

WESTERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES

December 14, 2018

Report 18.12/11 Cumulative Strategic Plan Accomplishments: Fiscal Year 2019 Update

The Western Illinois University Board of Trustees received the *Fiscal Year 2019 Strategic Plan Update* at its September 2018 meeting. This *Update* included initial *Higher Values in Higher Education 2017-2027* accomplishments and plans for academic year 2018-2019. However, it did not include fall 2018 census day data and FY18 expenditures. The data were not available at the time of writing the Board materials.

Therefore, this *Update* includes the aforementioned data. Furthermore, the short- and long-term trends included in the *Update* will inform reaffirmation of accreditation from the Higher Learning Commission self-study.

The Social Responsibility Task Force began the self-study process in November 2018. It will culminate in March 2021 when the University will have its reaffirmation visit on the Macomb campus. Future monthly Strategic Plan Updates, Board Reports, and Resolutions will keep the Board and university community apprised and seek feedback on the self-study process.

**Cumulative Strategic Plan Accomplishments
Fiscal Years 2013-2018**

GOAL 1: UNIVERSITY GROWTH AND RECRUITMENT. Since implementation of *Higher Values in Higher Education 2012-2022*, Western Illinois University has:

- 1) Enrolled 3,096 Western Commitment Scholarship (WCS) recipients since program establishment in fall 2012. This automatic, academic merit scholarship program for first-time freshmen 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.

During the first three years of scholarship implementation, the percent of recipients receiving the WCS increased from 24.7% of the fall 2012 cohort to 28.8% of the fall 2014 cohort. After eligibility criteria were modified to include a need-based component, the percentage of recipients increased from 41.1% to 45.1% of the fall 2015 and 2018 new freshmen cohorts, respectively.

The WCS program was modified beginning with the recruitment of fall 2019 first-time freshmen. There are now three award levels as opposed to six. Additionally, the University launched the Western's Promise Plus program that is specifically designed to reduce or offset tuition and fees, plus other costs associated with room, board, books, and course materials.

Funding for this program is made by receipt of \$1.5 million in new state funding, matched by the University. Our program builds upon the State's "AIM HIGH" initiative that is designed to decrease out-of-state migration by Illinois college bound students. Illinois high school graduates with a minimum of a 1060 SAT or 21 ACT score and a 2.75 high school grade point average on a 4.0 scale are eligible for program participation.

| <u>Fall Semester</u> | <u>Number of Recipients</u> | <u>Percent of Cohort</u> |
|----------------------|-----------------------------|--------------------------|
| 2012 | 439 | 24.7% |
| 2013 | 469 | 27.7% |
| 2014 | 441 | 28.8% |
| 2015 | 631 | 41.1% |
| 2016 | 641 | 42.0% |
| 2017 | 500 | 41.5% |
| 2018 | 421 | 45.1% |

- 2) Enrolled 184 new freshmen in the Quad Cities since the University began admitting new freshmen cohorts at this campus in fall 2012. This includes enrolling over 30 new freshmen for the last three years.

| <u>Fall Semester</u> | <u>Number Enrolled</u> |
|----------------------|------------------------|
| 2012 | 7 |
| 2013 | 21 |
| 2014 | 26 |
| 2015 | 29 |
| 2016 | 37 |
| 2017 | 31 |
| 2018 | 33 |

- 3) Enrolled 1,822 Western Commitment Transfer Scholarship (WCTS) recipients since program establishment in fall 2013. Beginning in fall 2013, new transfer students with an associates degree and who enrolled full-time received a one-time \$400 book award. Those new transfer students with a 3.50 or higher grade point average received a one-time, \$1,000 scholarship. The percentage of WCTS recipients increased from 30.4% to 37.9% of the fall 2013 and 2017 new transfer cohorts.

Institutional benchmarking of the Illinois public universities showed that Western was the only Illinois public university not to have an annually renewable scholarship program for new transfer students. Therefore, the WCTS program was modified with the recruitment of fall 2018 new transfer students.

Beginning with this class, new transfer students who have 24 earned credit hours from an accredited institution, attend full-time, and have a 3.0 grade point average or higher received a renewable \$2,000 scholarship. Those transfer students with a 2.50-2.99 grade point average received a renewable \$1000 scholarship. As a result of this change, the new percentage of the fall new transfer cohorts receiving a WCS increased from 37.9% in fall 2017 to 61.7% in fall 2018. This is a 163 student (52.2%) increase.

| <u>Fall Semester</u> | <u>Number of Recipients</u> | <u>Percent of Cohort</u> |
|----------------------|-----------------------------|--------------------------|
| 2012 | -- | -- |
| 2013 | 345 | 30.4% |
| 2014 | 369 | 35.3% |
| 2015 | 366 | 33.1% |
| 2016 | 344 | 37.1% |
| 2017 | 312 | 37.9% |
| 2018 | 475 | 61.7% |

- 4) Created a dual enrollment program for academically qualified high school students. Western has enrolled 145 students since program establishment in fall 2014.

Data reported below reflect two policy changes. Beginning in fall 2015, students enrolled in this program paid 1/3rd of the published tuition costs and no fees. Enrollment grew by 15 students (250%) after this change, from six students in fall 2014 to 21 students in fall 2015.

