percent		
	Macomb	Quad Cities	Total	Macomb	Quad Cities	Total
2012	2,712	185	2,897	26.1%	14.1%	24.8%
2013	2,752	208	2,960	28.8%	14.5%	26.3%
2014	3,021	242	3,263	31.3%	16.5%	29.4%
2015	3,061	269	3,330	32.7%	18.1%	30.7%
2016	3,053	256	3,309	34.8%	18.4%	32.5%
<b>2017</b>	<b>2,875</b>	<b>254</b>	<b>3,129</b>	<b>36.1%</b>	<b>19.5%</b>	<b>33.8%</b>

9) **Increased honors student opportunities by signing four new community college articulation agreements.** The Honors College has served 4,542 honors students between fall 2012 and fall 2017, with a 494 student (83.2%) enrollment increase during this time. The new Pre-Honors program enrollment increased by 100 students (243.9%) during its first two years of program establishment.

- a. New Honors Articulation Agreements with Community Colleges
  - i. Academic Year 2013-2014: Highland Community College.
  - ii. Academic Year 2014-2015: Carl Sandburg College.
  - iii. Academic Year 2015-2016: Elgin and Heartland Community College.
  - iv. Academic Year 2016-2017: Negotiating with Sauk Valley College.
- b. Honors Student Enrollment
  - i. Fall 2012: 594 students.
  - ii. Fall 2013: 667 students.
  - iii. Fall 2014: 697 students.
  - iv. Fall 2015: 788 students.
  - v. Fall 2016: 898 students.
  - vi. Fall 2017: 1,000 students.**
- c. Pre-Honors Student Enrollment (Program established in fall 2016).
  - i. Fall 2016: 48 students.
    - 1. 25 of these students (52%) earned grade point averages of 3.4 or higher and became Honors students in spring 2017.
    - 2. 10 students (21%) earned grade point averages between 3.20 and 3.39 GPA, and continued as Pre-Honors students during spring 2017.
  - ii. Fall 2017: 141 students.**

10) **Increased international student enrollment.** Western Illinois University contracted with the American Association of State Colleges and Universities in 2012 to conduct an audit to inform university planning to internationalize the curriculum and increase international student enrollment. Since that time the University has served 2,680 international students, with fall enrollment increasing by 116 students (33.8%) between fall 2012 and fall 2016.

- a. International Student Enrollment
  - i. Fall 2012: 343 international students enrolled.
  - ii. Fall 2013: 371 international students enrolled.
  - iii. Fall 2014: 511 international students enrolled.
  - iv. Fall 2015: 505 international students enrolled.

- v. Fall 2016: 491 international students enrolled, with a record high of 462 students enrolled as degree-seeking students.
  - vi. Fall 2017: 459 international students enrolled.**
- b. The University has served 965 students in Western's English as a Second Language (WESL) Institute since Fiscal Year 2013. However, the number of WESL students has declined by 85 students (66.9%).
- i. Fiscal Year 2013: 212 students enrolled.
  - ii. Fiscal Year 2014: 283 students enrolled.
  - iii. Fiscal Year 2015: 231 students enrolled.
  - iv. Fiscal Year 2016: 112 students enrolled.
  - v. Fiscal Year 2017: 127 students enrolled.
- c. Study Abroad Enrollment. A total of 782 students have participated in Study Abroad experiences since academic year 2012-2013.
- i. Academic Year 2012-2013: 158 students participating.
  - ii. Academic Year 2013-2014: 120 students participating.
  - iii. Academic Year 2014-2015: 133 students participating.
  - iv. Academic Year 2015-2016: 119 students participating.
  - v. Academic Year 2016-2017: 152 students participating.

11) **Increased distance education enrollment.** The University has served 61,868 distance education course enrollments since Fiscal Year 2013, generating 175,125 credit hours. Demand for distance education courses is evidenced by a 4,179 course enrollment increase (41.7%) between Fiscal Years 2013 and 2017, and a 10,826 credit hour (37.0%) increase during this time.

a. Course Enrollments

- i. Fiscal Year 2013: 10,011
- ii. Fiscal Year 2014: 11,746
- iii. Fiscal Year 2015: 12,387
- iv. Fiscal Year 2016: 13,534
- v. Fiscal Year 2017: 14,190

b. Credit Hours

- i. Fiscal Year 2013: 29,570
- ii. Fiscal Year 2014: 34,132
- iii. Fiscal Year 2015: 35,976
- iv. Fiscal Year 2016: 39,041
- v. Fiscal Year 2017: 40,396

- c. **Enrollment.** As a result of offering more online and hybrid programs, total headcount enrollment where the student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid) has increased by 277 students (27.8%) from 998 students in fall 2012 to 1,275 students in fall 2017.

The majority of this growth occurred in the Quad Cities. Quad Cities accounted for 265 of the 277 students (95.7%) in the overall off-campus enrollment growth between fall 2012 and fall 2017. Macomb accounted for 12 students (4.3%) of the growth during this time.

