

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

September 28, 2018

Report 18.9/11 Fiscal Year 2018 Strategic Plan Update

The Western Illinois University Board of Trustees approved implementation of *Higher Values in Higher Education 2017-2027* at its June 2018 meeting. This *Update*, the first in an annual series for this new Strategic Plan, provides baseline FY18 data, and a discussion of FY19 plans and initial accomplishments related to the University's new *Strategic Plan*.

Following past institutional precedent for previous Strategic Plan reporting, the Board will receive a Report on Key Performance Indicators (KPIs) resulting from Strategic Plan implementation at its December 2018 meeting. This Report will be followed by a comparison of status on the University KPIs compared to results at peer institutions in the FY19 Performance Report that will be presented to the Board in March 2019.

The source documents for this *Update* are annual *Planning and Accomplishment Reports and Presentations* prepared by all department chairs, directors, deans, and vice presidents. These materials were presented to the university community in annual presentations made by the vice presidents and areas that report to the president in May 2018. These materials are available from the University Planning website at www.wiu.edu/university_planning/annualpresentations.php.

HIGHER VALUES IN HIGHER EDUCATION 2017-2027

GOAL 1: ENRICH ACADEMIC EXCELLENCE

Action 1: Recruit, Support, and Retain High-Achieving, Diverse Faculty and Staff

a) Advance Faculty and Staff Recruitment

1. Provide competitive starting salaries that enable the University to recruit high-achieving, diverse faculty and staff: The table below baseline data for Fiscal Year (FY) 2017. Future reporting will reflect that there were no basic salary increases during FY18. Additionally, faculty who deferred 3% of their base salary per the *Deferral Memorandum of Agreement* had the amount deferred restored to their base salaries in FY19. During FY20, salaries of faculty and the minima lanes will be reduced by 2%, with salaries and minima frozen for the remainder of the *2017-2021 Agreement*.

	Number of WIU <u>Faculty</u>	Average WIU <u>Salary</u>	Percent of Peer Group Average <u>Salary</u>
Professor	182	\$98,201	101.0%
Associate Professor	149	78,098	99.1%
Assistant Professor	97	61,562	89.9%
Instructor	93	45,116	83.3%
Lecturer	5	37,766	N/A
Total	526	\$75,790	--

2. Offer and administer comprehensive and competitive benefit packages.
3. Support actions beyond the *Family Medical Leave Act* to improve work-life balance by continuing to implement fiscally responsible, family-friendly programs, policies, and procedures that assist employee recruitment and retention.
4. Engage in new actions to increase awareness of faculty and staff support services (e.g., the Center for Innovation in Teaching and Research’s workshops, events, mentoring and travel programs) as means to increase the recruitment of high-achieving, diverse faculty and staff.
5. Increase the participation of faculty and staff who have been traditionally underrepresented in higher education¹. The table on the next page provides baseline data for Fall 2018.

¹ Illinois Public Act 85-283 defines members of underrepresented groups as females, minorities, and individuals with disabilities.

Employees by Racial/Ethnic Designation Fall 2018		
	<u>Number</u>	Percent of <u>Total</u>
Faculty	<u>603</u>	<u>100.0%</u>
Minority	116	19.2%
Non-Minority	487	80.8%
Civil Service	<u>588</u>	<u>100.0%</u>
Minority	39	6.6%
Non-Minority	549	93.4%
Administrative	<u>263</u>	<u>100.0%</u>
Minority	31	11.8%
Non-Minority	232	88.2%
Professional	<u>131</u>	<u>9.2%</u>
Minority	12	9.2%
Non-Minority	119	90.8%
Total	<u>1,585</u>	<u>100.0%</u>
Minority	198	12.5%
Non-Minority	1,387	87.5%

b) Enhance Faculty and Staff Support and Retention

1. Work with bargaining units to develop agreements that allocate available resources to support salaries that meet and exceed the mean of peer institutions: Per agreement between the University Professionals of Illinois and Western Illinois University, if an employee signs, prior to December 15, 2018, an irrevocable election agreement to retire June 30, 2020, the employee will be exempt from the new contract wage and minima reductions under the current contract (*WIU/UPI 2017-2021 Agreement*).

The *WIU/UPI 2017-2021 Agreement* also states, either the Union or the University may request, by October 1, 2020, to reopen the *Agreement* to discuss base salaries to be effective in 2020-2021. Either party may request an extension of the reopener date due to the failure to receive an approved annual state appropriation prior thereto. In addition, should the state legislature appropriate funds specifically for salary increases, the parties will meet to discuss the applicability to the bargaining unit.

2. Implement negotiated contractual agreements for salary and benefits, and similar compensation for non-negotiated employees: As previously indicated, faculty who deferred 3% of their base salary per the *Deferral Memorandum of Agreement* had the amount deferred restored to their base salaries, and there were no furlough programs for non-negotiated personnel.
3. Follow the missions of the Center for Innovation in Teaching and Research and Human Resources, provide programs, services, and events that support career needs, interests, and professional growth of employees.
4. Align faculty and staff expectations with available resources (e.g., travel funding, professional development opportunities) to support promotion, tenure, and career advancement: The University allocated \$867,700 to support travel in FY17. Applications for Provosts Travel Awards for faculty are available from the Center for Innovation in Teaching and Research.
5. Support use of release time, tuition waivers, and other University benefits for faculty and staff to advance educational pursuits: For FY17 and 18 combined, 318 Western Illinois University employees (duplicate headcount) utilized their institutional tuition waiver benefit, an additional 93 external working professionals utilized their employee tuition waiver (direct pay) programs to

enroll at the University, and four school districts/Regional Offices of Education also supported 23 sponsored credit courses for their practicing professionals to attend Western.