Second, in fall 2017, the University piloted 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. Enrollment grew by 22 students (116%) after this change, from 19 students in fall 2016 to 41 students in fall 2017.

| <u>Fall Semester</u> | <u>Number Enrolled</u> |
|----------------------|------------------------|
| 2012 | -- |
| 2013 | -- |
| 2014 | 6 |
| 2015 | 21 |
| 2016 | 19 |
| 2017 | 41 |
| 2018 | 58 |

- 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 dual enrollment opportunities with seven new community college partners. A total of 808 students enrolled at the University have been eligible to participate in the program since fall 2012.

| <u>Fall</u> | <u>New Partners</u> | <u>Eligible Students</u> |
|-------------|---|--------------------------|
| 2012 | Sauk Valley College | 104 |
| 2013 | Highland Community College | 137 |
| 2014 | Kirkwood Community College | 121 |
| 2015 | Moberly Area and Elgin Community College | 133 |
| 2016 | -- | 112 |
| 2017 | Richland and Kishwaukee Community College | 106 |
| 2018 | -- | 95 |

- 8) Total minority student enrollment decreased by 46 students (1.6%) from 2,897 students in fall 2012 to 2,851 students in fall 2018. However, minority student enrollment as a percent of total university enrollment increased from 24.8% to 34.2% during this time.

| Minority Student Enrollment as a Percent of Total Student Enrollment Falls 2012-2017 | | | | | | |
|---|---------------|--------------------|--------------|----------------|--------------------|--------------|
| <u>Fall</u> | <u>Number</u> | | | <u>Percent</u> | | |
| | <u>Macomb</u> | <u>Quad Cities</u> | <u>Total</u> | <u>Macomb</u> | <u>Quad Cities</u> | <u>Total</u> |
| 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% |
| 2017 | 2,875 | 254 | 3,129 | 36.1% | 19.5% | 33.8% |
| 2018 | 2,590 | 261 | 2,851 | 29.5% | 21.1% | 34.2% |

- 9) Increased Centennial Honors College enrollment and student opportunities by way of new articulation agreements with community colleges, and creating a new pre-honors program. Western Illinois University has signed Honors Articulation Agreements with six regional community colleges. Not all of the Illinois community colleges have honors programs. Of the 189 students participating in the newly established (fall 2016) Pre-Honors program, 55 (29%) of these students earned grade point averages of 3.4 or higher and became members of the Honors College, 46 (24%) continued in Pre-Honors status. These students earned grade point averages between 3.20 and 3.39.

The Honors College has served 5,543 honors students between fall 2012 and fall 2018, with a 407 student (68.5%) enrollment increase during this time. Honors student enrollment as a percent of total undergraduate enrollment increased from 5.8% to 14.8% during this time.

| Academic <u>Year</u> | <u>New Partners</u> | Pre-Honors <u>Enrollment</u> | Honors <u>Enrollment</u> |
|-------------------------|---|---------------------------------|-----------------------------|
| 2012-2013 | Highland Community College | -- | 594 |
| 2013-2014 | Carl Sandburg College | -- | 667 |
| 2014-2015 | Elgin and Heartland Community College | -- | 697 |
| 2015-2016 | -- | -- | 788 |
| 2016-2017 | -- | 48 | 898 |
| 2017-2018 | Richland and Kishwaukee Community College | 141 | 1,000 |
| 2018-2019 | -- | 79 | 1,001 |

10) International student enrollment has increased by 29 students (8.5%) between fall 2012 and fall 2018. However, while enrollment increased between fall 2012 and 2014, it has since declined by 139 students (27.2%) since that time. 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.

| <u>Fall Semester</u> | <u>Number Enrolled</u> |
|----------------------|------------------------|
| 2012 | 343 |
| 2013 | 371 |
| 2014 | 511 |
| 2015 | 505 |
| 2016 | 491 |
| 2017 | 459 |
| 2018 | 372 |

11) The University served 871 students in Western's English as a Second Language (WESL) Institute between fall 2014 and fall 2018¹. However, the number of WESL students served in fall 2018 (9) is the lowest since fall 2015 (52).

| <u>Fall Semester</u> | <u>Number Enrolled</u> |
|----------------------|------------------------|
| 2012 | NA |
| 2013 | NA |
| 2014 | 300 |
| 2015 | 52 |
| 2016 | 279 |
| 2017 | 231 |
| 2018 | 9 |

12) A total of 796 students have participated in Study Abroad experiences since academic year 2012-2013. Each year approximately 120 or more students participate in these experiences.

| Academic <u>Year</u> | <u>Number Enrolled</u> |
|-------------------------|------------------------|
| 2012-2013 | 158 |
| 2013-2014 | 120 |
| 2014-2015 | 133 |
| 2015-2016 | 119 |
| 2016-2017 | 123 |
| 2017-2018 | 143 |

¹ The University began reporting WESL enrollment in the fall 2014 Fact Book.

- 13) Demand for distance education courses is evidenced by a 4,180-course enrollment increase (41.8%) between Fiscal Years 2013 and 2018, and a 11,496 credit hour (38.9%) increase during this time. The University has served 76,059 distance education course enrollments since Fiscal Year 2013, generating 220,181 credit hours.

| <u>Fiscal Year</u> | <u>Course Enrollments</u> | <u>Credit Hours</u> |
|--------------------|---------------------------|---------------------|
| 2013 | 10,011 | 29,570 |
| 2014 | 11,746 | 34,132 |
| 2015 | 12,387 | 35,976 |
| 2016 | 13,534 | 39,041 |
| 2017 | 14,190 | 40,396 |
| 2018 | 14,191 | 41,066 |

- 14) Total headcount enrollment in distance-education—where student takes a majority of semester hours through distance education (off-campus, online, and/or hybrid)—increased by 416 students (41.7%) from 998 students in fall 2012 to 1,414 students in fall 2018. Distance education student enrollment as a percent of total university enrollment increased from 8.2% of total enrollment in fall 2012 to 16.6% of total enrollment in fall 2018.

| <u>Fall</u> | <u>Macomb</u> | <u>Quad Cities</u> | <u>Total</u> |
|-------------|---------------|--------------------|--------------|
| 2012 | 825 | 173 | 998 |
| 2013 | 741 | 265 | 1,006 |
| 2014 | 715 | 325 | 1,040 |
| 2015 | 869 | 391 | 1,260 |
| 2016 | 836 | 454 | 1,290 |
| 2017 | 837 | 438 | 1,275 |
| 2018 | 939 | 475 | 1,414 |

- 15) Established 46 new educational opportunities between academic years 2012-2013 and 2018-2019.