	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>
i. Fall 2012:	825	173	998
ii. Fall 2013:	741	265	1,006
iii. Fall 2014:	715	325	1,040
iv. Fall 2015:	869	391	1,260
v. Fall 2016:	836	454	1,290
<b>vi. Fall 2017:</b>	<b>837</b>	<b>438</b>	<b>1,275</b>

**12) Established 45 new educational opportunities between academic years 2012-2013 and 2017-2018.**

New Educational Opportunities at Western Illinois University Academic Years 2012-2013 through 2017-2018				
	Macomb	Quad Cities	Total	
Total	<u>32</u>	<u>11</u>	<u>45</u>	
Undergraduate Certificates	2	0	2	
Baccalaureate Degrees (On-Campus)	4	2	6	
Baccalaureate Degrees (Online)	--	--	1	
Post Baccalaureate Certificates	5	3	8	
Integrated Degrees	20	2	13	
Masters Degrees	1	1	2	
Masters Degrees (Hybrid Format)	0	3	3	
Doctoral Degree	0	1	1	

New Educational Opportunities at Western Illinois University by Campus Academic Years 2012-2013 through 2016-2017						
	<u>2012- 2013</u>	<u>2013- 2014</u>	<u>2014- 2015</u>	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>
<b>New Minors</b>						
<u>Macomb</u>						
Communication Sciences and Disorders	X					
Criminalistics	X					
Network Technologies	X					
Computer-Mediated Communication						
Contemporary United States Studies		X				
Information Technology		X				
Fisheries		X				
Teaching English to Speakers of Other Languages		X				
Event Planning and Management			X			
Psychology of Substance Abuse			X			
Criminalistics			X			
Queer Studies			X			
<u>Quad Cities</u>						
Spanish		X				
Event Planning and Management			X			
Criminalistics			X			

New Educational Opportunities at Western Illinois University by Campus  
Academic Years 2012-2013 through 2016-2017  
-continued-

	<u>2012- 2013</u>	<u>2013- 2014</u>	<u>2014- 2015</u>	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>
<b>New Undergraduate Certificates</b>						
<u>Macomb</u>						
Marketing Technologies		X				
Integrated Marketing Communication		X				
<b>New Baccalaureate Degrees</b>						
<u>Macomb</u>						
Fire Protection Services	X					
Cyber Security						X
Middle Level Education						X
<u>Quad Cities</u>						
Bilingual/Bicultural Education		X				
Mechanical Engineering						X
<u>Online</u>						
Anthropology						X
<b>New Post Baccalaureate Certificates</b>						
<u>Macomb</u>						
Business Administration	X					
Supply Chain Management	X					
Business Analytics		X				
Music Performance			X			
Events Planning and Management			X			
<u>Quad Cities</u>						
Business Administration	X					
Supply Chain Management	X					
Events Planning and Management				X		
<b>Integrated baccalaureate/master's programs</b>						
<u>Macomb</u>						
Broadcasting and Sports Management	X					
Instructional Design and Technology	X					
Mathematics		X				
Sociology		X				
Law Enforcement and Justice Administration		X				
African American Studies and Liberal Arts and Sciences (BLAS)			X			
Foreign Languages and Cultures and BLAS			X			
Geography and BLAS			X			
Geology and BLAS			X			
Meteorology and BLAS			X			
Philosophy and BLAS			X			
Political Science and BLAS			X			
Religious Studies and BLAS			X			
Women's Studies with BLAS			X			
Art with Museum Studies			X			
Anthropology with Museum Studies			X			
Journalism with Communication				X		

New Educational Opportunities at Western Illinois University by Campus  
Academic Years 2012-2013 through 2016-2017  
-continued-

	<u>2012- 2013</u>	<u>2013- 2014</u>	<u>2014- 2015</u>	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>
Graphic Communication with Instructional Design and Technology (IDT)				X		
Communication				X		
General Studies with IDT				X		
<u>Quad Cities</u>						
Recreation, Park and Tourism Administration and Museum Studies	X					
Law Enforcement and Justice Administration.		X				
<b>Masters Degrees (Hybrid)</b>						
<u>Quad Cities</u>						
Business Administration				X		
College Student Personnel				X		
Community and Economic Development					X	
<b>Masters Degrees</b>						
<u>Macomb</u>						
Applied Statistics and Decision Analytics					X	
<u>Quad Cities</u>						
Applied Statistics and Decision Analytics						X
<b>Doctoral Degree</b>						
<u>Quad Cities</u>						
Environmental Science		X				

**13) Maintained employee diversity, with the University's workforce at a record high of 11.5% minority faculty and staff in fall 2017.**

	Number			Percent		
	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>	<u>Macomb</u>	<u>Quad Cities</u>	<u>Total</u>
2012	255	14	269	11.0%	10.1%	11.0%
2013	245	11	256	10.7%	8.0%	10.6%
2014	251	14	265	11.1%	9.3%	11.0%
2015	253	14	267	11.5%	8.6%	11.2%
2016	233	11	244	11.8%	7.2%	11.4%
<b>2017</b>	<b>227</b>	<b>19</b>	<b>246</b>	<b>11.4%</b>	<b>13.0%</b>	<b>11.5%</b>

14) Administered salary increases and other compensation as permitted by the availability of state resources.



- a. The University reallocated \$7.0 million to support faculty raises in Fiscal Years 2014 and 2015. The University Professionals of Illinois and Western Illinois University also agreed to salary concessions for Fiscal Years 2016-2018 as described below.
  - i. Fiscal Year 2014: 3.5% (funded by \$4.4 million in internal reallocations).
  - ii. Fiscal Year 2015: 2.0% (funded by \$2.6 million in internal reallocations).
  - iii. Fiscal Year 2016: 1.0%. However, the University Professionals of Illinois rescinded their 1% negotiated raise and reduced base salaries by 3% from FY2016 levels for FYs 2017 and 2018 in response to the state budget impasse, under terms and conditions described in *Western Illinois University Board of Trustees Resolution 16.6/12*.
  