6. Provide structures and available resources to help faculty earn tenure and employees earn promotions: The Western Illinois University approved tenure for 28 faculty members in June, 2018.
7. Continue to provide awards recognizing excellence at the college and university levels. Examples include the Provost's Awards of Excellence, Civil Service Employees Council and Council of Administrative Personnel's Employees of the Year awards, and the Quad Cities Values in Practice Awards. Award winners for academic year 2017-2018 were:
 - Dr. Rebekah Buchanan, English, Provost's Award for Academic Excellence in Teaching with Technology.
 - Mr. Ian Shelly, Art, Provost's Award for Academic Excellence in University/Community Service.
 - Dr. Andrea Porras-Alfaro, Biological Sciences, Provost's Award for Academic Excellence in Scholarly/Creative/Performative/Professional Activities.
 - Dr. Minsun Doh, Recreation, Park and Tourism Administration, Provost's Award for Academic Excellence in Multicultural Teaching.
 - Dr. Jennifer Plos, Kinesiology Provost's Award for Academic Excellence in Teaching.
 - Ms. Ellen Poulter, English, Outstanding Academic Advisor.
 - Ms. Julie Terstriep, Campus Recreation, Civil Service Employees Council Employee of the Year.
 - Mr. Michael Carton, WQPT, Council of Administrative Personnel's Employee of the Year.
 - Dr. Dan Malachuk, Western Illinois University-Quad Cities Award for Academic Excellence.
 - Dr. Mark Mossman, Western Illinois University-Quad Cities Award for Educational Opportunity.
 - Ms. Amanda Bergeson Western Illinois University-Quad Cities Award for Personal Growth.
 - Mr. Scott Brouette and Mr. Michael Carton, Western Illinois University-Quad Cities Awards for Social Responsibility.
8. Implement succession planning for Administrative/Professional and Civil Service employees. This includes establishing and maintaining classification systems with clear job responsibilities, provides promotional opportunities, and aligns total compensation to market levels.
9. Make recommendations to the Equal Opportunity and Access officers and the president regarding policy, campus initiatives, and programs in support of the University's Affirmative Action program.

Action 2: Focus on the Individual Learner.

- a) Continue to support contractual agreements that place instruction as the highest priority of faculty: Providing excellent instruction is the highest priority of the University's faculty. The faculty is responsible for 96% of the total student credit hours earned at the undergraduate level with graduate teaching assistants contributing the remaining four percent. As a group, full professors devote approximately 90% of their professional responsibilities to undergraduate instruction.
- b) Establish an overall university student-to-faculty ratio of 17:1, with the understanding that there will be disciplinary differences, for example, due to accreditation and/or certification/licensure

requirements: The fall 2017 on-campus ratio of students to faculty was 14:1. In July 2018, the Interim Provost and Academic Vice President announced 24 layoffs and the elimination of vacant positions to align staffing levels with enrollment. The University's target is to provide 17:1 student-to-faculty ratios, unless discipline-specific accreditation requirements require another ratio.

- c) Provide class sizes that meet course thresholds and support personal attention to the individual learner: The average undergraduate and graduate class sizes at the University are 19 and 13 students, respectively.
- d) Complete and implement approved recommendations from the nine-point charge from the Faculty Senate to the Ad Hoc First Year Experience Program Review Committee.
- e) Launch new living-learning communities based on student demand: The University currently offers seven living-learning communities in Bio Life, Broadcasting and Journalism, Community of Liberal Arts and Sciences Students, Fine Arts, Honors, Transfer Year Experience, and Women in Science. The Military Task Force is currently exploring development of living-learning community for students who have or are serving in the United States Armed Forces.
- f) Use Consolidate Annual Reports as a method to evaluate and subsequently enhance academic and support structures for students on both campuses.
- g) Engage in planning and implementing priorities to increase student engagement in educational activities highly correlated with persistence and completion. This includes:
 1. Internships and other forms and durations of experiential learning.
 2. Student teaching.
 3. Clinical placements.
 4. Research, scholarly/creative activities.
 5. Community outreach and service activities.
 6. Education abroad opportunities.
 7. Co-curricular and leadership experiences.

Action 3: Maintain High Standards of Excellence in Instruction

- a) Continue to provide opportunities learn, discuss, and adapt best practices in the scholarship of teaching and learning. Amongst many opportunities and support services offered by the Center for Innovation in Teaching and Research:
 - First-year faculty members have access to a series of professional workshops aimed at addressing the challenges and opportunities in the first year of postsecondary instruction.
 - Distance education faculty members have access to professional development and mentoring programs in best practices in online education.
 - All faculty members have access to the Master University Instructor Certificate Program. This program was created to help instructors develop and enhance their teaching strategies, identify best practices for instruction, and explore innovative approaches for improving student learning.
- b) Follow the University's Assessment Plan to use results from assessment of student learning in general education, undergraduate majors, and graduate programs to inform curricular revision and development.
- c) Support multidisciplinary course, program, institute, and center development and sustainability: On July 16, 2018, the Interim Provost announced an Academic Restructuring Exercise that will occur during academic year 2018-2019. The basis of restructuring is designed to provide collaborative

opportunities and synergies in newly combined departments and schools and focus the University's academic portfolio in areas of high-demand and institutional strength.

- d) Use results of needs assessments administered by the Center for the Innovation in Teaching and Research (CITR) and Human Resources to develop new and enhance existing professional development programs and services for faculty and staff: Information on the programs and services provided by CITR is available at www.wiu.edu/CITR/workshops. Similar program and service information for the Human Resources office is available at www.wiu.edu/vpas/human_resources/talent_management.
- e) Demonstrate institutional commitments to instruction by maintaining the highest percentage of institutional expenditures in support of instruction and the academic mission of the University: The University highest percentage of institutional expenditures on the core mission of Western Illinois University—Instruction and Academic Support.. In fact, the University's FY17 value (shown below) is 1.5% higher than it was before the statewide budget impasse in FY14.

(In Thousands of \$)	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
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
(In Thousands of \$)	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017
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>

Source: Western Illinois University Factbooks, Resource Sections, www.wiu.edu/IRP/factbook.php

Action 4: Provide Strong Commitments to Research, Scholarly, and Creative Activities

- a) Allocate institutional resources and assistance to support research, scholarly/creative activities, and grants of faculty and staff: The University has allocated over \$3.0 million annually in appropriated funds to support research since FY13.
- b) Evaluate the effectiveness of programs, services and events designed to support scholarship and creative activities.
- c) Use available resources to support faculty and staff travel to professional associations, conferences, and workshops, which is a necessary component of tenure and in maintaining professional currency: Western Illinois University faculty and staff made 761 conference presentations in the last year.
- d) Support faculty sabbaticals as a means for faculty members to advance their research and scholarly agendas: The University has granted over 100 sabbaticals in the last four years.
- e) Provide educational leave opportunities for staff members where such opportunities are used for study, research, and/or professional growth.
- f) Augment institutional resources to encourage and promote research, creative, and scholarly activities with special emphasis on new and junior faculty members.

- g) Host domestic and international visiting scholars, executives, and artists in residence programs.