| New Educational Opportunities at Western Illinois University Academic Years 2012-2013 through 2017-2018 | | | |
|--|-----------|-------------|-----------|
| | Macomb | Quad Cities | Total |
| Total | <u>33</u> | <u>12</u> | <u>45</u> |
| Undergraduate Certificates | 2 | 0 | 2 |
| Baccalaureate Degrees (On-Campus) | 5 | 2 | 7 |
| Baccalaureate Degrees (Online) | -- | -- | -- |
| Post Baccalaureate Certificates | 5 | 3 | 8 |
| Integrated Degrees | 20 | 2 | 22 |
| 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-</u> <u>2013</u> | <u>2013-</u> <u>2014</u> | <u>2014-</u> <u>2015</u> | <u>2015-</u> <u>2016</u> | <u>2016-</u> <u>2017</u> | <u>2017-</u> <u>2018</u> | <u>2018-</u> <u>2019</u> |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| New Minors | | | | | | | |
| <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 Undergraduate Certificates | | | | | | | |
| <u>Macomb</u> | | | | | | | |
| Marketing Technologies | | X | | | | | |
| Integrated Marketing Communication | | X | | | | | |
| New Baccalaureate Degrees | | | | | | | |
| <u>Macomb</u> | | | | | | | |
| Business Analytics | | | | | | | |
| 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 | |
| New Post Baccalaureate Certificates | | | | | | | |
| <u>Macomb</u> | | | | | | | |
| Business Administration | X | | | | | | |
| Supply Chain Management | X | | | | | | |
| Business Analytics | | X | | | | | |
| Music Performance | | | X | | | | |
| Events Planning and Management | | | 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> | <u>2018- 2019</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Quad Cities | | | | | | | |
| Business Administration | X | | | | | | |
| Supply Chain Management | X | | | | | | |
| Events Planning and Management | | | X | | | | |
| Integrated baccalaureate/master's programs | | | | | | | |
| Macomb | | | | | | | |
| 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 and BLAS | | | X | | | | |
| Art and Museum Studies | | | X | | | | |
| Anthropology and Museum Studies | | | X | | | | |
| Journalism and Communication | | | | X | | | |
| Graphic Communication and Instructional Design and Technology (IDT) | | | | X | | | |
| Communication | | | X | | | | |
| General Studies with IDT | | | X | | | | |
| Quad Cities | | | | | | | |
| Recreation, Park and Tourism Administration and Museum Studies | X | | | | | | |
| Law Enforcement and Justice Administration. | | X | | | | | |
| Masters Degrees (Hybrid) | | | | | | | |
| Quad Cities | | | | | | | |
| Business Administration | | | X | | | | |
| College Student Personnel | | | X | | | | |
| Community and Economic Development | | | | | X | | |
| Masters Degrees | | | | | | | |
| Macomb | | | | | | | |
| Applied Statistics and Decision Analytics | | | | X | | | |

| New Educational Opportunities at Western Illinois University by Campus Academic Years 2012-2013 through 2016-2017 | | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 2012- <u>2013</u> | 2013- <u>2014</u> | 2014- <u>2015</u> | 2015- <u>2016</u> | 2016- <u>2017</u> | 2017- <u>2018</u> | 2018- <u>2019</u> |
| Quad Cities | | | | | | | |
| Applied Statistics and Decision Analytics | | | | | | X | |
| Doctoral Degree | | | | | | | |
| Quad Cities | | | | | | | |
| Environmental Science | | X | | | | | |

16) Enhanced employee diversity, with the University's workforce at a record high of 12.3% minority faculty and staff in fall 2018.

| Total Minority Employees and as a Percent of Total University Employees Falls 2012-2016 | | | | | | | |
|--|---------------|--------------------|--------------|---------------|--------------------|--------------|--|
| | 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% | |
| 2017 | 227 | 19 | 246 | 11.4% | 13.0% | 11.5% | |
| 2018 | 245 | 15 | 260 | 12.4% | 10.8% | 12.3% | |

17) 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 agreed to salary concessions for Fiscal Years 2016-2018 as described below.

- Fiscal Year 2014: 3.5%
- Fiscal Year 2015: 2.0%
- Fiscal Year 2016: 1.0%
- For FY17, negotiated faculty and academic support professionals agreed to rescind the previously agreed upon 1% salary increase.
- Fiscal Years 17 and 18, negotiated faculty and academic support professionals incurred a temporary 3% base salary reduction, that would have been repaid if agreed upon conditions had been met.

Compensation for Professional Achievement Awards (PAAs), minima and promotional increases were honored and awarded between FY14-18.

| <u>Fiscal Year</u> | <u>Salary Minima Allocation</u> | <u>PAA Allocation</u> | <u>PAA Awards</u> |
|--------------------|---------------------------------|-----------------------|-------------------|
| 2014 | \$558,411 | \$312,662 | 217 |
| 2015 | \$634,394 | \$319,271 | 221 |
| 2016 | \$640,633 | \$296,480 | 204 |
| 2017 | \$657,394 | \$294,120 | 179 |
| 2018 | \$518,139 | \$251,847 | 191 |

18) The University supported non-negotiated staff raises in Fiscal Years 2014 and 2015. However, there was a voluntary no pay program for senior administrators in FY16, and a furlough program for non-negotiated staff members earning more than \$40,000 in FY17 and 18.

| Fiscal Year | Salary Increase | Furlough Program |
|-------------|-----------------|--------------------------------|
| 2014 | 3.5% | -- |
| 2015 | 2.0% | -- |
| 2016 | 0.0% | 8 days, Dean's level and above |
| 2017 | 0.0% | 6-8 days @ \$40,000 and above |
| 2018 | 0.0% | 6-8 days @ \$40,000 and above |

19) The University helped 101 faculty members earn tenure, 165 faculty members earn promotions, and 163 civil service employees earn reclassifications between June 2013 and June 2017.