- b. The University reallocated \$2.5 million between Fiscal Years 2014 and 2017 to support salary minima per contractual agreements with the University Professionals of Illinois.
  - i. Fiscal Year 2014: \$558,411 (funded by internal reallocations).
  - ii. Fiscal Year 2015: \$634,394 (funded by internal reallocations).
  - iii. Fiscal Year 2016: \$640,633 (funded by internal reallocations).
  - iv. Fiscal Year 2017: \$657,394 (funded by internal reallocations).
  
- c. The University reallocated \$1.2 million to support 863 Professional Achievement Award (PAAs) recipients between Fiscal Years 2014 and 2017.
  - i. Fiscal Year 2014: \$312,662 to support 217 PAAs (funded by internal reallocations).
  - ii. Fiscal Year 2015: \$319,271 to support 221 PAAs (funded by internal reallocations).
  - iii. Fiscal Year 2016: \$296,480 to support 204 PAAs (funded by internal reallocations).
  - iv. Fiscal Year 2017: \$294,120 to support 221 PAAs (funded by internal reallocations).
  
- d. Non-Negotiated Staff Salary Increases
  - i. Fiscal Year 2014: 3.5%
  - ii. Fiscal Year 2015: 2.0%
  - iii. Fiscal Year 2016: 0.0%.
  - iv. Fiscal Year 2017: 0.0%

15) Granted tenure to 101 faculty members, and made 165 faculty promotions along with 163 civil service reclassifications between June 2013 and June 2017.

- a. Tenure.
  - i. June 2013: 22 faculty members.
  - ii. June 2014: 32 faculty members.
  - iii. June 2015: 26 faculty members.
  - iv. June 2016: 21 faculty members.
  - v. June 2017: 10 faculty members.
  
- b. Promotions.
  - i. Fall 2013: 27 faculty members.
  - ii. Fall 2014: 58 faculty members.
  - iii. Fall 2015: 42 faculty members.
  - iv. Fall 2016: 38 faculty members.
  - v. Fall 2017: 22 faculty members.

- c. Civil Service reclassifications.
  - i. Fiscal Year 2013: 64 staff members.
  - ii. Fiscal Year 2014: 47 staff members.
  - iii. Fiscal Year 2015: 37 staff members.
  - iv. Fiscal Year 2016: 15 staff members.
  - v. Fiscal Year 2017: 45 staff members.

Goal 2: Enrich Academic Excellence

The University demonstrates its commitment to academic excellence by:

**1) Maintaining the largest expenditures for instruction and instructional support.**

- a. Fiscal Year 2012: \$150.1 million, or 65.6% of all expenditures.
- b. Fiscal Year 2013: \$145.4 million, or 63.7% of all expenditures.
- c. Fiscal Year 2014: \$151.7 million, or 65.4% of all expenditures.
- d. Fiscal Year 2015: \$153.0 million, or 66.2% of all expenditures.
- e. Fiscal Year 2016: \$147.8 million, or 67.5% of all expenditures.
- f. Fiscal Year 2017: \$138.1 million, or 66.9% of all expenditures.**

<u>(In Thousands of \$)</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>
Instruction	\$79,449.2	\$77,370.8	\$77,267.6	\$77,237.5	\$74,645.3	\$68,563.6
Organized Research	6,074.1	3,540.3	3,535.5	3,083.6	3,254.0	3,226.0
Public Service	14,774.0	12,694.3	13,970.1	14,142.2	12,852.6	11,871.1
Academic Support	8,701.9	8,925.6	8,847.8	8,829.6	8,109.0	7,297.0
Student Services	41,066.6	42,830.7	48,119.7	49,661.2	48,895.0	47,107.7
Subtotal-Dollars	<u>\$150,065.8</u>	<u>\$145,361.7</u>	<u>\$151,740.7</u>	<u>\$152,954.1</u>	<u>\$147,755.9</u>	<u>\$138,065.4</u>
Subtotal-Percent	65.6%	63.7%	65.4%	66.2%	67.5%	66.9%
Institutional Support	9,277.7	9,473.6	9,675.4	10,238.6	9,006.5	9,375.3
O&M of Physical Plant	30,200.5	30,446.2	31,023.6	27,711.3	24,066.9	23,737.2
Independent Operations	34,944.1	38,651.4	35,090.6	35,419.8	33,722.4	31,059.0
CMS Group Health Insurance	2,724.2	2,735.9	2,909.5	2,998.1	2,722.3	2,774.7
FICA/Medicare	1,564.6	1,602.4	1,668.9	1,666.5	1,611.9	1,466.3
Total	<u>\$228,776.9</u>	<u>\$228,271.2</u>	<u>\$232,108.7</u>	<u>\$230,998.4</u>	<u>\$218,885.9</u>	<u>\$206,477.9</u>

**2) Completing Program Reviews in 45 areas between academic years 2012-2013 and 2016-2017.**

- a. Academic Year 2012-2013 Reviews: Curriculum and Instruction, Health Sciences, Instructional Design and Technology, Kinesiology, Law Enforcement and Justice Administration, and the Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages.
- b. Academic Year 2013-2014 Reviews: Family and Consumer Sciences, Sociology, and the Illinois Institute for Rural Affairs.
- c. Academic Year 2014-2015 Reviews: 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.