Action 5: Engage in Mission-Driven Public Service

- a) Support student, faculty, and staff public service actions that are consistent with the University's Community Engagement classification.
- b) Use university public service centers, University Libraries, institutes, and broadcasting services to support community engagement.
- c) Lead a university-wide task force to receive institutional renewal as a Carnegie Foundation Community Engaged Institution: The Director of the Illinois Institute for Rural Affairs and the Senior Vice President for Strategic Planning and Initiatives are co-chairing the Carnegie Self Study that will be submitted in Spring 2019. They will work with the university community in preparing the document that will be edited by members of the President's Executive Institute and approved by the President's Leadership Team prior to submission.

Action 6: Deliver User-Centered Information Technology

- a) Achieve the 10 goals and associated priorities from the *Information Technology (IT) Strategic Plan 2017-2022*.
- b) Continue to engage in IT Shared Governance and other means to increase communication and collaborative planning: This process is ongoing.
- c) Provide user-centered library services and resources to support and meet the needs of students, faculty, staff, and community patrons: University Libraries provides research assistance, instruction in library use, group study space, lectures and special events, regional archives, and is a federal depository location. The Library house an extensive collection and offer online database access to thousands of academic journals and publications.
- d) With 308,621 page views, the Library's website was the most heavily trafficked site on Western Illinois University webpages. Additional library utilization statistics between 2016 and 2017 show a 15% increase in the number of courses placing materials on reserve, a 16% increase in the gate count, and a 38% increase in E-Research Guide Use.

GOAL 2: ADVANCE EDUCATIONAL OPPORTUNITY

Action 1: Focus on Quality

- a) Emphasize the quality, outcomes, and personal attention associated with Western Illinois University in marketing and public relations materials.
 1. Stress that Western Illinois University is a teaching institution. Faculty teach over 96% of undergraduate classes: This information is included in the *2018-2019 Undergraduate Catalog*.
 2. Illustrate student engagement in:
 - i. Research, scholarly, and creative activities inside and outside the classroom
 - ii. Service activities inside and outside the classroom.
 3. Promote the University's national recognitions, job placement rates, and the percent of alumni attending graduate and professional schools.

4. Showcase student, faculty, and staff interactions on homepages and departmental pages on the Macomb and Quad Cities campuses through multimedia applications: The University's homepage was updated to include student, faculty, and staff interactions.
 5. Emphasize the distinctiveness and excellence of Western Illinois University and our colleges and departments.
 6. Enhance the University's web presence by:
 - i. Utilizing more interactive features; and
 - ii. Increase the ease of access to information the Macomb and Quad Cities webpages.
 7. Promote continuous improvement in marketing quality, opportunity, and affordability by using analytics to evaluate and enhance integrated marketing at the institutional, college, and programmatic levels: The Director of University making is using data from analytics, surveys, and focus groups to enhance institutional marketing materials.
- b) Place Centennial Honors College and the Pre-Honors program at the forefront of the University:
1. Increase the number of pre-honors and honors course opportunities and subsequent enrollments: Enrollment in Centennial Honors College was at a historic peak in fall 2017, with 1,000 students. Honors student enrollment as a percent of total undergraduate enrollment has increased from 5.8% in fall 2012 to 13.2% in fall 2017.
 2. Launch a Task Force with the objective of relocating Centennial Honors College to high profile locations on both campuses. Include students, faculty, and staff in this Task Force: Proceeds from the sale of the 60th Street property in the Quad Cities is supporting renovation to future new homes of Centennial Honors College in Simpkins Hall on the Macomb campus and in the Library on the Quad Cities campus.

The Simpkins Hall Steering Committee has contracted with Holabird & Root (H&R) to conduct a programming study that includes planning diagrams, renderings, proposed timeline, and budget. The contract was executed on July 16, 2018.

H&R was on campus August 2, 2018, to meet with several members of the steering team. They returned to Macomb to share their initial thoughts with the working team on August 30, prior to a presentation to the full Steering Team in September.

Concurrently with the programming study efforts, a Quality Based Selection (QBS) process was initiated to select an architect to complete tuck pointing and roof replacement documents for Simpkins Hall. Thirteen submittals were received for that work, and review of those submittals commenced on August 3rd.
 3. Centralize the location for information (opportunities, deadlines) for external scholarships for high-achieving students.
 4. Benchmark and implement national best practices in serving honors students, including those best practice standards defined by the National Collegiate Honors Council: Following best national best practices, Dr. Rick Hardy began serving as the Dean of Centennial Honors College in Academic Year 2018-2019.

c) Use program review and discipline-specific accreditation processes to assure and advance programmatic quality and viability: The Academic Year 2018-2019 Program Review Calendar includes:

- Eight regularly scheduled reviews for the Bachelor of Liberal Arts and Sciences, Master of Liberal Arts and Sciences, B.S. in Biology, M.S. in Biology, Post-Baccalaureate Certificate in Zoo and Aquarium Studies, B.S. in Geology, Post-Baccalaureate Certificate in GIS Analysis, and B.S. in Clinical Laboratory Science
- Ten progress reports on programs implemented in fall 2014 or fall 2015: The B.A. in French Teacher Education, B.A. in Spanish Teacher Education, B.A. in Foreign Languages and Cultures, B.S. in Nutrition and Foodservice Management, M.S. in Applied Statistics and Decision Analytics, M.A. in Community and Economic Development, Post-Baccalaureate Certificate in Music Performance, B.S. in Dietetics, B.S. in Hospitality Management, and the B.S. in Apparel and Textile Merchandising.
- Two reports on two temporary centers: The Bella Hearst Diabetics Institute and the Center for Value Added Rural Development.
- One Report on a temporarily suspended program: The Post-Baccalaureate Certificate in Event Planning and Management. Seven one-year progress reports on low enrolled programs: One-Year Progress Reports on Low-Enrolled Programs: The B.A. in French Teacher Education, B.A. in Spanish Teacher Education, B.A. in Foreign Languages and Cultures, B.S. in Meteorology, B.A. in Anthropology, B.A. in Economics, and B.S. in Clinical Laboratory Science
- Additionally, one pre-professional program, 18 undergraduate majors, one master’s degree, and one doctoral program fall under the IBHE three-year average enrollment and/or three-year average degrees conferred thresholds, and triggered Academic Program Elimination (APER) committee review during fall 2018.

These programs are subject to review, improvement, and/or elimination (phase out). A final report from the APER Committee is due to the Provost’s Office by December 2, 2018. The APER Report and subsequent action will be discussed at the December 14, 2018, Western Illinois University Board of Trustees meeting.