| Tenure | | Promotions | | Reclassifications | |
|-----------|------------|-------------|------------|-------------------|----------|
| June 2013 | 22 faculty | August 2013 | 27 faculty | FY 2013 | 64 staff |
| June 2014 | 32 faculty | August 2014 | 58 faculty | FY 2014 | 47 staff |
| June 2015 | 26 faculty | August 2015 | 42 faculty | FY 2015 | 37 staff |
| June 2016 | 21 faculty | August 2016 | 38 faculty | FY 2016 | 15 staff |
| June 2017 | 10 faculty | August 2017 | 22 faculty | FY 2017 | 45 staff |
| June 2018 | 26 faculty | August 2018 | 41 faculty | FY 2018 | 34 staff |

GOAL 2: ENRICH ACADEMIC EXCELLENCE. The University demonstrates its commitment to academic excellence by:

1) Maintaining the largest expenditures for instruction and instructional support. In fact, the percentage of institutional expenditures to these areas increased from 63.7% of total expenditures in FY13 (three years prior to the statewide budget impasse) to 68.3% of total expenditures in FY18 (the first year after the budget impasse). This spending pattern shows that the University fiscally protected the academic core during and in the aftermath of the state-imposed fiscal crisis.

| (In Thousands of \$) | FY2012 | FY2013 | FY2014 | FY2015 | FY2016 | FY2017 | FY2018 |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Instruction | \$79,449.2 | \$77,370.8 | \$77,267.6 | \$77,237.5 | \$74,645.3 | \$68,563.6 | \$68,268.7 |
| Organized Research | 6,074.1 | 3,540.3 | 3,535.5 | 3,083.6 | 3,254.0 | 3,226.0 | 4,397.9 |
| Public Service | 14,774.0 | 12,694.3 | 13,970.1 | 14,142.2 | 12,852.6 | 11,871.1 | 11,212.0 |
| Academic Support | 8,701.9 | 8,925.6 | 8,847.8 | 8,829.6 | 8,109.0 | 7,297.0 | 7,216.2 |
| Student Services | 41,066.6 | 42,830.7 | 48,119.7 | 49,661.2 | 48,895.0 | 47,107.7 | 47,097.3 |
| Subtotal-Dollars | \$150,065.8 | \$145,361.7 | \$151,740.7 | \$152,954.1 | \$147,755.9 | \$138,065.4 | \$138,192.1 |
| Subtotal-Percent | 65.6% | 63.7% | 65.4% | 66.2% | 67.5% | 66.9% | 67.3% |
| Institutional Support | 9,277.7 | 9,473.6 | 9,675.4 | 10,238.6 | 9,006.5 | 9,375.3 | 10,156.4 |
| O&M of Physical Plant | 30,200.5 | 30,446.2 | 31,023.6 | 27,711.3 | 24,066.9 | 23,737.2 | 23,081.5 |
| Independent Operations | 34,944.1 | 38,651.4 | 35,090.6 | 35,419.8 | 33,722.4 | 31,059.0 | 29,585.2 |
| CMS Group Health Insurance | 2,724.2 | 2,735.9 | 2,909.5 | 2,998.1 | 2,722.3 | 2,774.7 | 2,796.1 |
| FICA/Medicare | 1,564.6 | 1,602.4 | 1,668.9 | 1,666.5 | 1,611.9 | 1,466.3 | 1,453.3 |
| Total | \$228,776.9 | \$228,271.2 | \$232,108.7 | \$230,998.4 | \$218,885.9 | \$206,477.9 | \$205,264.6 |

2) Completing Program Reviews in 47 areas between academic years 2012-2013 and 2017-2018.

- 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, 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.
 - f. Academic Year 2017-2018 Reviews: M.A. in Economics and the M.S. Ed. in Counseling. Three-year progress reports were completed for the Ph.D. in Environmental Science: Large River Ecosystems and the Post Baccalaureate Certificate in Business Analytics.
- 3) Maintaining ongoing relationships with discipline-specific agencies that accredit the University's academic programs, where appropriate to the discipline²: The University has discipline-specific academic accreditation from 17 agencies. The last addition was in academic year 2014-2015.
- 4) Maintaining an on-going relationship with Higher Learning Commission.

Academic Year 2012-2013:

- Applied to the Persistence and Completion Academy, and for approval to establish the Ph.D. in Environmental Science.
- Remained current on new accreditation criteria and processes.

Academic Year 2013-2014:

- Received approvals for distance education with no prior Commission approvals required, and to establish the Ph.D. in Environmental Science.
- Obtained State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through November 2015.
- Initiated processes for closing 60th Street as a branch campus and opening Riverfront as a branch campus.

² Additionally, the International Association of Counseling Services accredits the University Counseling Center, and the Accreditation Association for Ambulatory Health Care accredits Beu Health Center.

- Prepared to host an onsite campus evaluation visit for the Quad Cities campus, and off-campus location reviews at Central Intermediate School in Washington, Illinois, and Peoria Manual High School in September 2014.
- Adopted a *Formal Definition of a Credit Hour Policy*.
- Prepared a long-term accreditation planning calendar for the University.
- Applied for institutional participation in the Persistence and Completion Academy (PCA).

Academic Year 2014-2015:

- Acquired approval for closing 60th Street, and opening Riverfront as Western Illinois University's branch campus in the Quad Cities.
- Received reaffirmation of accreditation for off-campus program currently offered at 13 additional locations.
- Initiated 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.
- Completed year one (of four) participation in the PCA.

Academic Year 2015-2016

- Applied and received State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through 2017.
- Received Illinois Board of Higher Education and National Council for State Authorization and Reciprocity Agreement approval for membership.
- Responded to Commission questions regarding the Fiscal Year 2016 State of Illinois budget impasse.
- Achieved Commission approval for Western Illinois University's Quality Initiative (QI), with priorities on updating the Strategic Plan, increasing enrollment, participating in the PCA, and engaging in fiscal reduction and reallocation.
- Served as a Teach Out partner for Ashford University.
- Reported to the Commission on University Teach Out plans for baccalaureate degree programs in African American Studies, Philosophy, Religious Studies, and Women's Studies.
- Completed year two participation in the PCA.