- d. Academic Year 2015-2016 Reviews: Broadcasting; Communication; Communication Sciences and Disorders; Counseling; Journalism; Music; Psychology; and Recreation, Park and Tourism Administration.
  - e. Academic Year 2016-2017 Reviews: Programs in Art; Broadcasting; Chemistry; Communication; Communication Sciences and Disorders; Counseling; Journalism; Physics; Psychology; Recreation, Park and Tourism Administration; Social Work; Theatre; and the Center for Applied Criminal Justice. In addition required three-year progress reports for new programs implemented in fall 2013 were completed for the B.S. in Fire Protection Services, B.S. in Public Health, and Post Baccalaureate Certificates in Business Administration and Supply Chain Management.
- 3) Maintaining ongoing relationships with 17 discipline-specific agencies that accredit the University's academic programs, where appropriate to the discipline<sup>1</sup>:
- a. Academic Year 2013-2014: 16 agencies accredit programs at the University.
  - f. Academic Year 2013-2014: 16 agencies accredit programs at the University.
  - g. Academic Year 2014-2015: 17 agencies accredit programs at the University.
  - h. Academic Year 2015-2016: 17 agencies accredit programs at the University.
  - i. Academic Year 2016-2017: 17 agencies accredit programs at the University.
- 4) Maintaining an on-going relationship with Higher Learning Commission-North Central Association of Colleges and Schools.
- a. Academic Year 2012-2013 actions:
    - i. Applying to the Persistence and Completion Academy.
    - ii. Applying for Commission approval to establish the Ph.D. in Environmental Science.
    - iii. Remaining current on new accreditation criteria and processes.
  - b. Academic Year 2013-2014 actions:
    - i. Receiving distance education approvals with no prior Commission approvals required.
    - ii. Receiving approval to establish the Ph.D. in Environmental Science.
    - iii. Receiving State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through November 2015.
    - iv. Initiating processes for closing 60th Street as a branch campus and opening Riverfront as a branch campus.
    - v. Preparing to host an onsite campus evaluation visit for Western Illinois University-Quad Cities.
    - vi. Preparing to host off-campus location reviews at Central Intermediate School in Washington, Illinois, and Peoria Manual High School in September 2014.
    - vii. Adopting a Formal Definition of a Credit Hour Policy.
    - viii. Preparing a long-term accreditation planning calendar for the University.
    - ix. Applying for institutional participation in the Persistence and Completion Academy.
  - c. Academic Year 2014-2015 actions:

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<sup>1</sup> Additionally, the International Association of Counseling Services accredits the University Counseling Center, and the Accreditation Association for Ambulatory Health Care accredits Beu Health Center.

- i. Acquiring approval for closing 60th Street, and opening Riverfront as Western Illinois University's branch campus in the Quad Cities.
- ii. Receiving reaffirmation of accreditation for off-campus program currently offered at 13 additional locations.
- iii. Initiating preparations to achieve State of Iowa re-certification that is required every two years for the University to continue hosting Museum Studies at the Figge Art Museum in Davenport and offering distance education in Iowa.
- iv. Completing year one (of four) participation in the Persistence and Completion Academy.

d. Academic Year 2015-2016 actions:

- i. Receiving Illinois Board of Higher Education and National Council for State Authorization and Reciprocity Agreement approval for membership.
- ii. Responding to Commission questions regarding the Fiscal Year 2016 State of Illinois budget impasse.
- iii. Achieving Commission approval for Western Illinois University's Quality Initiative.
- iv. Serving as a Teach Out partner for Ashford University.
- v. Reporting to the Commission on University Teach Out plans for baccalaureate degree programs in African American Studies, Philosophy, Religious Studies, and Women's Studies.
- vi. Completing year two participation in the Persistence and Completion Academy

e. Academic Year 2016-2017 actions:

- i. Maintaining:
  - a. National Council for State Authorization and Reciprocity Agreement approval for membership.
  - b. State of Iowa approval to house Museum Studies in Davenport and offer distance education to Iowa residents.
- ii. Responding to Commission questions regarding:
  - a. Year two of the historic and unrepresented State of Illinois budget impasse.
  - b. Year three institutional participation in the Persistence and Completion Academy.
- iii. Implementing year two of Western Illinois University's Quality Initiative, with priorities on:
  - a. Creating annual Strategic Plan Supplements.
  - b. Increasing enrollment, retention, and graduation rates.
  - c. Continuing participation in the Persistence and Completion Academy.
  - d. Engaging in fiscal reduction and reinvestment.

5) Implementing changes to the First Year Experience

a. Academic Year 2013-2014 actions:

- i. Clarifying program goals.
- ii. Requiring a university transition course (University 100) and small section of a general education or pre-professional course.
- iii. Providing residents assistants with additional resource and referral training.
- iv. Branding the FYE.
- v. Enhancing educational components to FYE web and social media sites.

b. Academic Year 2014-2015 actions:

- i. Raised the minimum GPA eligibility requirement for Peer Mentors from 2.0 to 2.5.
- ii. Revised the University 100 syllabus to add the Student Bill of Rights.
- iii. Created and implemented rubrics for the Goals final assignment, Written assignment draft, and Written assignment final.
- iv. Established a donation fund for University 100 student textbooks.
- v. Created a four-week check in for peer mentors and instructors in University 100.

c. Academic Years 2014-2015 through 2016-2017 actions: None.