Illinois Board of Higher Education Rolling Three Year Thresholds That Trigger Academic Program Elimination Review Committee Initiation By Degree Level		
<u>Degree Level</u>	<u>Enrollment Threshold</u>	<u>Degrees Conferred Threshold</u>
Undergraduate Programs	Less than 40 majors	Less than 9 degrees conferred
Master’s Programs	Less than 10 majors	Less than 5 degrees conferred
Doctoral Programs	Less than 10 majors	Less than 2 degrees conferred

Action 2: Engage in Educational Outreach and Recruitment Activities

- a) Increase year-round educational outreach activities that bring prospective applicants to Western Illinois University and engage faculty and staff who want to participate in these actions.
- b) Bring more applicants and students who have been accepted to campus prior to initial registration and enrollment.
- c) Implement specific strategies to capture a greater market share of enrollment from the University’s immediate 16-county service region to prevent continued population loss in west central Illinois:

Baseline data for fall 2017 indicates that Western Illinois University attracts 5.2% of all new freshmen and 5.8% of all new transfer students that enrolled in Illinois public higher education.

- d) Enact new recruitment strategies inside and outside the University's 16 county service region to attract more dual enrolled, freshmen, transfers, and graduate students from Illinois and beyond.
- e) Increase recruitment partnerships.

- 1. Document plans and outcomes from the President's Executive Institute in helping with educational outreach, enrollment stabilization, and growth: In FY18, the University hosted 12 Education Summits in seven Illinois communities with 92 participants in attendance. A consistent theme in these summits was the need for Western to increase outreach events in addition to regularly scheduled admissions events to keep more new freshmen local.

As a result, 769 students from 10 communities visited discipline-specific events on a Western Illinois University campus. For example, the College of Fine Arts and Communication Day and the Law Enforcement and Justice Administration Open House brought an additional 260 students from Iowa, Illinois and Missouri high schools and community colleges to the Macomb Campus.

Three Education Summits have been initially scheduled for FY19. Based on community feedback, this includes a Law Enforcement and Justice Administration summit in Quincy, Illinois, and Educational Leadership summits in Moline and Peoria, Illinois.

- 2. Expand institutional partnerships with foundations and external organizations that support educational outreach and student recruitment: At the end of FY18, the University received \$100,000 from the Moline Foundation to support free Agriculture classes for dually enrolled high school students on the Quad Cities campus. Five students enrolled in the initial class.
 - 3. Participating in statewide and national associations and initiatives designed to increase student enrollment.
 - 4. Increase the number of partner schools and high school dual enrollments: The program has grown from 6 enrolled students in the fall 2014 pilot to 59 students enrolled in fall 2018.
 - 5. Develop new partnership agreements with community colleges, including pathway degree program partnerships for students. These pathway agreements should clearly delineate classes that transfer from community colleges and how students can go about submitting a class to be evaluated for credit.
- f) Expand institutional commitments to diversity, the military, and place-bound students.
 - 1. Develop, implement, and evaluate specific plans designed to increase the enrollments of minority students, female students, and individuals with disabilities in accordance with *Illinois Public Act 85-283* to increase the enrollments and decrease the achievement gap (i.e., retention and graduation rates) between different categories of students.
 - 2. Increase the number of international agreements and international student enrollments: Baseline data indicates that the University served 459 international students in fall 2017. The FY20 Strategic Plan Update will discuss institutional actions to increase the number of international agreements and international student enrollments.

3. Implement recommendations from the Military Task Force that has representation of students, faculty, and staff as a means to increase the enrollment of students who have served or are serving in the United States Armed Forces: Approved Military Task Force recommendations that have been implemented include increasing the University's online portfolio (discussed below), applying and receiving a base housing allowance in the Quad Cities, and implementing federal tuition assistance to all military personnel.
4. Expand the University's distance education portfolio to serve military students, working professionals, and place-bound individuals. This includes increasing the number of:

- i. Online majors: The University offers 463 online classes (320 undergraduate; 143 graduate). New online programs are now available in Accountancy, Anthropology (one of the first in the nation), Economics, Fire Protection Services, Law Enforcement and Justice Administration, Management, and National Fire Academy Curriculum for Fire Fighters.

These new educational opportunities are complemented by the University's five long standing online degree programs in Business Administration, General Studies, Instructional Design and Technology, and Nursing completion (RN to BSN). FY19 plans include placing Supply Chain Management (logistics) online.

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) increased by 277 students (27.8%) from 998 students in fall 2012 to a total of 1,275 students in fall 2017.

Western's online experience is also synonymous with quality. The University ranked 60th out of 347 colleges and universities from across the nation in *U.S. News and World Report's* "2018 Best Online Programs: Bachelor's" category. Western was one of only two Illinois public universities that placed in the top 75 nationally.

- ii. Community colleges hosting the University's online and/or degree programs: The University signed an agreement with Kishwaukee Community College in FY18 to host the Bachelors of General Studies degree program.
- iii. Hybrid programs, where 25% percent of instruction is completed on-campus and the remaining 75% is completed online: Students currently have access to Business Administration, College Student Personnel, and Community and Economic Development master's degree programs in hybrid format. These programs require three weekends on campus, with the remainder of course work completed online.

5. Increase the awareness of prospective students and employers with regard to career options associated with Bachelor of General Studies degree program, which serves as a degree completion program for working professionals, many of whom are place-bound individuals.

g) Engage in continuous improvement opportunities.

1. Working with an enrollment consultant to identify strengths and implement improvements in undergraduate, general studies, international student, and graduate admission processes.
2. Completing an update to the 2012 American Association of State Colleges and Universities review of institutional processes and campus climate to inform planning for increasing international student recruitment and retention.

3. Benchmarking and adapting national best practices in student recruitment.
- h) Provide new educational opportunities.
0. Continuing development of new degree programs and post baccalaureate certificates in areas of high demand/critical skills shortages that are consistent with the academic mission of the University: FY19 academic planning includes expansion of undergraduate degree programs in Psychology, Social Work, and Speech Pathology and Audiology, as well as select Military Science (ROTC) courses to the Quad Cities campus.
 1. Reinvesting in high demand and high potential for growth programs and following established university processes for completing feasibility and needs studies, and establishing new degrees, options, certificates, and concentrations.

Action 3: Advance Affordability

- a) Prepare and distribute marketing and public relations materials that promote the University's statewide, regional, and national leadership in affordability and cost predictability in a manner that is easily understood.
- b) Continue to engage in fiscally conservative, mission-driven spending that limits cost increases to new students. This will be demonstrated by maintaining:
 1. Instructional costs per credit hour below the statewide average for Illinois public universities: The most recent (FY16) data published by the Illinois Board of Higher Education show that University's costs are (11.7%) below the statewide average.