Academic Year 2016-2017 actions:

- Maintained National Council for State Authorization and Reciprocity Agreement membership, and State of Iowa approval to house Museum Studies in Davenport and offer distance education to Iowa residents.
- Responded to Commission questions regarding year two of the historic and unrepresented State of Illinois budget impasse, and year three of institutional participation in the PCA.
- Implemented year two of Western Illinois University's QI.
- Completed year three participation in the PCA.

Academic Year 2017-2018 actions:

- Applied and received State of Iowa approval to continue hosting Museum Studies and offering distance education in Iowa through 2019.
- Monitored university progression on academic year 2015-2016 Teach Out plans.
- Submitted FY18 Monitoring Report on Financial Indicators. University progress was approved by the Commission.
- Implemented the final year (year three) of Western Illinois University's QI.
- Completed year four participation and graduated from the PCA.

Academic Year 2018-2019 actions:

- Submitted FY19 *Monitoring Report on Financial Indicators*, *Teach Out Report*, and the University's *Quality Initiative Report* to the Commission. Each *Report* is being evaluated at the time of writing this *Report*.
- Convened the Social Responsibility Task Force with the charge of reviewing whether the University does not meet, meets, or exceeds the core components and criteria for accreditation. Actions needing attention will serve as the basis for the Academic Year 2019-2020 Strategic Plan Supplement.

5) Implementing changes to the First Year Experience (FYE).

Academic Year 2013-2014:

- Clarified program goals.
- Required a university transition course (University 100) and small section of a general education or pre-professional course.
- Provided residents assistants with additional resource and referral training.
- Branded the FYE, and enhanced educational components to the FYE web and social media sites.

Academic Year 2014-2015:

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

Academic Years 2014-2015 through 2017-2018: No actions taken.

6) Western Illinois University faculty authored 131 books and 1,814 chapter/monograph/refereed articles, made 5,454 conference presentations, and generated 5,780 creative activities between calendar years 2012 and 2017.

| Western Illinois University Faculty Scholarly Activity Calendar Years 2012-2017 | | | | | | | |
|--|-------------|-------------|--------------|-------------|-------------|-------------|--------------|
| | <u>2012</u> | <u>2013</u> | <u>2014-</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>Total</u> |
| Books | 29 | 19 | 18 | 21 | 21 | 23 | 131 |
| Chapter/Monograph/Refereed | 337 | 372 | 313 | 305 | 254 | 233 | 1,814 |
| Articles | | | | | | | |
| Conference Presentations | 937 | 1,026 | 964 | 886 | 880 | 761 | 5,454 |
| Creative Activities | 1,260 | 1,115 | 819 | 932 | 853 | 801 | 5,780 |

7) Faculty and staff have earned \$64.5 million in external grants and contacts between FY13-18.

| <u>Fiscal</u> <u>Year</u> | <u>Amount</u> <u>(in millions)</u> |
|------------------------------|---------------------------------------|
| 2013 | \$9.7 |
| 2014 | \$9.9 |
| 2015 | \$11.1 |
| 2016 | \$11.6 |
| 2017 | \$10.7 |
| 2018 | \$11.5 |

- 8) One hundred and thirty-seven faculty members earned sabbaticals between academic years 2012-2013 and 2017-2018, and Western invested over \$5.4 million in faculty and staff travel between FY14-18.

| Faculty Sabbaticals | | Travel Expenditures (\$ in thousands) | |
|---------------------|----|--|-----------|
| AY 2013-2014 | 22 | FY 2014 | \$1,302.4 |
| AY 2014-2015 | 32 | FY 2015 | \$1,402.1 |
| AY 2015-2016 | 26 | FY 2016 | \$ 933.6 |
| AY 2016-2017 | 21 | FY 2017 | \$ 868.7 |
| AY 2017-2018 | 10 | FY 2018 | \$ 934.9 |
| AY 2018-2019 | 25 | FY 2019 | NA |

- 9) The University built upon the foundation of Undergraduate Research Day where students present their original work by establishing Graduate Research Conference in Spring 2014, and the Quad Cities Student Research (undergraduate and graduate) Conference in Spring 2015.

A total of 1,546 students have participated in Undergraduate Research Days (URD) since spring 2013. Since program establishment, 394 students participated in the Graduate Research Conference (GRC), and 271 students participated in the Quad Cities Research Conference (QCRC).

| | URD Participants | GRC Participants | QCRC Participants |
|-------------|---------------------|---------------------|----------------------|
| Spring 2013 | 197 | -- | -- |
| Spring 2014 | 214 | 65 | -- |
| Spring 2015 | 265 | 69 | 46 |
| Spring 2016 | 305 | 94 | 55 |
| Spring 2017 | 358 | 89 | 82 |
| Spring 2018 | 207 | 77 | 88 |

- 10) The University received \$124.2 million in state capital funding to support new instructional facilities.

- \$59.2 million was received to construct and furnish the Western Illinois University-Quad Cities Riverfront Campus. Phase I opened January 2012, and Phase II opened August 2014.
- \$60 million (currently frozen by the State) was received to construct and furnish the Center for Performing Arts in April 2014.
- \$5 million (currently frozen by the State) was appropriated to continue the physical expansion of the Quad Cities campus.