6) Supporting scholarly activity:

Context

Western Illinois University faculty authored 108 books and 1,581 chapter/monograph/refereed articles, made 4,693 conference presentations, and generated 4,979 creative activities between calendar years 2012 and 2016.

Western Illinois University Faculty Scholarly Activity Calendar Years 2012-2016						
	<u>2012</u>	<u>2013</u>	<u>2014-</u>	<u>2015</u>	<u>2016</u>	Total
Books	29	19	18	21	21	108
Chapter/Monograph/Refereed	337	372	313	305	254	1,581
Articles						
Conference Presentations	937	1,026	964	886	880	4,693
Creative Activities	1,260	1,115	819	932	853	4,979

Faculty and staff have earned \$53.0 million in external awards between Fiscal Years 2013 and 2017, with the value annual value of awards increasing by \$1.0 million (10.3%) during this time.

- i. Fiscal Year 2013: \$9.7 million.
- ii. Fiscal Year 2014: \$9.9 million.
- iii. Fiscal Year 2015: \$11.1 million.
- iv. Fiscal Year 2016: \$11.6 million.
- v. Fiscal Year 2017: \$10.7 million.

Supporting Actions

a. Granting 105 faculty sabbaticals between academic years 2012-2013 and 2016-2017.

- i. Academic Year 2013-2014: 26 sabbaticals.
- ii. Academic Year 2014-2015: 25 sabbaticals.
- iii. Academic Year 2015-2016: 28 sabbaticals.
- iv. Academic Year 2016-2017: 26 sabbaticals.

**b. Investing over \$7.7 million in faculty and staff travel between Fiscal Years 2012-2017.**

- i. Fiscal Year 2012: \$1.6 million.
- ii. Fiscal Year 2013: \$1.6 million.
- iii. Fiscal Year 2014: \$1.3 million.
- iv. Fiscal Year 2015: \$1.4 million.

- v. Fiscal Year 2016: \$0.9 million
  - vi. Fiscal Year 2017: \$0.9 million**
- c. Engaging 1,339 participants in annual Undergraduate Research Days between spring 2013 and spring 2017.
- i. Spring 2013: 197 student participants.
  - ii. Spring 2014: 214 student participants.
  - iii. Spring 2015: 265 student participants.
  - iv. Spring 2016: 305 student participants.
  - v. Spring 2017: 358 student participants.
- d. Establishing the annual Graduate Research Conference in spring 2014, with 317 students participating since that time; and the annual Quad Cities Student Research Conference in spring 2015, with 183 students participating since that time.
- vi. The Graduate Research Conference
    - Spring 2014: 65 student participants.
    - Spring 2015: 69 student participants.
    - Spring 2016: 94 student participants.
    - Spring 2017: 89 student participants.
  - vii. Quad Cities Student Research Conference
    - Spring 2015: 46 student participants.
    - Spring 2016: 55 student participants.
    - Spring 2017: 82 student participants.
- 7) Receiving \$119.2 million in state capital funding to support new instructional facilities.
- a. \$59.2 million was received to construct and furnish the Western Illinois University-Quad Cities Riverfront Campus.
    - i. Phase I opened January 2012.
    - ii. Phase II opened August 2014.
  - b. \$60 million (currently frozen by the State) was received to construct and furnish the Center for Performing Arts in April 2014.
- 8) Supporting technology.
- a. Purchasing 2,444 new faculty and staff computers valued at \$2.5 million since Fiscal Year 2013.
    - i. Fiscal Year 2013: 864, valued at \$830,561
    - ii. Fiscal Year 2014: 925, valued at \$920,591
    - iii. Fiscal Year 2015: 451, valued at \$536,908
    - iv. Fiscal Year 2016: 116, valued at \$126,528
    - v. Fiscal Year 2017: 88, valued at \$ 88,433
  - b. Maintaining four-year technology rotations at Western Illinois University-Quad Cities by purchasing 392 new computers valued at \$451,757 since Fiscal Year 2013.
    - i. Fiscal Year 2013: 77 new computers, valued at \$77,875
    - ii. Fiscal Year 2014: 294 new computers for labs and staff, valued at \$353,580
    - iii. Fiscal Year 2015: 20 new computers, valued at \$18,733

- iv. Fiscal Year 2016: 1 new computer, valued at \$1,569
  - v. Fiscal Year 2017: 0
- c. Upgrading 58 electronic classrooms and laboratories on the Macomb Campus since academic year 2013-2014.
- i. Academic Year 2013-2014: 27
  - ii. Academic Year 2014-2015: 24
  - iii. Academic Year 2015-2016: 7
  - iv. Academic Year 2016-2017: 2
- d. Investing in the Macomb Campus technology by purchasing the following items between Fiscal Years 2013-2016.
- i. 369 computers for Instructional laboratories and electronic classrooms valued at \$354,671
  - ii. 397 computers for University Technology Computer Labs annual valued at \$354,264
  - iii. 178 iPads for classroom instruction valued at \$95,788 since Fiscal Year 2016 to support instruction on the Macomb Campus