Instructional Costs per Credit Hour at Illinois Public Universities Fiscal Year 2011 through Fiscal Year 2016					
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$240.55	\$249.57	\$257.94	\$269.52	\$261.01
Illinois State	\$267.13	\$286.37	\$297.85	\$300.43	\$311.13
Western Illinois	\$272.68	\$284.01	\$294.30	\$307.32	\$316.86
Southern Illinois-Carbondale	\$302.19	\$309.84	\$314.13	\$329.27	\$331.53
Northeastern Illinois	\$259.39	\$284.40	\$298.35	\$343.49	\$346.07
Northern Illinois	\$282.36	\$306.19	\$331.84	\$339.47	\$348.49
Eastern Illinois	\$270.13	\$289.67	\$331.88	\$352.67	\$358.40
State Average	\$303.41	\$317.81	\$335.60	\$355.00	\$358.73
Illinois-Springfield	\$318.74	\$338.65	\$372.28	\$384.41	\$361.23
Governors State	\$328.00	\$364.12	\$364.31	\$392.48	\$373.04
Illinois-Urbana/Champaign	\$348.71	\$350.07	\$362.97	\$400.24	\$398.54
Illinois-Chicago	\$342.14	\$359.77	\$374.94	\$382.35	\$399.84
Chicago State	\$287.08	\$312.29	\$417.04	\$419.86	\$429.72
% WIU Is Under the State Average	(10.1%)	(10.6%)	(12.3%)	(13.4%)	(11.7%)

*Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies,
www.ibhe.org/coststudy.html*

2. Administrative costs per credit hour below the statewide average for Illinois public universities: The most recent (FY16) data published by the Illinois Board of Higher Education show that University's costs are (18.4%) below the statewide average.

	<u>2012</u>	<u>2013*</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Southern Illinois-Edwardsville	\$64.51	\$58.22	\$63.26	\$60.99	\$55.92
Western Illinois	\$70.94	\$63.48	\$68.85	\$72.06	\$67.80
Illinois-Chicago	\$78.40	\$78.41	\$74.00	\$76.55	\$72.43
Southern Illinois-Carbondale	\$81.80	\$80.28	\$90.77	\$96.09	\$75.91
Eastern Illinois	\$84.37	\$89.03	\$96.55	\$94.78	\$76.32
Northeastern Illinois	\$78.60	\$75.16	\$87.76	\$91.63	\$77.19
Illinois-Springfield	\$104.18	\$92.60	\$110.23	\$103.26	\$82.50
State Average	\$87.92	\$86.86	\$90.65	\$90.60	\$83.12
Illinois-Urbana/Champaign	\$82.99	\$88.94	\$96.76	\$90.24	\$85.71
Governors State	\$142.88	\$118.26	\$120.78	\$106.07	\$95.77
Chicago State	\$137.24	\$124.54	\$106.03	\$112.65	\$100.75
Illinois State	\$104.83	\$102.01	\$95.81	\$104.54	\$100.93
Northern Illinois	\$102.11	\$101.63	\$106.82	\$109.29	\$104.56
% WIU Is Under the State Average	(19.3%)	(26.9%)	(20.0%)	(20.5%)	(18.4%)

Source: Illinois Board of Higher Education annual Academic Discipline Cost Studies, Section VI, All Disciplines Instruction less Physical Plant, www.ibhe.org/coststudy.html

Organizationally, FY17 actions taken to further reduce future cost comparisons include:

- Dissolving the African American Studies, Philosophy and Religious Studies, and Women's Studies departments. African American Studies, the Religious Studies component of Philosophy and Religious Studies, and Women's studies were combined into the new Liberal Arts and Sciences department.
- Merging the Philosophy component of Philosophy and Religious Studies the Mathematics department.

Likewise, FY18 actions to reduce administrative costs include dissolving the Department of Dietetics, Fashion Merchandizing and Hospitality. As a result, the following reassignments were made. The B.S. in Apparel and Textile Merchandising to Management and Marketing, the B.S. in Dietetics and B.S. in Nutrition and Foodservice Management to Kinesiology, the B.S. in Hospitality Management to Recreation, Park and Tourism Administration, and the B.S. in Family and Consumer Science to the College of Education and Human Services.

During FY19, the academic community will engage in the Academic Restructuring Exercise that was described earlier in this *Update*.

- c) Maintaining competitive values for Western Commitment Scholarship and other financial aid programs: 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 grade point average 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 will receive a renewable \$1000 scholarship. Western was the only Illinois public university not to offer annually renewable scholarships.
- d) Implementing and evaluating new strategies designed to decrease or eliminate the difference between student costs and financial aid.
- e) Enacting recommendations from the Student Cost Task Force, and continue to ensure student, faculty, and staff representation on the Task Force.

- f) Forming a university-wide task force of students, faculty, and staff charged with examining national best practices and specific strategic proven to increase the retention and graduation rates of students from lower socioeconomic levels, and making implementation recommendations to the President’s Leadership Team.

Action 4: Increase Retention and Graduation Rates

- e) Address costs and relevance.

- 1. Increase student, employer, and potential donor access to internship information: The Director of Community Engagement and Outreach formed a University-wide committee with representation from each of the colleges to document total numbers of internships, where students intern, and to learn about best practices in internship coordination at the University.

The Committee is also investigating models to support internships while not taking away existing relationships or contacts from academic departments and schools. Northeastern University, for example, provides administrative support (stewardship) to internships while academic departments facilitate student activities. Stewardship activities include forming new relationships and sharing with all colleges and departments.

- 2. Launch a cooperative education model that allows students to take classes and participate in experiential placements at the same time: The Assistant to the Senior Vice President for Strategic Planning and Initiatives completed a literature review of the benefits of cooperative education participation to students and employers. This information will be embedded into future reporting to the university community.

Results of national benchmarking will also be shared in future reporting. To date, the Senior Vice President for Strategic Planning and Initiatives and Director of Community Engagement and Outreach have completed benchmarking trips to Northeastern University, Illinois State University, and Drexel University. A visit to Kettering University is being scheduled at the time of writing this *Update*.

The Senior Vice President for Strategic Planning and Initiatives and Director of Business Engagement and Outreach are working with the School of Engineering on developing a pilot schedule for what cooperative education program could look like. Next steps include identifying a Macomb partner department and pilot corporate partners for additional planning.

- 3. Explore the establishment of legacy and other tuition rates used at competitor institutions to recruit and retain students from all socioeconomic backgrounds.

- f) Enhance student preparation.