- 11) The University purchased 2,698 new faculty and staff computers valued at \$2.8 million since Fiscal Year 2013. The Quad Cities campus also purchased 416 new computers valued at \$479,667 and during this time.

| Fiscal Year | Macomb Campus | | Quad Cities Campus | |
|----------------|------------------|-----------|--------------------|-----------|
| | New Computers | Value | New Computers | Value |
| 2013 | 864 | \$830,561 | 77 | \$ 77,875 |
| 2014 | 925 | \$920,591 | 294 | \$353,580 |
| 2015 | 451 | \$536,908 | 20 | \$ 18,733 |
| 2016 | 116 | \$126,528 | 1 | \$ 1,569 |
| 2017 | 88 | \$ 88,433 | -- | -- |
| 2018 | 254 | \$279,800 | 24 | \$ 27,910 |

12) On the Macomb campus, 63 electronic classrooms and laboratories have been upgraded since Academic Year 2013-2014. These upgrades have been supported by the purchase of 463 computers valued at \$442,171. Additionally, University Technology purchased 621 new computers valued at \$532,664 for student computing laboratories. The University also purchased 272 iPads and Tablets to support faculty and staff mobility.

| | Classroom Upgrades | Instructional Laboratory and | | University Technology | | IPads/Tablets | |
|---------|--------------------|------------------------------|-----------|-----------------------|----------|---------------|----------|
| | | Classroom Computers | | Laboratory Computers | | | |
| | | Number | Value | Number | Value | Number | Value |
| 2013-14 | 27 | 148 | \$115,566 | 95 | \$79,237 | 128 | \$74,438 |
| 2014-15 | 24 | 81 | 47,834 | 133 | 142,073 | 50 | 21,350 |
| 2015-16 | 7 | 111 | 140,271 | 169 | 132,954 | 0 | 0 |
| 2016-17 | 2 | 29 | 51,000 | 0 | 0 | 0 | 0 |
| 2017-18 | 3 | 94 | 87,500 | 224 | 178,400 | 94 | 49,900 |

13) Accomplishments from the *2013-2018 Information Technology Strategic Plan* include:

- 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).
- Enhancing wireless connectivity, bandwidth, electronic classrooms, and video conference units; improving technology security; and updating the Macomb core infrastructure (Academic Year 2014-2015).
- Improving technology security, transitioning from Zimbra to Google collaborative software, and completing the University Technology reorganization (Academic Year 2015-2016).
- 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).

14) Accomplishments from the *2017-2022 Information Technology Strategic Plan* include:

- Standardizing touch panel designs in all classrooms and video conference rooms; expanding the Computer Resource Center in the University Union; completing redesigns of websites for the First Year Experience, Study Abroad and Outreach, Human Resources, Campus Recreation, and Undergraduate Programs; and redesigning the Student and Alumni Registration System.

Externally, the Center for the Application of Information Technologies became one of the top two selling digital test preparation curricular in the GED Testing Marketplace, and launched a scenario-based Mandated Reporter training for Pennsylvania State University (Academic Year 2017-2018).

GOAL 3: PROVIDE EDUCATIONAL OPPORTUNITY. In addition to the new degrees, instructional formats, expansion of high school dual enrollment, and articulation agreements reported in Goal 1, Western Illinois University extends educational opportunity by:

- 1) Offering weekend and irregularly scheduled courses (those less than the regular semester length) on campus. Note: The data reported below does not include hybrid courses, which is considered to be off-campus (distance education) instruction.

| <u>Fall</u> | <u>Number of</u> <u>Classes</u> | <u>Percent of</u> <u>Total</u> |
|-------------|------------------------------------|-----------------------------------|
| 2014 | 112 | 3.5% |
| 2015 | 82 | 2.7% |
| 2016 | 102 | 3.5% |
| 2017 | 96 | 3.4% |
| 2018 | 86 | 3.2% |

2) Signing:

- Compact (general education articulation) agreement with Saint Louis Community College (spring 2017).
 - Developing one accelerated undergraduate degree, and three accelerated degree pathways for students. This includes a Bachelors in General Studies/Doctorate in Chiropractic Agreement with Palmer College of Chiropractic (spring 2014); a three-year accelerated baccalaureate degree in Recreation, Park and Tourism Administration (spring 2015); Integrated (baccalaureate and master's) Degree Agreement with Museum Studies and Wartburg College (spring 2016); and a 3+3 Articulation Agreement with John Marshall School of Law (spring 2017).
- 3) Promoting access to community educational resources by signing agreement with Moline Public that allows reciprocal use of library resources (August 2014). The Library extended this partnership allowing patrons to enjoy cultural benefits of the Quad Cities by checking out admission passes for up to seven days to the Quad City Botanical Center, Niabi Zoo, Family Museum, Figge Art Museum, Putnam Museum, and German American Heritage Center (September 2016).
- 4) Serving 3,521 students with disabilities between Fiscal Years 2013 and 2018.

| <u>Fiscal</u> <u>Year</u> | <u>Macomb</u> <u>Campus</u> | <u>Quad</u> <u>Cities</u> |
|------------------------------|--------------------------------|------------------------------|
| 2013 | 533 | 15 |
| 2014 | 608 | 29 |
| 2015 | 603 | 39 |
| 2016 | 549 | 50 |
| 2017 | 495 | 45 |
| 2018 | 508 | 47 |

GOAL 4: SUPPORT PERSONAL GROWTH. The University Supports Personal Growth by:

- 1) Becoming a smoke-free University (July 2015).
- 2) Providing high quality, comprehensive student health services. Beu Health Center is accredited by the Accreditation Association for Ambulatory Health Care, and provides full service medical clinic offering outpatient health care, student health insurance, and health and wellness education to students.

The high standards of quality care are demonstrated in the AAAHC accreditation and additional accreditations and licensures. Beu's laboratory was re-accredited by COLA (a physician-directed organization promoting excellence in laboratory medicine and patient care) in February 2018. Likewise,

the Alcohol and Other Drugs Resource Center was re-licensed by the Illinois Department of Human Services through May 2020.