Computing Purchases Supporting Electronic Classrooms and Laboratories Macomb Campus Fiscal Years 2013-2017						
	Instructional Laboratory and Electronic Classroom Computers		University Technology Laboratory Computers		IPads	
	Number	Value	Number	Value	Number	Value
2013	148	\$115,566	95	\$79,237	128	\$74,438
2014	81	47,834	133	142,073	50	21,350
2015	111	140,271	169	132,954	0	0
2016	29	51,000	0	0	0	0
<b>2017</b>	<b>33</b>	<b>25,130</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total	<u>402</u>	<u>\$379,801</u>	<u>397</u>	<u>\$354,264</u>	<u>178</u>	<u>\$95,788</u>

- e. Launching the 2013-2018 Information Technology Strategic Plan (October 2013) and resulting in:
- i. Establishing IT Governance, enabling wireless access in all residence hall rooms, centralizing technology staffing, launching the new university website with responsive design, updating the University's mobile application, and virtualizing Zimbra servers (Academic Year 2013-2014).
  - ii. Enhancing wireless connectivity, bandwidth, electronic classrooms, and video conference units; improving technology security; and updating the Macomb core infrastructure (Academic Year 2014-2015).
  - iii. Improving technology security, transitioning from Zimbra to Google collaborative software, and completing the University Technology reorganization (Academic Year 2015-2016).
  - iv. Moving the persistence and completion warehouse into production, transitioning user-based reports into Pentaho, completing Google transition, and piloting Zoom software-based video conferencing (Academic Year 2016-2017).

- f. Launching the 2017-2022 Information Technology Strategic Plan. Annual accomplishments will be included in the next edition of the annual Strategic Plan Update.

### Goal 3: Provide Educational Opportunity

The University extends educational opportunity by:

- 1) Offering weekend and irregularly scheduled courses (those less than the regular semester length)
  - a. Fall 2014: 112, 3.5% of all scheduled classes.
  - b. Fall 2015: 82, 2.7% of all scheduled classes.
  - c. Fall 2016: 102, 3.5% of all scheduled classes.
- 2) Establishing new hybrid programs
  - a. Fall 2015: Masters degree programs in Business Administration (MBA) and College Student Personnel (CSP).
    - i. Initial course enrollments:
      - MBA: Five hybrid course sections, with 74 course enrollments out of a maximum of 85 for a fill rate of 87.1%.
      - CSP: Two hybrid course sections, with 48 course enrollments out of a maximum of 52 for a fill rate of 92.3%.
      - Combined: Seven, hybrid course sections, with 126 course enrollments out of a maximum of 137 for a fill rate of 92.0%.
  - a. Fall 2016: Masters degree in Community and Economic Development
    - i. Initial course enrollments: Three hybrid course sections, with 27 course enrollments out of a maximum of 60 for a fill rate of 45.0%.
- 3) Signing:
  - a. Dual Enrollment Agreements with Moline High School and Rivermont Collegiate Academy (academic year 2013-2014).
  - b. Five Linkages (dual enrollment) and four Honors Articulation Agreements with new community college partners (See Goal 1, Actions 7 and 8).
  - c. Compact (general education articulation) agreement with Saint Louis Community College (spring 2017).
  - d. Four Accelerated Degree Agreements:
    - i. Bachelors in General Studies/Doctorate in Chiropractic with Palmer College of Chiropractic (spring 2014).
    - ii. Three-year accelerated baccalaureate degree in Recreation, Park and Tourism Administration (spring 2015).
    - iii. Integrated baccalaureate/master's degree in Museum Studies with Wartburg College (spring 2016).
    - iv. 3+3 Articulation Agreement with John Marshall School of Law (spring 2017).
  - e. An agreement with Moline Public that allows reciprocal use of library resources (August 2014). In September 2016, the Library extended opportunities for patrons to enjoy cultural



benefits of the Quad Cities by checking out admission passes for up to seven days for admission to the Quad City Botanical Center, Niabi Zoo, Family Museum, Figge Art Museum, Putnam Museum, and German American Heritage Center.

4) Serving 2,966 students with disabilities between Fiscal Years 2013 and 2017.

a. Macomb Campus:

- Fiscal Year 2013: 533 students served.
- Fiscal Year 2014: 608 students served.
- Fiscal Year 2015: 603 students served.
- Fiscal Year 2016: 549 students served.
- Fiscal Year 2017: 495 students served.

• Quad Cities Campus:

- Fiscal Year 2013: 15 students served.
- Fiscal Year 2014: 29 students served.
- Fiscal Year 2015: 39 students served.
- Fiscal Year 2016: 50 students served.
- Fiscal Year 2017: 45 students served.

Goal 4: Support Personal Growth

The University Supports Personal Growth by:

1) Becoming a smoke-free University (July 2015).

2) Providing:

a. Student health services at Beu Health Center.

- i. Academic Year 2013-2014: 13,106 patient visits, 3,659 immunizations, 7,688 laboratory tests, and filled 7,738 prescriptions.
- ii. Academic Year 2014-2015: 13,106 patient visits, 3,659 immunizations, 7,688 laboratory tests, and filled 7,738 prescriptions.
- iii. Academic Year 2015-2016: 14,200 patient visits, 2,355 immunizations, 11,573 laboratory tests, and filled 8,671 prescriptions.
- iv. Academic Year 2016-2017: 12,272 patient visits, 3,458 immunizations, 11,266 laboratory tests, and filled 7,126 prescriptions.

b. In demand Campus Recreation services, measured by card swipes at the entrance of the Spencer Student Recreation Center.