- 1. Enact strategies designed to help increase persistence and completion rates for “mid-range” students² (i.e., regularly admitted students who are not in the Honors College).
- 2. Increasing student awareness and use of academic support available online and across the University.

- g) Improve college transitions and fit.

² “Midrange students are defined as the Interquartile Range, or the middle 50% of ACT scores of new freshmen. This was 18-23 in fall 2017.

1. Designate an office to conduct a survey to determine the reasons why students leave before graduating from the University.
 2. Use results from the survey discussed above, coordinate implementation of strategies designed to lower the percentage of first-time freshmen who start at Western Illinois University but graduate from another college or university.
 3. Engage in benchmarking of national best practices and implement, where appropriate, new strategies that are designed to increase the persistence and completion of new transfer students.
- h) Enhance retention and graduation rates of first generation and all other students.
1. Use results from annual Underrepresented Groups Reports that are submitted to the Illinois Board of Higher Education to document institutional outcomes and plans to increase the participation and achievement of students from traditionally underrepresented groups³.
 2. Institutionalize successful outcomes resulting from the University's four-year participation in the Higher Learning Commission's Persistence and Completion Academy (PCA) that will conclude at the end of academic year 2017-2018: As a result of PCA participation, the University:
 - Developed a distributed database to support use of the predictive analytic framework, which provides data for new academic success coaches on the Macomb and Quad Cities campuses to develop individualized persistence and completion plans for students at risk of dropping out.
 - Established Living-Learning Communities on the Macomb (residential) campus, and a new peer-based tutoring program and Retention Committee on the Quad Cities (commuter) campus.
 - Deployed use of Respondus lock down browser to enable distance education students to complete examinations online rather than having to travel to Western Illinois University campus or approved testing center location to complete academic requirements.

Additionally, University Technology is currently developing a coding system that will allow for data analyses on students exclusively enrolled in online majors. The Director of the Center for Innovation in Teaching and Research will lead university-wide discussions on increased retention and graduation rates of distance education students when the analytic infrastructure is in place.

3. Expand the student success coach model: There are now Academic Success Coaches on both the Macomb and Quad Cities campuses.
4. Complete the three-year pilot of the Learning Assistants' Program in the Quad Cities during academic year 2019-2020 and modifying/scaling results other areas, where appropriate: This pilot is currently in its last academic year of implementation. Data analysis after the pilot is completed will empirically inform modification and scaling discussions.
5. Use local results from the National Survey of Student Engagement and other national surveys in planning and evaluating initiatives designed to increase student involvement, retention, and graduation rates.

³ *Illinois Public Act 85-283 defines underrepresented groups as minorities, females, and individuals with disabilities.*

6. Increase electronic services to give students access to on-demand, real-time support services.
 7. Continue institutional participation in statewide and national initiatives designed to increase retention and graduation rates.
- i) Promote student health and wellness.
1. Increase comprehensive academic and counseling services.
 2. Expand comprehensive substance abuse counseling, along with programs and services designed to prevent substance abuse.
 3. Provide late night and alternative programming to promote healthy lifestyles.
 4. Increase student, faculty, and staff awareness of and programs and services related to students who have had their rights violated under Title IX.
 5. Implement strategies for addressing physical and program barriers for students and employees with disabilities.

Action 5: Reduce Time-To-Degree Rates

- a) Support granting academic credit for students successfully completing external proficiency examinations.
- b) Publicize departmental protocol for awarding of credit for prior learning and life experiences where appropriate to the discipline: The School of Law Enforcement and Justice Administration has articulated selected courses with those offered by educational institutions of the United States Armed Forces.
- c) Participate in all facets of the Illinois Articulation Initiative to promote successful student transfer.
- d) Increase responsiveness to student needs by expanding delivery modalities that promote increased graduation and decreased time-to-degree rates. This includes:
 1. Online degrees.
 2. Live streaming sections.
 3. *Flipped classrooms*.
 4. Summer school offerings and enrollment.
 5. Undergraduate and graduate hybrid programs.
 6. Alternatives to the traditional 16-week semester.
 7. Accelerated degree and certificate options where appropriate to the discipline.
- e) Participate in statewide and national initiatives designed to decrease time-to-degree.

Goal 3: Support Personal Growth

Action 1: Promote Health and Wellness of Students, Faculty, and Staff

- a) Increase health, wellness, and recreational programs, services, and activities provided by the University.

- b) Expand health, wellness, and recreational partnerships with local/regional providers to address needs and services for students, faculty, and staff.
- c) Evaluate the feasibility of establishing new sports clubs and other areas of campus recreation.
- d) Utilize the location of the Riverfront Campus adjacent to the Mississippi River and a community bike and pedestrian trail system as a means to increase health, wellness, educational, and community activities.

Action 2: Enhance Student and Community Engagement

- a) Sponsor University-theme programming and events for students, faculty, staff, and members of our host communities and regions: The University Theme for programming and events for academic year 2018-2019 is Living and Thriving in a Digital World.
- b) Deliver programming for first-year students that is integrated with the University theme.
- c) Engage high-profile university speakers on both campuses to increase campus and community engagement: Representative Tony McCombie has been scheduled as the academic year 2018-2019 Founders day speaker on both campuses.
- d) Use artist/scholar/expert-in-residence programs to enable visiting professional(s) to be actively engaged with students, faculty staff, and community members on items of interdisciplinary interest (e.g., tax preparation, religious understanding) during their stay at the University.
- e) Provide the university and surrounding communities with a diverse season of quality cultural entertainment opportunities.
- f) Offer professional development opportunities in academic disciplines to members of our host and external communities.
- g) Enhance opportunities for lifelong learning of senior citizens.
- h) Support a broad-based National Collegiate Athletic Association (NCAA) Division I and Football Championship Series varsity intercollegiate athletics program. This includes funding commitments to support our athletic program at a level that allows student-athletes to be successful and competitive within our respective conferences and nationally: Achievements occurring during academic year 2017-2018 include:
 - Women's Basketball defeating Stanford University, marking the first-ever program victory over a nationally ranked opponent. The program also competed in a postseason tournament for the third consecutive season. (WNIT).
 - Senior Emily Clemens became the program's all-time leading scorer, and Summit League record holder in career assists and free throws made.
 - Football qualified for the NCAA FCS Playoffs for the second time in last three seasons, and ranked as high as 9th in national rankings.
 - Emily Ira, Softball, was named the 2017 Summit League Pitcher of the Year.
 - Kobe Webster, Men's Basketball, was named to the 2017-18 Summit League All-Newcomer Team.
 - Brandon Gilbeck, Men's Basketball, was named the 2017-18 Summit League Defensive Player of the Year.