Beu staff provide immediate and preventative health care. Since Academic Year 2014-2015, there have been 51,430 patient visits, 11,784 immunizations, 40,607 laboratory tests, and 22,182 prescriptions filled.

| | Patient <u>Visits</u> | <u>Immunizations</u> | Laboratory <u>Tests</u> | Prescriptions <u>Filled</u> |
|------------|--------------------------|----------------------|----------------------------|--------------------------------|
| AY 2014-15 | 13,106 | 3,659 | 7,688 | 7,738 |
| AY 2015-16 | 14,200 | 2,355 | 11,573 | 8,671 |
| AY 2016-17 | 12,272 | 3,458 | 11,266 | 7,126 |
| AY 2017-18 | 11,852 | 2,312 | 10,080 | 5,766 |

- 3) Offering aquatics, fitness services, intermural supports, and club sports through Campus Recreation. Students, faculty, and staff have access to an aquatics center, boxing room, cardio area, conference rooms, equipment room, fitness studios, healthy food and beverage options, multiactivity courts, Olympic Strength Room, racquetball courts, walking/jogging track, and weight room. There is high demand and volume at the Spencer Student Recreation Center, with a minimum of nearly 200,000 card swipes annually despite overall enrollment declines. Students currently organizing and participating in 21 club sports.

| | Card <u>Swipes</u> | Club <u>Sports</u> |
|------|-----------------------|-----------------------|
| 2014 | 273,520 | 35 |
| 2015 | 259,775 | 31 |
| 2016 | 259,775 | 25 |
| 2017 | 223,254 | 27 |
| 2018 | 195,944 | 21 |

- 4) Promoting a comprehensive Division I athletic program with students successful in the classroom and in competition, as evidenced in the following accomplishments displayed by academic year.

Academic Year 2012-2013:

- Student athletes earned a cumulative grade point average of 3.03.
- Sixty-four student athletes earned Academic All-Conference Honors (Summit League and Missouri Valley Football Conference).
- Twenty-three student-athletes earned All-Conference honors.
- 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.

Academic Year 2013-2014:

- The University awarded \$3.6 million in athletics scholarships.
- Student athletes earned a cumulative grade point average of 3.07.
- Fifty-six student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
- Men’s Soccer advanced to the Summit League Tournament championship game for the third consecutive year.
- Volleyball qualified for the Summit League postseason tournament for the first time since 2007.

- Student-athletes performed 1,143 hours of community service, and collected \$6,639 for local and regional charities.

Academic Year 2014-2015:

- The University awarded \$3.8 million in athletics scholarships.
- Student athletes earned a cumulative grade point average of 3.00.
- Forty-eight student-athletes earned Academic All-Conference Honors in the Summit League and/or Missouri Valley Football Conference.
- The men's soccer team shared the Summit League regular season championship.

Academic Year 2015-2016:

- The University awarded nearly \$3.9 million in athletics scholarships.
- Student athletes earned a cumulative grade point average of 3.12, the level of academic achievement in 20 years.
- 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.
- 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.
- The football team participated in the NCAA FCS playoffs for the first time in five years, advancing to the second round after defeating the University of Dayton.
- The men's basketball program earned its first-ever win over a nationally ranked opponent, defeating the University of Wisconsin in November 2015.
- 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.
- The 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.
- 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.

Academic Year 2016-2017:

- Student athletes had higher retention rates than all other students for the 19th consecutive semester.
- Thirteen teams finished with a mean grade point average of 3.0 in fall 2016.
- Men's baseball finished with the highest mean grade point average in program history at 3.16.
- 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.
- Women's basketball (26-7) won the Summit League Championship and played in the NCAA tournament.

- Women’s tennis snapped a 36-match conference losing streak dating back to 2011, and finished 3-3 in the Summit League.
- Locker Room/Team Space enhancements were made for Football, Volleyball, Basketball, and Track and Field/Cross Country.

Academic Year 2017-2018:

- Student athletes earned a cumulative grade point average of 3.17, the second highest in program history.
- Fernando Pacheco, Brett Taylor, and Jacob Judd were named Academic All-Americans by the College Sports Information Directors of America.
- Baseball finished the season with 14 Summit League wins, the most since 2006.
- Football posted a FBS victory over Coastal Carolina, 52-10, and finished the year with their second NCAA playoff appearance in three years.
- Erica Hagen became the first Leatherneck to finish top-three at the Summit League Swimming and Diving Championships since the 2010 season.
- Women’s tennis qualified for the Summit League Tournament for the third time in program history, and the first since 2014.
- Women’s basketball defeated No. 18 Stanford, 71-64, on the road and finished the year with its second consecutive postseason tournament berth after an invitation to the WNIT.
- Michaela Busch became Western’s all-time point leader in the pentathlon and heptathlon

5) Supporting University Theme year programming provides students, faculty, staff, and guests of the University with access to key note speakers, academic materials, and related co-curricular programs and events in special areas of focus (listed below).

| <u>Academic Year</u> | <u>University Theme</u> |
|----------------------|--|
| 2012-13 | War and Peace: From Personal Conflict to Global Resolution |
| 2013-14 | Food and Drink: Mind, Body and Soul |
| 2014-15 | Ethics: A Foundation for Personal Growth and Social Responsibility |
| 2015-16 | Environment: A Foundation for Social Responsibility |
| 2016-17 | Economy: Moral Challenges and Opportunities |
| 2017-18 | Cultivating Peace at Home and Abroad: Our Social Responsibility |
| 2018-19 | Living and Thriving in a Digital World |

The University’s Affirmative Action Internship Program is designed to enhance to increase the pool of qualified women and minorities for administrative positions. The program provides participants with an opportunity to develop and increase administrative skills in an area of interest. Participants work on a temporary released-time basis under the direction of an appropriate administrative mentor for a semester or academic year.

| <u>Academic Year</u> | <u>Areas Hosting Interns</u> |
|----------------------|--|
| 2013-14 | Centennial Honors College; Facilities Management; Government Relations; President’s Office; Provost’s Office; and the School of Distance Learning, International Studies, and Outreach |
| 2014-15 | College of Education and Human Services Advising Office |
| 2015-16 | Student Judicial Programs and Facilities Management |
| 2016-17 | Art |
| 2017-18 | Provost’s Office, and the School of Global Education and Outreach |

- 6) Supporting the Center for Innovation in Teaching and Research and Human Resources. These offices provide the University community with programs, services, and events that support career needs, interests, and professional growth of employees. Sample accomplishments include:

Academic Year 2013-2014:

- The Center for Innovation in Teaching and Research provided 186 programs in Macomb and 25 in the Quad Cities.
- Ninety-eight employees completed Human Resources' Professional Supervisor Certificate Program, and 122 employees have taken sessions toward certificate completion.
- The LIFE (Learning is Forever) program had 685 enrollments in special-interest, non-credit courses.