- i. Academic Year 2012-2013: 273,520.
- ii. Academic Year 2013-2014: 259,775.
- iii. Academic Year 2014-2015: 259,775.
- iv. Academic Year 2015-2016: 254,739.
- v. Academic Year 2016-2017: 223,254.

c. Sport Clubs.

- i. Academic Year 2012-2013: 29.
- ii. Academic Year 2013-2014: 38.
- iii. Academic Year 2014-2015: 35.
- iv. Academic Year 2015-2016: 31.

- v. Academic Year 2016-2017: 25.
- vi. Academic Year 2017-2018: 27.

- 3) Supporting University Theme year programming (listed below) with key note speakers, integration into the First Year Experience, and related curricular and co-curricular programs and events.
  - a. Academic Year 2012-2013: War and Peace: From Personal Conflict to Global Resolution
  - b. Academic Year 2013-2014: Food and Drink: Mind, Body and Soul
  - c. Academic Year 2014-2015: Ethics: A Foundation for Personal Growth and Social Responsibility
  - d. Academic Year 2015-2016: Environment: A Foundation for Social Responsibility
  - e. Academic Year 2016-2017: Economy: Moral Challenges and Opportunities
  - f. Academic Year 2017-2018: Cultivating Peace at Home and Abroad: Our Social Responsibility
  
- 4) Promoting a comprehensive Division I athletic program with students successful in the classroom and in competition.
  - a. Academic Year 2012-2013 highlights:
    - i. The cumulative grade point average of student athletes was 3.03.
    - ii. Sixty-four student athletes earned Academic All-Conference Honors (Summit League and Missouri Valley Football Conference).
    - iii. Twenty-three student-athletes earned All-Conference honors.
    - iv. Men's Basketball won its first conference championship in 30 years, set a record for most wins in its Division I history (22-8), and advanced to the College Basketball Insider Tournament for the second consecutive year.
  
  - b. Academic Year 2013-2014 highlights:
    - i. Awarded \$3.6 million in athletics scholarships.
    - ii. The cumulative grade point average of student athletes was 3.07.
    - iii. Fifty-six student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
    - iv. Men's Soccer advanced to the Summit League Tournament championship game for the third consecutive year.
    - v. Volleyball qualified for the Summit League postseason tournament for the first time since 2007.
    - vi. Student-athletes performed 1,143 hours of community service, and collected \$6,639 for local and regional charities.
  
  - c. Academic Year 2014-2015 highlights:
    - i. The University awarded \$3.8 million in athletics scholarships.
    - ii. The cumulative grade point average of student athletes was 3.0.
    - iii. Forty-eight student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
    - iv. The men's soccer team shared the Summit League regular season championship.
  
  - d. Academic Year 2015-2016 highlights:
    - i. Awarded nearly \$3.9 million in athletics scholarships.
    - ii. Student athletes cumulative grade point average achieved the highest mark in nearly twenty years, reaching 3.12 in spring 2016.
    - iii. Two student-athletes received the NCAA's prestigious Post-Graduate Scholarship: Karissa Kouchis (softball) and Victoria Kappel (women's soccer). Kappel received

the award in the fall and became the first female student-athlete in the history of the department to receive it.

- iv. The women's basketball team participated in the Women's Basketball Invitational (WBI) post-season tournament. The WBI first-round victory over Southern Illinois was the first Division I postseason win in the history of either the men's or women's basketball programs.
  - v. The football team participated in the NCAA FCS playoffs for the first time in five years and advanced to the second round, defeating the University of Dayton in the first round.
  - vi. The men's basketball program earned its first-ever win over a nationally ranked opponent, defeating the University of Wisconsin in November 2015.
  - vii. The department partnered with the university's sports broadcasting program to nationally broadcast Leatherneck Athletics home events on ESPN3. Football, basketball, and volleyball contests were aired. The partnership is expected to expand, with men's and women's soccer, baseball and softball contests also airing in academic year 2016-2017.
  - viii. Leathernecks Excel as Athletes and People (LEAP) program was implemented to serve as a confidential, student-athlete sport performance initiative. The program offers student-athletes an opportunity to connect with sport psychology, mental health and other professionals on campus to enhance their sport performance and personal development.
  - ix. The department became one of the first Division I programs in the country to partner with SM2 (Social Media Sport Management) to offer foundational social media education for coaches, student-athletes, and staff.
- e. Academic Year 2016-2017 highlights
- i. Student athletes had higher retention rates than all other students for the 19<sup>th</sup> consecutive semester.
  - ii. Thirteen teams finished with a mean grade point average of 3.0 in fall 2016.
  - iii. Men's baseball finished with the highest mean grade point average in program history at 3.16.
  - iv. Football finished with its second consecutive winning season, defeated a FBS opponent for the first time since 2003 (Northern Illinois University), and was ranked in the top 25 for the majority of the season.
  - v. Women's basketball (26-7) won the Summit League Championship and played in the NCAA tournament.
  - vi. Women's tennis snapped a 36-match conference losing streak dating back to 2011, and finished 3-3 in the Summit League.
  - vii. Locker Room/Team Space enhancements were made for Football, Volleyball, Basketball, and Track and Field/Cross Country.