- Erica Hagan, Women’s Swimming, wins the University’s first program medal at the Summit League Championships in eight years with a 3rd place finish in the 100 Individual Medially.
 - Six student-athletes were named first or second team All-Americans.
- i) Demonstrate strict adherence to NCAA operating principles related to governance and rules compliance, academic integrity, equity, and student-athlete welfare: During fall 2017, student-athletes earned a mean cumulative Grade Point Average (GPA) of 3.12, which is the fourth highest value on record. Sixty-three percent of all student-athletes earned a semester GPA of 3.0 or higher that semester, and it marks the 21st consecutive semester that the average student-athlete GPA was higher than the average GPA of the University’s student body.
 - j) Host arts and selected athletic events in the Quad Cities to increase community engagement and support for the University

Goal 4: Promote Social Responsibility

Action 1: Provide Safe, Accessible, Attractive, and Sustainable Campus Environments.

- a) Support educational programs, services, and partnerships committed to the prevention of crime; protection of life and property; preservation of peace, order, and safety; and enforcement of laws and University policies.
- b) Enhance university facilities.
 1. Implement accessibility standards in new construction and campus renovation projects.
 2. Pursue state funding for the highest facility priorities identified in *Campus Master Plans*, which include new facilities and funds to support deferred maintenance: The University continues to advocate for the release of previously appropriated funds for the Center for Performing Arts and the Quad Cities campus.
 3. Achieve *Master Plan* goals and priorities: Annual *Master Plan* accomplishments for the Macomb and Quad Cities campuses will be presented at the December, 2018, Western Illinois University Board of Trustees meeting.
 4. Advocate for the release of previously allocated state funding for the Center for Performing Arts and Quad Cities campus, and future capital bills which support the University’s highest priorities for new and existing facilities.
 5. Apply institutional resources to address permanent improvements (deferred maintenance) and capital renewal: The University spent \$527,100 in appropriated funds and \$138,000 in auxiliary funds to support permanent improvement projects during FY17.
- c) Demonstrate statewide and national leadership in environmental sustainability.
 1. Earn Leadership in Energy and Environmental Design certification in new construction and major renovations.

2. Support educational opportunities designed to raise awareness of social, environmental and sustainability issues: Western Illinois University participated in Recycle Mania (a national collegiate competition) for the 11th consecutive year during academic year 2017-2018. Last year, the University diverted 79,400 pounds of recyclable materials and 4,040 pounds of organic/food scrap waste was composted during the eight-week competition.
3. Continue to provide statewide, regional, and national leadership in environmental sustainability within all aspects of University operations (e.g., the curriculum, community and co-curricular events, new construction, and administrative operations): For the sixth consecutive year, Western Illinois University was designated a Tree Campus USA by the Arbor Day Foundation. The national Tree Campus USA program was created in 2008 to honor colleges and universities for effective campus forest management and engaging students, faculty, and staff in conservation goals.

Priority 2: Promote Civic Engagement and Service Learning

- a) Form a Task Force of students, faculty, and staff to focus on communication, collaboration and increasing and supporting student civic engagement on both campuses.
- b) Engage in activities associated with the American Democracy Project.
- c) Participate in the annual Federal Constitution Day and Martin Luther King Day activities on both campuses: Centennial Honors College led the University's celebration of Constitution Day on the Macomb Campus September 17, 2018. The Gwendolyn Brooks Cultural Center presented the ninth annual Dr. Martin Luther King Jr. Day of Service Project on January 18, 2018.
- d) Prepare students for civic engagement and the global workforce of the 21st century by emphasizing diversity and inclusivity in race, culture, socioeconomic status, religion, plurality of thought and perspective, etc. in the curriculum, programs, services, and events.
- e) Increase student participation in service learning, internships, student teaching, simulations, and other forms of experiential learning: As a baseline measure, 10.0% (943 students) participated in internships and student teaching during FY18.

Priority 3: Using Partnerships to Advance University, Community and Economic Development

- a) Enhance University partnerships.
 1. Advocate for the restoration of fair and predictable funding to Illinois public higher education in general and Western Illinois University in particular: President Thomas was successful in advocating with elected officials for the end of the statewide budget impasse. The budget impasse ended after the Illinois public universities received funding from Stop Gaps I, II, and appropriations for FY18 and 19. Western received \$46.3 million and \$47.2 million for Fy18 and 19, respectively.
 2. Cultivate new and existing donors.
 3. Increase the value received from external giving. Value of giving to the Western Illinois University Foundation increased from \$5.6 million in FY16 to \$7.3 million in FY 17, and \$13.7 million in FY18.
 4. Develop and launch the next comprehensive fundraising campaign for Western Illinois University: An initial step is to have the staffing infrastructure in place to be successful with a comprehensive campaign. As such, there are new development directors in the Colleges of Business and

Technology and Arts and Sciences. The University also has a new Marketing Director, and the Director of Development in Athletics now directly reports to the Vice President for Advancement and Public Services.

5. Expand the percent of alumni giving to the University. *Following methodology used in US News and World Report*⁴: The University's alumni giving rate of 3.9% is approaching the statewide average of Illinois public universities (4.8%).
 6. Increase the value received from grants and contracts: Faculty and staff engaged in \$22.3 million in external grant and contract activity during FY16 and 17. This is \$2.3 million (12%) higher than then the combined value received in FY14 and 15.
 7. Advocate for changes to statewide policy currently contributing to the statewide teacher shortage.
 8. Develop a plan for the Alumni Association that links the goals and actions of this *Strategic Plan* to the work of the Association.
 9. Consult with external advisory boards to help advance the academic mission and service operations of Western Illinois University, in addition to the goals and actions of this *Strategic Plan*: Western Illinois University benefited from the expertise of 21 external advisory boards during FY18. This is up from 18 in FY17.
- b) Expand community and economic development partnerships by using the Illinois Institute for Rural Affairs (IIRA) and President's Executive Institute (PEI) as a means to:
1. Increase community and economic development. Examples of FY18 Community and Economic Development (CED) achievements include:
 - Hosting 7 CED Summits in 6 communities with 54 participants in attendance.
 - Enrolling 261 participants in the Annual Community and Economic Development Conference.
 - Assisting in the creation and retention of 497 jobs and providing access to \$1.0 million in debt and equity loans through the Quad Cities Small Business Development Center.
 - Serving 300 youth in the Quad Cities AmeriCorps Preschool Reading Readiness and After School programs.
 2. Engage external organizations to advance university goals and priorities: The PEI worked with over 100 entities in the public and private sector in the advancement of university goals and priorities.
 3. Respond to emerging needs in the state and region: Restoring the College of Education and Human Services Teacher Recruitment Fair in FY17 and FY18 addressed critical regional need to recruit and retain more elementary and secondary teachers.
 4. Expand the capacity of community leaders and policymakers by providing technical support, applied research, policy evaluation, and training across the state: The Illinois Institute for Rural

⁴ *US News and World Report* defined the Alumni Giving Rate as "The average percentage of living alumni with bachelor's degrees who gave to their school during 2013-2014 and 2014-2015."