Academic Year 2014-2015:

- The Center for Innovation in Teaching and Research provided 178 programs in Macomb and 30 in the Quad Cities.
- One hundred and seven employees completed Human Resources' Professional Supervisor Certificate Program.
- The LIFE (Learning is Forever) program in Macomb had 1,615 enrollments in special-interest, non-credit courses.
- The LIFE program was established in the Quad Cities, and offered four courses.

Academic Year 2015-2016:

- The Center for Innovation in Teaching and Research provided 185 programs in Macomb and 30 in the Quad Cities.
- Forty-five employees completed Human Resources' Professional Supervisor Certificate Program.
- The LIFE (Learning is Forever) had 2,385 non-credit course enrollments in Macomb, and another 489 enrollments in the Quad Cities.

Academic Year 2016-2017:

- The Center for Innovation provided:
 - Three sections of Best Practices in Teaching Online, with 47 faculty members participating in this program.
 - 53 workshops related to the University's distance learning platform, Desire2Learn.
 - 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
- Human Resources:
 - Served 66 employees in a Talent Management (employee development) program with 12 offerings.
 - Continued active shooter training with the Office of Public Safety, offered campus tours, and engaged all new employees in orientation and onboarding.
 - 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.

- a) Academic Year 2017-2018:

- The Center for Innovation in Teaching and Research
 - Facilitated professional development in the scholarship of teaching and learning. 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. And 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.
 - Assisted faculty in the switchover to “Daylight” on Western Online. This change enhanced the University’s Course Management System to offer a more robust, mobile-friendly experience for students and faculty.
 - Provided 206 workshops to the University community.
- Human Resources:
 - First introduced “Development Day”. This day was open to all employees, and offered professional development in six areas supported by 25 programs. One hundred and twenty employees participated in this event.
 - Continued providing active shooter training with the Office of Public Safety, offering campus tours, and engaging new employees in orientation and onboarding.

7) Providing 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.

GOAL 5: PROMOTE SOCIAL RESPONSIBILITY: The University supported social responsibility by:

1) Receiving over \$2.0 in grants supporting experiential learning (e.g., internships, student teaching, clinical placements, etc.) between FY14-18.

| <u>Fiscal</u> <u>Year</u> | <u>Amount</u> <u>Received</u> |
|------------------------------|----------------------------------|
| 2014 | \$338,553 |
| 2015 | \$423,704 |
| 2016 | \$337,181 |
| 2017 | \$475,878 |
| 2018 | \$475,286 |

2) Hosting federally mandated U.S. Constitution Day observances on the Macomb Campus annually since fall 2012 to support civic engagement.

3) Earning Carnegie Foundation Community Engagement Classification during Academic Year 2011-2012. Western was one of only 310 institutions from over 5,300 colleges and universities across the nation to achieve this distinction. The University was recognized for “Excellent alignment among mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement.”

The Director of the Illinois Institute for Rural Affairs and the Senior Vice President for Strategic Planning and Initiatives are currently co-chairing the Carnegie Self Study that will be submitted in Spring 2019. They are working 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.

- 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 in December 2013 demonstrates the public commitment to the *Mission* of Western Illinois University. And this commitment continues to grow.

Contributions to University’s Foundation increased from \$5.6 million in FY16, to \$7.3 million in FY17, and \$13.7 million in FY18. During this time, the endowment grew from \$38.0 million to \$56.2 million, and total Foundation assets increased from \$41.4 million to \$67.1 million, as well.

The University is making the necessary staffing additions to provide the necessary infrastructure for Western’s next comprehensive fundraising campaign. A new University Marketing Director and new Development Officers in the College of Business and Technology and the College Arts and Sciences are now in place. Additionally, the Director of Development for Athletics now directly reports to the Vice President of Advancement and Public Services

- 5) Building a culture of alumni giving, as measured by annual alumni giving rates one year after graduation, helps build a philanthropic culture of giving, whether to the University or to other social causes. Alumni giving to Western in this category has increased from 3.9% in FY15 to 5.0% in FY18.

| <u>Fiscal Year</u> | <u>Giving Rate</u> |
|--------------------|--------------------|
| 2013 | 5.1% |
| 2014 | 4.3% |
| 2015 | 4.3% |
| 2016 | 3.9% |
| 2017 | 4.4% |
| 2018 | 5.0% |

- 6) Completing programming studies for Currens Hall renovation, a new Science Complex, Quad Cities Phase III in academic year 2013-2014, and Simpkins Hall renovation in academic year 2018-2019 ensures efficient use of state resources. Likewise, documenting *Master Plan* goals and priorities at Board meetings each December shows how the University is investing institutional and state funding to support and enhance its learning environment.

- 7) Demonstrating commitments to environmental sustainability are evident by:
 - Receiving Silver Leadership in Energy and Environmental Design certification for Phase I of the Riverfront Campus in January 2013, and designing and operating Phase II as a LEED Gold facility.
 - Achieving and maintaining Tree Campus USA designation by the Arbor Day Foundation each year since academic year 2013-2014. 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.
 - Participating in Recycle Mania (a national collegiate competition) for the 12th consecutive year during academic year 2018-2019. In the last competition, 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.

GOAL 6: DEMONSTRATE ACCOUNTABILITY: Western Illinois University continues to demonstrate strategic planning transparency and accountability by placing monthly, quarterly, and annual Strategic Plan Updates, and annual Performance Reports on the University Planning Website. This website also includes annual Campus Master Plan Updates and quarterly presentations on the status of the University's *Priorities and Reinvestment Plan* and *Positioning Western Illinois University for the Future Plan* made to the Board of Trustees in order to be transparent with the university and external communities.