5) Continuing placements in the University's Affirmative Action Internship Program.

- a. Academic Year 2013-2014: Centennial Honors College; Facilities Management; Government Relations; President's Office; Provost's Office; and the School of Distance Learning, International Studies, and Outreach.
- b. Academic Year 2014-2015: College of Education and Human Services Advising Office.
- c. Academic Year 2015-2016: Student Judicial Programs and Facilities Management.
- d. Academic Year 2016-2017: Art.

6) Offering on-campus professional development opportunities.

- a. Academic Year 2013-2014 highlights:
  - i. The Center for Innovation in Teaching and Research provided 186 programs in Macomb and 25 in the Quad Cities.
  - ii. Ninety-eight employees completed Human Resources' Professional Supervisor Certificate Program, and 122 employees have taken sessions toward certificate completion.
  - iii. The LIFE (Learning is Forever) program had 685 enrollments in special-interest, non-credit courses.
  
- b. Academic Year 2014-2015 highlights:
  - i. The Center for Innovation in Teaching and Research provided 178 programs in Macomb and 30 in the Quad Cities.
  - ii. One hundred and seven employees completed Human Resources' Professional Supervisor Certificate Program.
  - iii. The LIFE (Learning is Forever) program in Macomb had 1,615 enrollments in special-interest, non-credit courses.
  - iv. The LIFE program was established in the Quad Cities, and offered four courses.
  
- c. Academic Year 2015-2016 highlights:
  - i. The Center for Innovation in Teaching and Research provided 185 programs in Macomb and 30 in the Quad Cities.
  - ii. Forty-five employees completed Human Resources' Professional Supervisor Certificate Program.
  - iii. The LIFE (Learning is Forever) had 2,385 non-credit course enrollments in Macomb, and another 489 enrollments in the Quad Cities.
  
- d. Academic Year 2016-2017 highlights:
  - i. The Center for Innovation provided:
    - a. Three sections of Best Practices in Teaching Online, with 47 faculty members participating in this program.
    - b. 53 workshops related to the University's distance learning platform, Desire2Learn.
    - c. With the number of sessions indicated parenthetically, additional programming was related to the Center for International Studies (1), Disability Resource Center (2), the University's Expanding Cultural Diversity Project (7), University Libraries (8), and the First Year Experience
  - ii. Human Resources:
    - a. Served 66 employees in a Talent Management (employee development) program with 12 offerings.
    - b. Continued active shooter training with the Office of Public Safety, offered campus tours, and engaged all new employees in orientation and onboarding.
    - c. Provided oversight to the Performance Evaluation implementation for Civil Service employees. All evaluations are reviewed and appropriate action is taken if/when necessary to discuss substandard reviews with employees and supervisors, offering training options and/or disciplinary recommendations.

## Goal 5: Promote Social Responsibility

The University supported social responsibility by:

- 1) The University has receiving grants totaling \$1.6 million to support experiential learning between Fiscal Years 2014 and 2017. This includes a \$137,325 (40.6%) increase in annual funds received during this time.
  - a. Fiscal Year 2014: \$338,553 received.
  - b. Fiscal Year 2015: \$423,704 received.
  - c. Fiscal Year 2016: \$337,181 received.
  - d. Fiscal Year 2017: \$475,878 received.
- 2) Hosting federally mandated U.S. Constitution Day observances on the Macomb Campus (fall 2012 to current).
- 3) Maintaining Carnegie Foundation Community Engagement Classification (academic year 2011-2012 to current). The University will apply for re-certification beginning in calendar year 2018.
- 4) Completing the comprehensive campaign, surpassing the University's \$60 million goal by \$2.1 million, increasing the endowment from \$16 million to \$40 million, and expanding the total asset base to \$55 million (December 2013).
- 5) Building a culture of alumni giving, measured by annual alumni giving rates.
  - a. Fiscal Year 2013: 5.1%.
  - b. Fiscal Year 2014: 4.8%.
  - c. Fiscal Year 2015: 4.3%.
  - d. Fiscal Year 2016: 3.9%.
  - e. Fiscal Year 2017: 4.4%.
- 6) Completing programming studies.
  - a. Macomb Campus Space Study, Currens Hall/Science Complex Study, Western Illinois University-Quad Cities Riverfront Campus Phase III (academic year 2013-2014).
- 7) Updating the *Macomb Campus Master Plan*: Completed academic year 2012-2013.
- 8) Achieving Master Plan goals and priorities (See Annual Master Plan Updates presented to the Board of Trustees annually in December)
- 9) Demonstrating sustainability:
  - a. Receiving Silver Leadership in Energy and Environmental Design certification for Phase I of the Riverfront Campus (January 2013).
  - b. Achieving and maintaining Tree Campus USA designation by the Arbor Day Foundation (academic years 2013-2014 to current).

## Goal 6: Demonstrate Accountability

Western Illinois University continues to demonstrate strategic planning transparency and accountability by:

- 1) Including the University's Performance Indicator Dashboard on the University Planning Website.
- 2) Providing and placing monthly, quarterly, and annual Strategic Plan Updates, and annual Performance Reports on the University Planning Website.