Affairs provided 150 training programs, delivered 109 conference presentations, and served 7,235 conference participants during FY18.

5. Improve the quality of life for rural residents by partnering with public and private agencies on local development and enhancement efforts: The Illinois Institute for Rural Affairs served five communities in their strategic planning and implementation during FY18.
6. Serve as a clearinghouse for information on rural issues, coordinate rural research, and work with state agencies on issues of importance to rural communities: The Illinois Institute for Rural Affairs continues to provide Small Business Development Centers in Macomb and the Quad Cities, an International Trade Center in the Quad Cities, Procurement and Technical Assistance Center in Macomb. IIRA also hosts the Midwest Community and Economic Development Institute, Rural Transit Center, Illinois Cooperative Development Center, Value Added Sustainable Development Center, and a directory of research related to rural community and economic development, which is available at www.iira.org/publicationsresearch.
7. Expand the use of credit and non-credit “short courses” that teach specific sets of skills or knowledge. While not the traditional semester in length, these courses are intended for those who are already working and need to update their skills.
8. Continue to support public-private partnerships to advance new and enhanced services to students, faculty, and staff in our host communities.

Action 4: Achieve the Goals of this *Strategic Plan*

a) Use annual Planning and Accomplishments Reports to demonstrate actions taken to:

1. Stabilize and increase enrollment to over 10,000 students: Fall 2018 enrollment of 8,502 is higher than original projections of 8,000 for this semester.
2. Achieve retention and graduation rates at the top 25% of peer institutions: A first step is to achieve the median rate in these rankings. Baseline data from the *FYY18 Performance Report* shows that values at Western Illinois University compared to peer institutions are 68% vs 80%, 73% vs. 72%, and 54% vs. 63% for first-year retention rates in Macomb and the Quad Cities⁵ and for the six-year graduation rate at Western Illinois University compared to peer institutions.
3. Place in the top 10% in national rankings of quality, opportunity, and affordability: Western remained a *U.S. News and World Report* “Top Midwestern Public Regional University” for the 14th consecutive year in 2017, advancing from 11th place in fall 2016 rankings to 9th place in fall 2017 rankings. The University’s increase despite the statewide budget impasse and the resultant “crisis of confidence” occurring during this time.

Western was also highly ranked in the *Washington Monthly College Guide* for the sixth consecutive year, placing 13th among 385 Midwestern colleges and universities in the "Best Bang for the Buck" rankings. Additionally, the University was one of only two Illinois public institutions ranked in the top 75 best four-year colleges and universities for serving adult learners.

⁵ The graduation rate indicates the average proportion of fall 2007 through fall 2010 freshmen graduating within six years. Western Illinois University-Quad Cities did not admit first-time freshmen during this time.

- b) Continue to implement the FY16-18 *Priorities and Reinvestment Plan*: Goals, plans, and accomplishments are documented in the University's *FY19 Financial Recovery Plan* that was submitted to the Higher Learning Commission.
1. Prepare and implement annual Strategic Plan Supplements to address barriers, challenges, and opportunities unforeseen at the time of writing this edition of *Higher Values in Higher Education: Priorities from the Academic Year 2017-2018 Strategic Plan Supplement* the were not implemented.

Western does not have a strategic plan supplement for this academic year, as it is the first year of implementation of the University's new *Strategic Plan*. An Academic Year 2019-2020 Strategic Plan Supplement will be completed, endorsed by all university governance groups, and presented to the Western Illinois University Board of Trustees for implementation approval by June 2019.

2. Update this edition of *Higher Values in Higher Education* in academic year 2022-2023.

Action 5: Providing transparency and accountability reporting

- a) Provide the university and external communities with updates on our progress, performance, and continuous improvements.
1. Establish and articulate enrollment, retention and graduation rate goals by campus: Three-year (fall 2019-2021) enrollment goals are being prepared at the time of writing this *Update*. The University retains goals to achieve the median and then the top 25% of values for first-year retention and six-year graduation rates at peer institutions.
 2. Create a new institutional dashboard of university performance indicators (available from the University Planning Website) that tracks university enrollment, retention, and graduation rates along with other key performance indicators on both campuses.
 3. Prepare:
 - i. Monthly Strategic Plan Updates that summarize actions in progress and related accomplishments: This action is ongoing.
 - ii. Annual Strategic Plan Updates that follow the format of Monthly Strategic Plan Updates: The next Annual Strategic Plan Update will be presented at the September 2019 Western Illinois University Board of Trustees meeting.
 - iii. Annual Performance Reports to document institutional performance on *Strategic Plan* indicators compared to peer institutions: Data benchmarking university performance on key performance indicators against peer institutions will be presented at the March 2019 Board of Trustees meeting.
- b) Ensure Western Illinois University's ongoing institutional quality and viability by maintaining the University's ongoing relationship with the Higher Learning Commission by:
1. Submitting Financial and Non-Financial Indicator Reports annually: These Reports are submitted annually in April.

2. Hosting the review of the Quad Cities campus during academic year 2019-2020, and the Macomb campus on-site visit in academic year 2020-2021: Initial preparations will begin later in academic year 2019-2020.
3. Engage in the four-year assurance review in academic year 2024-2025.
4. Continue to keep the Board of Trustees and other members of the University community informed of additional required Commission reporting. The University's *FY19 Financial Recovery Plan* is a required Commission report and was discussed at today's Western Illinois University Board of Trustees meeting.

Summary and Conclusion

Western Illinois University continues implement strategic planning goals and priorities. As stated above the Board and university community will continue to receive accountability reports through monthly Strategic Plan Updates, comparison of key performance indicators in December 2018, and the FY19 Performance Report in March 2019. Following institutional precedent, the Board and university community will be engaged in inclusive university planning processes through preparation of the 2019 Strategic Plan Supplement and Self Study for Reaffirmation of Accreditation.